

**TECHNIQUES USED BY TRAINED AND UNTRAINED  
TEACHERS IN TEACHING SHORT STORIES**

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

**Submitted by  
Dhruva Sijapati Baduwal**

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

**2012**

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**2012**

## DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:.....

.....

**Dhruba Sijapati Baduwal**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dhruva Sijapati Baduwal** has prepared this thesis entitled “Techniques Used by Trained and Untrained Teachers in Teaching Short Stories” under my guidance and supervision.

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## **DEDICATION**

Dedicated

To

“Those who inspirits me, Binita”

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**Dhruba Sijapati Baduwal**



## ABSTRACT

The present research work entitled “**Techniques Used by Trained and Untrained Teachers in Teaching Short Stories**” was carried out to find out the techniques used by teachers in teaching short stories at intermediate level. I used both primary and secondary sources of data in this study. I randomly selected nine higher secondary schools and colleges. Thirty six students and twelve teachers from the colleges were selected using random judgmental sampling procedure. For the collection of primary data twelve teachers and thirty six students were distributed questionnaire and thirty six classes were observed. The secondary sources of data were various books, journals and websites related to the study. The study found out that learners liked short stories knowingly or unknowingly and short stories are baseline for all language skills, language functions, etc. And to get the hidden benefit these should be taught by using various techniques. If it is not taught properly, it will be the work of making sand house that last for only seconds.

This thesis consists of four chapters. Chapter one introduces the study with general background i.e. history of English language teaching, teaching literature, elements of stories, etc. Chapter two deals with the procedure adapted to carry out the research. It contains information on the sources of data, sampling procedure, tools and process of data collection and limitations of the study. Chapter three consists of analysis and interpretation of the data collected through questionnaire and observation. Chapter four deals with the major findings of the study on the basis of analysis and interpretation of the data obtained and it also deals with some recommendations made on the basis of findings of the study. Finally, chapter four is followed by references and the appendices.

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## LIST OF SYMBOLS AND ABBREVIATIONS

FL	-	Foreign Language
TL	-	Target Language
i.e.	-	that is
et al.	-	And other people
etc.	-	etcetera
vol.	-	volume
p.	-	page
CUP	-	Cambridge University Press
OUP	-	Oxford University Press
S.N.	-	Serial Number
%	-	Percentage
ELT	-	English Language Teaching
T	-	Trained Teacher
UT	-	Untrained Teacher
S	-	Students
O	-	Observation
No.	-	Number
TPR	-	Total Physical Response
Viz.	-	They are
TU	-	Tribhuvan University
NESP	-	National Education System Plan
NGO	-	Non-Governmental Organization

# CHAPTER-ONE

## INTRODUCTION

### 1.1 General Background

Language is a set or system of words that makes human closer to his/her demand. It is voluntary vocal system of human communication. It is arbitrary and productive. It is also ironically the main means where by people fail to communicate. It is human unique property. Crystal (1974, p. 32) states, “Language is called a system of human vocal communication”. Wardhaugh (1986, p. 1) defines, “A language is what the members of a particular society speak. It is a communal possession, although admittedly an abstract one”. Coder (1973, p. 20) says, “Language is an object like a tool, which we can pick up, use for some purpose and put down again”. He further says that it is something we know and such a complex phenomenon that no one views point can see it as whole. Cook (2008, p. 1) says, “Language is at the center of human life. We use it to express our love or our hatred, to achieve our goal and further our careers, to gain artistic satisfaction or simple pleasure or to blaspheme”.

From above definitions it is clear that there is no perfect definition of language and no one can define it perfectly because it is not only rule governed but also contextual and keeps on changing. It is a social institution, a convention, a tradition. It is any set or system of such symbols as used in more or less uniform fashion by a number of people, who are thus enabled to communicate intelligibly with one another. It is conservative by nature, yet changes in course of time and also differs from non-human.

There are more than 5000 languages around the world having different status. Some languages are worldly famous where some are limited to a group of people only. Many languages have been dead and many are in endangered situation. English, international language; dream, prestige, power of the world used widely as a lingua franca for communication between people who do not share the same first language. It is also a mother tongue for many people but, however, it has more non-native speakers having their own standarity. It is difficult to identify who actually the native speaker



is, because there are many non-native speakers who speak more fluently, accurately, appropriately than native speakers do. It is now everybody's property. So, Kachru (1985) says English as Englishes. He has categorized world Englishes into three circles:

IC-Inner Circle (native speakers)

OC-Outer Circle (Colonized countries)

EC-Extended Circle (Influenced countries)

(as cited in Harmer 2008, p. 17)

Being English flexible in its nature the numbers of non-native speakers are increasing day by day. So, Crystal warns, if in 500 years, English is the only language left to be learnt, "it will have been the greatest intellectual disaster that the planet has ever known" (as cited in Harmer 2008, p.16).

There is no science, no technology, etc. remain untouched by English. There are various reasons for the widening of this language: a colonial history, economics, information exchange, travel and popular culture. English has become the inclusive channel of communication and education throughout the universe and has become the main source for the expansion of one's knowledge.

From the above discussion we are clear that English Language Teaching (ELT) is essential and the way of teaching also differs from language learning in general.

### **1.1.1 History of English Language Teaching**

The history of English language teaching went back to 14<sup>th</sup> century in the name of Teaching English as Foreign Language (TEFL), Teaching English to Speakers of Other Language (TESOL) and Teaching English as Second Language (TESL) where most people in England became monolingual in English with French needing to be learnt as a foreign language (FL) for the first time, the earliest surviving book to that purpose dating from 1396. Various changes had been made for teaching English language since then. However, there had been developed a lot of methods for language teaching and learning till 20<sup>th</sup> century viz. "The classical Method, Gouin and Berlitz-The Direct Method (1880), Audiolingual Method, The 'Designer' Method (1970s), Suggestopedia (Lozanov 1979) believed that we are capable of learning much more

than we think, The Silent Way”. There are different approaches also as communicative language teaching (CLT), communicative language learning (CLL), task based language teaching (TBLT), total physical response (TPR), etc. as well as techniques also.

Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move towards oral proficiency rather than reading comprehension as the goal of language study they have also reflected changes in theories of the nature of language and language learning. Actually the language teaching was innovated in the nineteenth century.

The Frenchman Marcel ( 1793-1896) referred to child language learning as model for language teaching emphasized the importance of meaning in learning, proposed that reading be taught before other skills, and tried to locate language teaching with in broader educational framework (as cited in Richard and Rodgers 2002, p. 7). The French man Gouin (1831-1896) is perhaps the best known of these mid-nineteenth century reforms the developed approach to teaching a FL based on his observations of children’s use of language (as cited in Richards and Rodgers 2002, p. 8).

### **1.1.2 English Education in Nepal**

If we view the use of English education in Nepal it is closely associated with the rise of Prime Minister Janga Bahadur Rana after his visit of England, he established Durbar High School in 1853A.D. which later was opened for all by Dev Sumser. Though Nepal had never been politically under the British colony, it is psychologically shared with the Indian experience of being colonized for the English language. But, however, English language was used by King Pratap Malla of 17<sup>th</sup> century proved by the inspiration of Hanuman Dhoka. Now English is compulsory subject from grade one to bachelor level and to M.Ed. is major. And there are lots of institutes of English language in Nepal viz. Test of English as a Foreign Language (TOFEL), International English Language Testing System (IELTS), etc. For the development of English language government has organized different teacher training center. Various campuses are running different training program as in-service, pre-

service, etc. There are some nongovernmental organizations helping to develop English language as Nepal English Language Teacher's Association (NELTA), Nepal English Teacher's Association of Nepal (LAN), etc. and their role is to make the English language accessible to the people of different parts of the country. National Centre for Educational Development (NCED) and Secondary Education Development Centers (SEDCs) are also run by NGOs.

### **1.1.3 Teacher Training**

The term training refers to organized activity aimed at imparting information and or instructions to improve the recipients' performance or to help him or her attain a required level of knowledge or skills. It is the skill, knowledge, or experiences acquired by one that trains. It can be conducted in group or individually. It is essential to develop trainee or trainer's inner capacity.

Teachers role is supreme but even the best system of education may fail to achieve the desired end in the hands of an incompetent teacher who cannot deliver the goods. Of all the different factors which influence the quality of education and its contribution to the national development, the quality, competence and character of teachers are undoubtedly the most significant. To get positive result training plays vital role.

Teacher training refers to the training given to the teachers for their professional development by trainer or experts. Nepal started giving training from 1948 with the establishment of Basic Education Training Center in Kathmandu which later discontinue its functions after the recommendation of Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of college Education in 1956 to provide two year and four year teaching education programs to the prescriptive lower-secondary and secondary teachers of Nepal. Concurrently, Mobile Normal school ran a ten month teacher training program for primary school teacher which later converted into Primary School Teacher Training Center (PSTTC) in 1963 and the trainer were trained either in USA or in Philippines. However, it was not introduced in the higher education until 1918 when Trichandra College, the first college in the Kingdom was established.

The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP). Until then English language teachers were not trained. After the implementation of NESP; IOE under TU runs different programs viz. women teacher training, remote area teacher training, on-the-spot training program, teacher training through distance learning, B-Level (under S.L.C.) teacher training, vocational teacher training program and human resource development in teacher education. Various campuses and HSEB affiliated schools are also giving pre-service and in-service teacher training. According to the school year 2010-2011, the total number of teachers at higher secondary level was 15425: 7802 were trained, 1851 were partially trained and 5772 were untrained.

(Sources: [www.doe.gov.np](http://www.doe.gov.np))

#### **1.1.4 Trained Teachers**

Trained teachers are those who have specialized in teaching. They do have ten month training, I.Ed., B.Ed. and M.Ed. These teachers have special training in teaching. These are trained on how to deal with the psychology of the students and make their teaching effective. These are conscious of various maxims, techniques, etc. All the campuses under the Department of English Education are producing lots of English trained teachers. Seven thousand eight hundreds and two were trained, 1851 were partially trained teachers according to school year 2010-2011.

(Sources: [www.doe.gov.np](http://www.doe.gov.np))

#### **1.1.5 Untrained Teachers**

Untrained teachers are those who have not specialized in teaching. They do not have any training in teaching, students' psychology, etc. They are not conscious of various maxims, techniques, etc. Untrained teachers do not mean they have no knowledge on subject matter, they are more competent than trained teachers in the field of literature but do not know how to go effectively. They do not belong to Education Faculty. Five thousand seven hundred and seventy two were untrained teachers according to school year 2010-2011. (Sources: [www.doe.gov.np](http://www.doe.gov.np))

### **1.1.6 Teaching Literature**

Literature is the exploration of feelings in a garland form that may consist of only happy, or only sorrow, or mixture of both tied in a thread of words, style, culture, etc. has its own value. It carries the real life having different events, languages, forms and styles of speaking. It is the, that gives life to every living and non-living things.

In the 1980s literature has made its come back into the language curriculum through the new evolution in applied linguistic and literary theory in the 1970s. Initially literature was read and valued only by those enthusiasts or elites who excel in the areas of art and language studies has gradually paved its way to become a more dynamic resource in other areas such as an in second or FL teaching and learning, mathematics and geography to name few.

People may raise question why is literature essential in language teaching. Literature is the only thing that carries the real blood of language and it floats as blood in everybody nerves. It is valuable authentic material. It offers a bountiful and extremely varied body of written materials which is important in the sense that it says something about fundamental human issues and which is enduring rather than ephemeral (Collie and Slater 2009, p.3). Following, Thornbury (2010) says that literature can speak the heart and personal experience of the learner encouraging imagination, creativity, personal discovery and increased perspectives on life. It can give us a welcome escape from the classroom situations; it can amuse us, provoke us and be musically pleasing.

Teaching activities goes back to the human origin. At that time teaching area was narrow. Because of time being changeable the way of teaching also changes from Gurukul to present Cambridge University. Various researches are carried out on teaching activities, second language acquisition (SLA), etc. and one of the major finding is that teaching directly the language is less effective than teaching language indirectly through literature.

According to Lazar (2009, p. 24), “Literature is a useful tool for encouraging students to draw on their own personal experiences, feelings and opinions. It helps students to become more actively involved both intellectually and emotionally in learning English

and hence aids acquisition”. Povey (1972, p. 187) says, “Literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax” (as Cited in Brumfit & Carter 1987, p. 191).

From the above discussion we are clear /we get the answer to the question why is literature essential in language class. In second and foreign language teaching there are at list three distinguishable aims many teachers use literature to assist the development of competence in the language. This carries all language skills as well as essential things in languages as grammar, etc.

Literature has much to offer than language would normally do, since it has greater freedom and since it acknowledges no linguistic barriers which could retrain our ability to use language. It offers potential benefits in English as second Language (ESL) instructions in many ways. Literary text offers a wide range of styles and registers, they are open to multiple interpretations and hence provide excellent opportunities for classroom discussion. These play vital role in learning vocabulary, structure, culture, etc. It could stimulate critical thinking, develop emotional awareness, can enhance language proficiency, can inculcate reading habits, etc.

To support the above discussion on ‘why literature is essential for students?’

Lazar (2009, p. 14) has point out some reasons:

- a. It is very motivating.
- b. It is authentic material.
- c. It has general educational value.
- d. It is found in many syllabuses.
- e. It helps students to understand other’s culture.
- f. It is a stimulus for language acquisition.
- g. It develops student's interpretative abilities.
- h. Students enjoy it and it is fun.
- i. It is highly valued and has a high status.
- j. It expands students' language awareness.
- k. It encourages students to talk about their opinions and feelings.

Similarly, Brumfit (1987, pp. 186-190) says following point on the behalf of teaching literature in language class.

- a. A literature syllabus in the mother tongue will not only exploit understanding of language, but will relate to other aesthetic work, art and music for example.
- b. It helps in teaching grammar.
- c. It helps in developing vocabulary.
- d. It talks about the way of life of different people on the basis of different places, jobs, etc.
- e. It trains students on four language skills.

All people are connected with literature but their choice may differ according to genre. Essay, drama, novel, poetry, short story are different literary genres.

### **1.1.7 Teaching Short Stories**

Short story is one of the important genres of literature that plays vital role in language teaching and learning. It is mostly live genre that maximum people almost all took engage in and telling. The value of stories to humankind is well attested. These are very much part of our lives as adults as well as children. It is one way we exchange information, both about events that have really happened and those that have been imagined. Gehring says the short story, besides the novel, is one of the genres which are used most frequently in school. The short story has many uses concerning the field of didactics: it can be used for introducing different topic and for accustoming the learner to different methods of interpretation.

A short story is a short work of prose fiction which usually depicts one character's inner conflict with others. It can be read easily in a single sitting. It is similar to a novel in some ways regarding thoughts, actions and characters. Since it is fiction, it mainly moves on human activities beyond his control and it is imaginative. Some short stories are quite long, say fifty to one hundred pages, we call it a novella. It tells one event in very concentrated way and describes something at a moment of crisis.

A short story should include:

- a. Setting details woven into the text.

- b. Development of at least one character through the characters words, thoughts and actions and through the words of other characters and/ or the writer.
- c. A problem/conflict which is developed as the story progress (plot).
- d. A resolution of that problem/conflict (climax).
- e. A conclusion (what happen after climax).
- f. Snapshots (things for the reader to visualize).
- g. Thought shots (characters thought).
- h. Dialogue (optional).

### **1.1.8 Elements of the Story**

To be well story there must be combination of five key elements: plot, character, setting, style and theme.

#### **a) Plot**

It is the main part of the story which contains the events from beginning to the end. It chains the story in chronological order. It leads story from beginning to climax to resolution. It can be distinguished into three major parts: beginning (introduction of the problem), middle (development of the problem), and an end (resolution of the problem).

#### **b) Character**

Character is a person that, perform the events and plays the roles in the story. Some time character may be nonhuman also. Characters may have different roles as historical roles, social role, etc. Characters give the life to the story. However, there are two characters in story where one is protagonist, who solve the problem and next is antagonist who always creates problems in the life of protagonist. Protagonist is the central character. Abrams (1993) mentions:

Characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader possessing with particular moral, intellectual and emotional qualities by inferences from what the person



say and their distinctive ways of saying it the dialogue and from what they do –the action (as cited in Awasthi, et al. New Paradigm 2011, p. 138).

Hensely (2000, pp. 9-10) gives eight ways to reveal characters:

**i. Actions**

e.g. As Kevin moved down the street his feet made a steady echo sound against the pavement. He whistled despite the loud rumble of the traffic and the car horns. When someone yelled out the window of his /her car to watch where he was going, he just waved back like he was watching best friend leading home.

**ii. Dialogue**

e.g. I ain't gonna leave you here, ma'am...not with you needing help and all jimmy said as he walked back to his truck to get the jack "I'd help nobody who needed it my momma taught me better'en to just leave, people the good Lord'll make it up to me".

**iii. Physical description**

e.g. Other guys walking through the hall way were taller and even more handsome. But there was something about Billy Belaire. His arms swung loose at his side and his dark hair was long and pulled back behind his head, held by rubber band. The dark jacket he wore was straight out of the local thirst shop, she could tell but the way he wore it suggested a sense of pride, or at least lack of caring what other thought about him.

**iv. Idiosyncrasies**

e.g. Junior tapped his finger tips against the table and looked his watch. His leg bounced up and down and he gulped the hot coffee as if it would hurry up his friends' arrival.

**v. Object/possession**

e.g. Michael touched the locket around his neck and rolled it between his fingers. His mother has given him that locket. With her picture inside when he had left to live with his father. What should she think of him now?

**vi. Reaction**

e.g. Tony's words stung Laura. It was not what she expected to hear. They had been dating for over a month now. How could he do this to her? How could he break her heart? All three of their dates had been fun; he had said so himself. As Tony watched the floodgate of her eyes begin to open he looked at his watch, Jeez, I hope I can make it to the gym in time.

**vii. Thoughts**

e.g. He began to remember when he was a freshman in high school. The seniors really thought they were something back then always trying to play their little pranks on the ninth graders. He knew at that moment he couldn't be one of those kinds of people. He walked over Jeff and Larry to tell them it was time to stop.

**viii. Background information**

e.g. Milens knew what it meant to be alone. When he was a child growing up his father had been in the military. They had travelled from Florida for very long. By the leap from California he had already decided having friends was a risk; the fewer the friends the easier it was to leave. This philosophy had made him a real outsider at Glenview high school. In the six months he had been there. He had really made a single friend but as he stood there staring at Sheila, he realized that just might have to change.

(Source: [www.scribd.com/doc/26834711](http://www.scribd.com/doc/26834711))

**c) Setting**

Setting refers to time and place in which story takes place. For some stories it plays great role and for some it is not essential. It may be concerned with geographical location (where the action of the story takes place), time (when the story is taking place e.g. historical period, time of day, year, etc.), the

weather condition (is it rainy, sunny or stormy ?), social conditions (dress, culture, custom) and mood or atmosphere (what feeling is created at the beginning of the story).

d) **Style**

Style refers to the way and this differs from writer to writer and this style has become their identity or make different from other. Not only writing style differs reading styles also differs. Some focuses on their words, some on their way of expressing languages, etc. Some writes story in dialogue form where as some writes on description form. Writing paragraph also determines the style. According to language, 'styles can be scientific expository, poetic, emotive, referential, journalistic, etc.'

e) **Theme**

The theme is the central or core idea. It is controlling idea of the story. It must be figured out by reader at the end of the story. It can be natural, social, super natural and cultural or religious. It is the authors underlying meaning or main idea that s/he is trying to convey.

### **1.1.9 Types of Short Stories**

One of the important genres of literature that plays vital role in language development is short story. It is economic as well as easy for students and to all. However, these are of two types: traditional short story (myth, legends, fables, parables, folk tale and fairy tale) next is modern short story.

#### **1.1.9.1 Traditional Short Stories**

Traditional short stories are the stories that are of ancient time mainly talks about supernatural power, fairies, god, ghost, king, etc. told to create morality in human being and are in oral form and handed over generation to generation. Myths, legends, fable, parables, folk tale and fairy tale are the types of traditional short stories.

a) **Myths**

This is a story that asks questions about the world and its creation with characters set in no specific place or time and often with no specific names. These are ancient varieties of stories totally based on religion where protagonist is supernatural power. It is oral story and it is said in group so that they could entertain or keep oral saying. Myth is a part of mythology and from this we will be familiar with the value like truth, beauty, morality, humanity, etc.

b) **Legends**

It is a story that may relate to actual place, event or person and that is an attempt to explain a half understood or timely recorded historical event. It is also ancient tale primarily in oral form handed over generation to generation. It is also a part of mythology but it differs in terms of characters' nature. Its characters are real human being having some extra brevity. These are also popular. These are related with human activities, ambition, desire and fortune. From this we will be familiar with real human nature as ambition, desire, aim, daily activities, habits, hobbies, etc.

c) **Fables**

It is a story with moral that is designed to teach or guide. These are the product of Greek literature bigger than myths and legends aim to convey the quality of morality and social awareness through the activities of their characters. Here characters may be non human also. It is also in oral form.

d) **Parables**

These are also the product of Greek literature as fables are and also aimed to convey the quality of morality and social awareness through the activities of their characters. It contrasts with fables in terms of its story. It is oriented with the religious figure like god and some other supernatural figures and also do not contain animals as characters.

e) **Folk Tales**

It is narrative in prose bigger than fables and parables. It is orally transmitted. The characters are supernatural having miracle activities such as witches, ghost, demon, etc. sometimes the animals may also be characters. It begins with saying “long-long time age there was a .....”.

f) **Fairy Tales**

Fairy Tales are traditional short stories about supernatural power as fairies, magic, etc. These stories are found in written form. The characters of fairy tales represent psychological factors of human being. These are usually told to children.

### **1.1.9.2 Modern Short Stories**

Through the title we are clear that the modern short stories are of 20<sup>th</sup> century and the characters are also human being but the main character is of lower class society because it shows the suffering of present world. It should be rich enough in the field of plot. It is smaller than novel that means short stories should be as short as anecdote.

Spiro (2010, p. 17) gives following types of modern short stories:

- a. A Soap opera: a story about the everyday lives and everyday people; soap operas do not have real endings, just as life does not; and so can go on until the viewer choose to stop viewing or the reader to stop reading. These are broadcasted several times on radio or T.V.
- b. A ghost story: a story about spirits, life after death, the return of spirits, former lives and reincarnation.
- c. A mystery story: a story with a secret a problem to solve, suspense story.
- d. A thriller story: a story design to frighten or excite often with unreal and fantastical events of horror or a focus on crime, mystery or espionage.
- e. A detective story: a story describing a detectives attempt to solve a crime.
- f. A space story: a story about space or outer world.
- g. A romance story: a love story.
- h. A parallel universe story: similar story.

- i. A travel story: a story about long journey.
- j. A science fiction story: a story where the limitations of our world are broken such as travelling through time, seeing into the future, visiting other planets and universes.

### **1.1.10 Advantages of Using Short Stories in Language Classroom**

- a. Short story provides aesthetic pleasure.
- b. It develops vocabulary power.
- c. It develops four language skills: listening, speaking, reading and writing.
- d. It inbuilt grammatical ability.
- e. It enhances language functions.
- f. It motivates pupils.
- g. It is authentic material, language at various levels of difficulty.
- h. Encourage learners to feel that they can read and enjoy book on their own.
- i. It makes able to express and value their responses.
- j. Helps students acquire confidence and develop it.
- k. It can heal the inflammation happened in the part of epistemology.
- l. It makes familiar with background information means learner not only learn language but also its culture, politics, etc.
- m. It also makes learner familiar with empathy and transfer of perspectives.
- n. It broadens ones horizon.
- o. It is a part of target culture and has value as part of the learner's general education.
- p. It can supply an excellent jump, off point for discussion or writing.
- q. It helps to understands who we are, to make sense of the confusing swirl of everyday life, to digest and transform our thinking.
- r. It develops students learning skills.
- s. It makes familiar with the real world.
- t. It makes students think about the future differently.
- u. It makes familiar with different places.

### **1.1.11 Techniques for Teaching Short Stories**

The term technique is a particular way of doing something especially one in which we have to learn special skills or the skill which is able to do something practical. A technique is any of a wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives teaching techniques play the vital role in language learning. Approach, method and technique are most frequently used terms in the field of teaching and learning. Different techniques are used in language teaching according to the time and demand. Edward Anthony in 1963 identified three levels of conceptualization and organization, which he termed approach, method and technique. The organizational key is that techniques carry out a method which is consistent with an approach.

A technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach an approach as well (Anthony, 1963, as cited in Richards and Rodgers 2002, p. 15).

There are two types of techniques: teacher centered (demonstrate, explanation, illustration, lecturing) and student centered (individual work, group work, drama, strip story, pair work, project work, role play and discovery).

Hensley has given following techniques on how to start telling story or in other words how to hook the reader:

- i. Begin story in the middle of a conversation.
- ii. Begin with a description.
- iii. Begin with background information (exposition).
- iv. Begin with the peak into characters mind.
- v. Start with simile, metaphor, hyperbole or pun.
- vi. Start with a startling statement.
- vii. Start with a question.
- viii. Begin with a quote from a song, movie, famous person or book.

Lazar (2009, pp. 28-29) gives some of the language based activities while teaching literary text.

- a. Take certain parts of a dialogue from drama and ask students to rewrite in reported speech and handover the task to other students to convert it into a dialogue. Give them the original text; ask them to compare their dialogue with the original one.
- b. Give the paragraph from a story or a novel, removing adjectives used there and ask the learners to fill the adjectives and finally make them compare with the original text. Make them discuss about it.
- c. Give three or four different summaries of a story. Let the learners decide with arguments which summaries are most pertinent.
- d. Give two or three lines dialogue from a story and ask them to continue the dialogue without looking the text.
- e. Give them a passage without title; make them read the whole story and then give the heading.
- f. Take a passage from the story and remove the tense from the verb and ask them to correct the tense and at last check the text.
- g. Ask them to provide their critical opinion on the story and so that they learn how to make assessment of the text.
- h. Ask them to read aloud and practices pronunciation.
- i. Practice true and false questions.

Following Collie and Slater (2009, pp. 196-225) the techniques for teaching short stories are:

- a. Show the pictures according to title. Ask students to guess what the picture reveals and ask them to relate with other characters.
- b. You may divide the class into different groups where you can give different passage to different groups and at last ask to tell what they knew and you may be facilitator.
- c. You may directly go through topic and explain what topic is about and compare it with real life. You may ask to give meaning of different words from



the passage they read. You may give different worksheet to fill up and may also ask to order event.

- d. You may ask to create a new story on the title for their creativity and can compare with story to know events directly but indirectly to teach how to write well story as well as to make clear about the topic.
- e. If the title is of two different words then you may do comparison and contrast.
- f. You may use the techniques of snowball activity.
- g. You may be a friendly persuasion where students are asked to play role to persuade their friends.
- h. You may do paragraph comparison to deal with the character.

Lazar (2009, pp. 77-82) suggests following techniques:

### **Activity 1**

Divide the class into two groups and give different words to find the meaning. If necessary they could use dictionary. At last sharing is done.

### **Activity 2**

Make student think that he/she is the character and share the crisis or conflict with his friends in two-three paragraph in his family.

### **Activity 3**

Ask students to think on any situation from the topic and discuss with their friends and students must give advice what he/she may do in that situation.

e.g. Peter is strongly opposed to the government of his country and worries that his political activities could cause problem for his family. He sometime thinks it would be better to learn and try to carry on his activities from abroad. What should he do?

### **Activity 4**

Ask students to think about their country at the beginning of the country or of any time period. At that time you may tell the story of any country to relevant time. Give chances to students to note if they like.

### Activity 5

Go through the paragraphs of the text and summarize main points of each paragraph. Then discuss questions in pairs or groups.

e.g. Is there any logical sequence to Eveline's thoughts?

What kind of connections can you find between the different paragraphs?

What effect does this have?

### Activity 6

Make student read the story and ask to give the answers of questions asked for them.

e.g. Who is Eveline?

What is her dilemma?

### Activity 7

Ask to discuss about the main characters e.g. below

Happy days	Unhappy days
Love	Ignored

### Activity 8

He can give any paragraph to study in pairs on which he wants to ask question. But questions must contain some particular types of words, phrases, clauses, idioms, etc.

e.g. "a maze of distress" in line 135

Could she still draw after all he had done for her in line 139.

### Activity 9

Divide students in to two groups named A & B and give them two different extract on which they have to answer the questions. But extract should be drawn from the story and questions must be based on the extracted form. Later tell them to share with each other what they have discovered.

### Activity 10

Put some questions as;

At what age is it common for people in your country to leave home?

What are their reasons for doing so?

## Activity 11

Give some statements which describe the main characters in the story. Read the statement and check the meanings of any words you don't know in your dictionary. Then decide whether you agree or disagree with the statement. Give some examples from the text to support your opinion.

Spiro (2010, p. 122) has given some ways for performing stories:

- a. Read the story two or three times then note down what you remember of the main events, using key words only.
- b. Make five or six small labels form blank sheet of paper. Write on each label one or two keywords to remind you of a sequence of events of the story. You can hold the labels in the palm of your hand and use them to guide you through the story.
- c. Draw the events of the story on a blank sheet of paper.
- d. Draw a 'chart', 'spider gram' or 'bubble chart' with the main events and characters in the story. Write the events or notes as a memory trigger.
- e. Plan visual 'prop' for each stage of the story.

Labov (1972) gives structural properties for narratives

- a. Abstract – what was this about?
- b. Orientation – who, when, what, where?
- c. Complicating action – then what happened?
- d. Evaluation – So what?
  - External
  - Internal

-Intensifier

-Comparators
- e. Resolution – What happens finally?
- f. Coda

(as cited in Brumfit and Carter, 1987, p. 120)

Carter (1987, p. 111) suggests some techniques of prediction:

- a. The title can be omitted and after the story has been read, students can be invited to predict what it should be.
- b. After reading first paragraph students may be asked to predict what the story is going to be about.
- c. Students are asked to guess why he/she said something.
- d. The end of the story also allows an interesting predictive focus at the point where a question is asked about character by indicating line.

Thornbury (2010, p. 124) explores three stages for teaching short stories viz. pre, while and post reading stages.

### **Pre-stage**

Students are prepared for reading or listening by getting them interested in a topic, discussing what words may come up learning a few key words for later or planning how they may tackle a reading or listening task.

### **In-stage**

Students do the listening or reading and work on the allocated tasks that are designed to make the listening or reading easier.

### **Post-stage**

Here, there is evaluation of the work done during the in-stage tasks, discussion of the topic of the text and discussion or practice of the language encountered in the text.

Activity given by Lazar (2009, p. 83)

#### Pre-reading activity

- a. Helping students with cultural background
- b. Creating students interest in the story
- c. Pre-teaching vocabulary

#### While-reading activity

- a. Helping students to understand the plot
- b. Helping students to understand the characters

- c. Helping students with difficult vocabulary
- d. Helping students with language and style

Post-reading activity

- a. Interpretation of the main themes of the story
- b. Helping students to understand narrative point of view
- c. Writing activity
- d. Discussion

Ur (1966, p.16) has given some ways for effective explanation

- a. Prepare
- b. Make sure you have the class's full attention
- c. Present the information more than once
- d. Be brief
- e. Illustrate with examples
- f. Get feedback

The most important things to be kept in mind by teachers are:

- a. The number of student
- b. Names
- c. Sex ratio
- d. Age range
- e. Mother tongue
- f. Nationality
- g. What kind of language they speak
- h. Target language level
- i. Students perceptions of their own competence
- j. Educational backgrounds

## **1.2 Review of Related Literature**

Kumar (2006, p. 30) says, "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step".

Bitchener (2010, p. 61) says, “Literature review is more than just a summary of this material: it includes a critic of this material, that is it identifies arguments for and against issues and controversies reviewed and assesses or weighs up the value of theories, ideas, claims, research designs, methods and conclusions’”. It provides a theoretical background to our study. It enables us to contextualize our findings. It improves our methodology. Every task has its history and this history helps to decide researcher to move forward.

Research is carried out for different purposes and sometimes on the same topic also to find out more about it. Several Universities have several researches on various aspects, strategies, several aspects of language. Various researches also have been carried on different literary genre.

Lamsal (2006) carried out research on the title “A study on the Strategies in Teaching Short Story at Secondary level”. The main objective of his study was to find out strategies used in teaching story at secondary level. He made the use of observation, questionnaire and interview. He uses random sampling procedure. He has concluded that fifty percent of secondary English teachers in Kathmandu district are not using the three activities necessary for teaching story properly; poor in pre-reading activities and post-reading activities. Teachers are themselves more active rather than making their students active. Further he found teaching stories in secondary level is relevant to develop reading skills, grammar, creativity, moral lesson, cultural awareness and to learn literature.

Baniya (2009) carried out a research in “Teaching Techniques used by English Teachers”. The major objective of his study was to find out techniques used by English teachers. He made the use of class observation and interview. He uses random sampling procedure. He found that most of the teachers used traditional methods and techniques in their classroom.

Giri (2010) carried out research on “Perceptions of Teachers and Students on Lecture Technique”. He aims to find out the perceptions of learners and teachers on the use of lecture technique in teaching English at higher secondary level. He made the use of questionnaire and use random sampling procedure. He found out that although the

lecture technique is criticized as a passive out dated, traditional and unproductive technique. It is found that it is popular among the teachers and students and it is still practiced technique in the context of Nepal in teaching English.

Chaudhary (2011) carried out research on “Teaching Short Story at Higher Secondary Level”. He aimed to identify the methods used in teaching short stories and drew the conclusion that creativity of the learners can be enhanced if students are given ample changes to work with story. He uses questionnaire and class observation and made use of non-random sampling.

Many research have been carried out on different aspects of literature, e.g. attitude, problems, problems and prospect, strategies, relevance of teaching poems, drama and short stories at different levels under Department of English Education but no research work has been carried out on techniques used by trained and untrained teachers while teaching short story at higher secondary level. Therefore, I have selected to carry out a research work entitled “Techniques Used by Trained and Untrained Teachers in Teaching Short Stories”.

### **1.3 Objectives of the Study**

The study had following objectives:

- i. To find out the techniques used by trained and untrained teachers in teaching short stories.
- ii. To compare and contrast their techniques.
- iii. To suggest some pedagogical implications based on findings.

### **1.4 Significance of the Study**

This study is related to the teachers who have important role in ELT, especially, related to teaching short story. The importance of short story is obvious, by short story all language skills, grammar, language functions, etc. can be taught in an effective way. Teaching any lesson in story form has positive and long lasting impact. My study will be beneficial for both trained and untrained teachers. It will be equally beneficial for higher secondary level students. It will not only be beneficial for teachers and

students but also to those who love short stories. It will be useful for those who are involved in the field of language teaching, especially in ELT. It will be significant for the perspectives researchers, language teachers, language trainers, etc. in particular and for others who are directly or indirectly related and are interested in the field of ELT in general.



## **CHAPTER-TWO**

### **METHODOLOGY**

This chapter deals with the methodology adapted during the study. I did survey study. This design enabled me to meet the objectives of the study. This chapter deals with sources of data, sampling procedure, tools for data collection and limitations of the study and these are specified as follows:

#### **2.1 Sources of Data**

I used both primary and secondary sources of data to meet the objectives of the study.

##### **2.1.1 Primary Sources of Data**

The primary sources of data were collected from teachers and students of Higher Secondary Level. The random sampling procedure was used for the selections of colleges. There were twelve teachers: six trained and six untrained and thirty six students.

##### **2.1.2 Secondary Sources of Data**

The secondary sources of data for this study were related literature, books especially, Richards and Rodgers (1986), Brumfit and Carter (1987), Richards and Renandya (2002), Collie and Slater (2009), Lazar (2009), Spiro (2010), Journals, articles, websites related to story teaching and curriculum references materials.

#### **2.2 Sample Population and Sampling Procedure**

The sample size consists of twelve English teachers (six trained and six untrained) of higher secondary level and students studying at the same level. I randomly selected nine colleges/schools of Kailali District and thirty six students were also selected randomly, three from each class of the same level.

## **2.3 Tools for Data Collection**

Every study requires tools to collect data. The main tools of present study were indepth study of classroom observation and questionnaire. The questionnaire consisted of open-ended and close-ended and provided to both teachers (six trained and six untrained) and students. Both the teachers were provided open-ended questions whereas students were provided close-ended questions.

Altogether there were eleven questions (for teachers), same set of questions was provided to both the group. These questions were based on the techniques they used to meet the objectives of the short stories.

The second way of data collection was class observation. The main aim of doing class observation was to verify whether the teachers filled the questionnaire as they actually do in the classroom or not, whether they make use of various techniques or not. Class observation form consisted of forty five techniques.

The main aim of providing questionnaire to students was to know the actual reality about techniques used by their teachers while teaching short story. Thus, the data were collected using three styles.

## **2.4 Process of Data Collection**

For data collection I went to randomly selected schools of Kailali District. First of all I took permission from the concerned authorities of the schools. Then I talked to the concerned teachers and students. They were easily motivated to fill in the questionnaire but have to request lot to get chance to sit at the back of the classroom. I made them clear about the purpose and instructed them clearly about the questionnaire. I collected the data from them that I need and thanked them and it took me about one month.

## **2.5 Limitations of the Study**

The study had following limitations:

- This study was limited to nine higher secondary schools. They were TMC, BMC, Nava Jyoti Vidya Griha, Sapta Rishi H.S.S., Rastriya H.S.S., Jana Sewa H.S.S., Kalaika H.S.S., Jana Jagriti H.S.S. and Arunodaya, H.S.S.
- The area of the study was limited with in the techniques used by trained and untrained teachers in teaching short stories.
- The study was limited in twelve teachers (six trained and six untrained) and within thirty six students three from each class.
- This study observed three classes of each teacher regarding teaching short stories.
- Only two tools questionnaire and class observation were used.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter incorporates the analysis and interpretation of the collected data. For this study data were collected by using two tools viz. questionnaire and class observation. Questionnaire was provided to both teachers (six trained and six untrained) and students. The data were collected from the students of intermediate level and teachers teaching at the same level at nine different higher secondary schools of Kailai Districts.

I collected data from TMC, BMC, Sapta Rishi H.S.S., Nava Jyoti Vidya Griha, Jana Sewa H.S.S., Rastriya H.S.S., Kalika H.S.S., Jana Jagirti H.S.S. and Arunodaye H.S.S.

The collected data were analyzed on the basis of following subheadings:

1. Analysis of data obtained from teachers through questionnaire
2. Analysis of data obtained through class observation.
3. Analysis of data obtained from students through questionnaire

#### **3.1 Analysis of Data Obtained through Questionnaire**

This section deals with the analysis and interpretation of data collected through questionnaire from teachers. Both trained and untrained teachers were provided a set of eleven questions. All questions were based on techniques used by them in teaching short stories. The obtained data have been presented under following subheadings related to them.

1. Techniques used by trained teachers in teaching short stories
2. Techniques used by untrained teachers in teaching short stories

##### **3.1.1 Techniques Used by Trained Teachers in Teaching Short Stories**

In order to know the techniques used by trained teachers a set of questionnaire was provided. On the basis of obtained data, techniques have been presented individually in which respondents are symbolized as T<sub>1</sub>-T<sub>6</sub>.

- T<sub>1</sub> The first trained teacher (T<sub>1</sub>) mentioned- “ using strip story, giving group work, individual work, doing explanation, lecture, making role play, simulation, introducing new vocabularies, discussing about background study (historical and cultural), discussing about author, discussing time and setting, giving short simple questions, giving task as fill in the blanks, true/false, summarizing the story, relating the story with their experiences, interpreting story, describing the characteristic of character, asking write similar type of story, comparing the story and its setting, culture with their society and culture, giving chance to predict the dialogue and making use of related pictures” as his story teaching techniques.
- T<sub>2</sub> The second trained teacher (T<sub>2</sub>) mentioned-“telling background study (culture, historical), telling authors background, helping them with vocabularies, describing main components of story (character, setting, tone, complicating resolution), talking about subject matter, telling the theme, commenting on title, relating the title with the subject matter, helping students to understand plot, setting, characters, language and style, interpreting the main theme, helping students to understand narrative point of view, asking students to predict the title of the story through the theme, showing the picture, telling jokes, giving chance to predict the dialogue of characters, asking some questions to check if they have understand, making role play and retelling the story” as his story teaching techniques.
- T<sub>3</sub> The third trained teacher (T<sub>3</sub>) mentioned-“ giving lecture, translating the text into Nepali, making role play, making prediction of role of the characters in stories, using strip story, writing characters’ name, authors background, introducing new vocabularies, telling the plot, setting, cultural background, making students read the story, putting some questions and summarizing the story” as his story teaching techniques. He did not give students chance to predict the dialogue of the story.
- T<sub>4</sub> The fourth trained teacher (T<sub>4</sub>) mentioned-“giving group work, pair work, individual wok, telling cultural background of the story, stimulate, asking to

guess about the title, about authors, questions for discussion on the theme, introducing new vocabularies, helping to understand plot, character, asking some questions to check if they have understood the gist of the story, giving series of jumbled sentences to reorder which summarizes the plot of the story, helping them with language and style, interpreting of the story, helping understanding narrative point of view, providing general questions for debate, making students write the review of the story, describing the value of the text, telling funny stories in the beginning, giving chance to predict the dialogue of the story and making students write their own experiences” as his story teaching techniques.

T<sub>5</sub> The fifth trained teacher (T<sub>5</sub>) mentioned-“asking to retell the plot, sketching the scene, character, plot, elaborating the dialogue, using strip story, simulation, making role play, dramatization, group dynamic, making students guess the title through the picture, telling similar types of story, giving some signpost questions, characterize the characters, doing critical analysis on the character, prediction of dialogue, assimilation of the stories, asking them to create similar type of story and performing the story in group” as his story teaching techniques.

T<sub>6</sub> The sixth trained teacher (T<sub>6</sub>) mentioned-“telling background study (cultural, historical), authors background, familiarizing the story to be taught, writing main points on the board, branching the story into two segments, informing the students about the characters, plot, tell main-idea, using strip-story, summarizing the story, joining other relevant funny story before starting the story to be taught and giving chance to predict the dialogue of the character” as his story teaching techniques.

To say in whole group dynamic, dramatization, using strip story, giving group work, individual work, doing explanation, lecture, making role play, simulation, introducing new vocabularies, discussing about cultural, historical and authors background, discussing about time and setting, giving short and simple question, giving fill in the blanks, true/false, interpreting the story, discussing about the characteristic of

characters, summarizing the story, asking to write similar types of story, comparing the story and its culture with the related story, making use of picture, giving chance to predict the dialogue of the character, pair work, making use of question to know if they have understood, asking to write the review of the story, giving series of jumbled sentences to reorder which summarizes the plot, describing the value of the text, helping with language and style, translating the text into Nepali, making prediction of role of characters in stories, making students involved in reading paragraph, asking to retell the plot, sketching the scene, making students guess the title through the picture, doing critical analysis, giving some sign post questions, telling theme, making students familiar with the story, telling about the subject matter, relating the title with the subject matter, asking to predict the title through the theme, telling jokes, group division, retelling the story, providing general questions for feedback, telling funny stories in the beginning, assimilation of the stories, performing story in group, writing main points on the board and branching the story into two segment were the techniques used by trained teachers while teaching short stories.

This above result shows that trained teacher maximum used student centered techniques and rarely used teacher centered techniques.

### **3.1.2 Techniques Used by Untrained Teachers in Teaching Short Stories**

In order to know the techniques used by untrained teachers same set of questionnaire was provided. On the basis of obtained data, techniques have been presented individually in which respondents are symbolized as UT<sub>1</sub>-UT<sub>6</sub>.

UT<sub>1</sub> The first untrained teacher (UT<sub>1</sub>) mentioned-“ beginning with the background (cultural, author), guessing on the title, sketching characters, telling theme, symbols, setting etc., reading out the story, presenting the character, explaining the characters, analyzing the theme, style, motives, symbols, etc. and giving chance to predict the dialogue as his story teaching techniques” as his story teaching techniques.

UT<sub>2</sub> The second untrained teacher (UT<sub>2</sub>) mentioned- “using strip story, clarification of the topic, telling background of the topic, of the story, introducing the

characters, making students read the story, making role play, helping them in the task, summarizing the story if necessary, conducting group work, pair work, simulation, giving a glimpse of the characters, episodes/plots, guessing about the title, narrating the story and giving chance to predict the dialogue” as his story teaching techniques.

UT<sub>3</sub> The third untrained teacher (UT<sub>3</sub>) mentioned- “introducing the author, guessing about the title, listing the characters, telling them about the development of plot and the thematic interpretation, telling the significance of title, doing character analysis (what they do, say, etc.) and analyzing the changes in opinion of different characters” as his story teaching techniques. He did not give chance to predict the dialogue of any character.

UT<sub>4</sub> The fourth untrained teacher (UT<sub>4</sub>) mentioned-“asking to guess what type of story it may be, read similar story, encouraging to read if they have similar type of story, presenting setting, events, narrating whole story, encouraging them to read the story, conducting group work, summarizing the story and giving chance to predict dialogue of the character” as his story teaching techniques.

UT<sub>5</sub> The fifth untrained teacher (UT<sub>5</sub>) mentioned-“giving background study (culture, author, historical), sketching setting, characters, focusing on plot and subplot, informing symbols, narrating the story, putting story in a familiar context, dividing students into suitable group and giving group work, making students guess about the title of the story, telling theme, asking students to give each paragraph title, making them write similar story and asking students question on the issue, similar to the “one” raised in the text” as his story teaching techniques. He gave chance to predict the dialogue of the characters.

UT<sub>6</sub> The sixth untrained teacher (UT<sub>6</sub>) mentioned- “telling them related accident, giving some short comprehensible questions, making them read the story, encouraging the students to find difficult words and underline the most interesting lines, asking to retell the story, summarizing the story, asking to write similar story, no prediction of dialogue, characters, acting out the story



and sketching setting, character” as his story teaching techniques. He did not give chance to predict the dialogue of the character.

To say in whole using strip story, giving group work, making role play, simulation, discussing about cultural, historical and authors background, discussing about time and setting, giving short and simple question, interpreting the story, discussing about the characteristic of characters, summarizing the story, asking to write similar types of story, telling related story, giving chance to predict the dialogue of the character, pair work, telling theme, group division, giving each paragraph title, telling some event related to the story, making students read and underline difficult and most interesting line, act out the story, asking about the topic, narrating whole story, encouraging them to read the story, asking to share in group, doing analysis of the character, clarification of the topic, helping them in task, giving glimpse of the characters, making them guess on title, asking to retell the story, pointing out symbols, putting story in familiar context, presenting events, sketching plot, reading out a story, describing the characters, analyzing the theme, giving glimpse of the character, episodes the plots, telling about the development of plot, interpreting the theme, encouraging to read if they have similar type of story and asking students questions on the issue raised similar to the one raised in the text were the techniques used by untrained teachers.

The above result shows that untrained teachers also focused on student centered techniques as trained teachers did.

### **3.1.3 Item wise Analysis of Data Collected through Questionnaire**

The teachers were provided a set of eleven questions. They were provided open-ended questions. These questions were asked for different purposes. Question no. 1 was asked to know if teachers only consulted with prescribed books or with other relevant items also. Question no. 2 was asked to know their focuses on teaching story.

Question no. 3 was asked to know their opening style. Question no. 4 was asked to know specific techniques they used in teaching short stories. Question no. 5 was asked to know the activities they do for making their story class comfortable. Question no. 6 was asked to know their concept towards prediction of dialogue. Question no. 7 was

asked to know how they play with the story class. Question no. 8 was asked to know the techniques they mostly focus. Question no. 9 was asked to know what they do to make their story class effective. Question no. 10 was asked to know how they tackled with the problems they faced during teaching and question no. 11 was asked to know their motivation. Both selected (trained and untrained) teachers had to mention their activities on the following item.

### **Table No. 1**

#### **Items to be Analyzed**

- Preparation for teaching short stories
- Skills you want to see on the completion of the lesson
- Start your story class
- Techniques used for teaching short stories
- Materials for teaching short stories
- Predict the dialogue of the story
- Activities on three stage pre, while and post
- Techniques you feel easy to teach short stories
- Activities for making story class effective
- Difficulty while teaching short story
- Evaluation of students achievement over a topic you teach

#### **i. Preparation for Teaching Short Stories**

The question ‘How do you prepare for teaching short stories?’ got following responses.

##### **Trained teachers responses**

Some of the trained teachers were found consulting supporting materials as background, setting, characters, related story, and pictures. Moreover, they branched the story into several pieces containing one event and making strip ready for distributing students in the classroom.

### **Untrained teachers responses**

No answer was provided by untrained teachers. So I found that they had no preparation on them.

By analyzing both responses it was found that trained teachers prepared for teaching short stories, consulting other supporting materials also rather depending on prescribed books only but untrained teachers did not.

### **ii. Skills you Want to See on the Completion of the Lesson**

The question ‘What skills do you want to see on your students on the completion of the lesson?’ got following responses.

#### **Trained teachers responses**

Most of the trained teachers wished their students should create similar type of stories on their context. This showed focuses on writing capacity. Beside this, they wanted to see if they could write summary, solve questions related to the topic and retell the plot and see effective output i.e. communication.

#### **Untrained teachers responses**

Most of the untrained teachers wished their students should write their own experiences as well as comprehend the theme and narrate the story. Moreover, they wished their students should be able to find how symbolism works in the story. They should have complete understanding of the story. They should develop decoding, encoding and perceptual skill. Interesting thing was that they wished their students to be free thinker.

By analyzing both responses it was found that the majority of both, trained and untrained teachers focused on writing capacity. Moreover, interesting thing was that untrained teachers wished their students be free thinker. So it can be said that both teachers have positive attitudes towards teaching short stories.

### **iii. Start your Story Class**

The question ‘How do you start your story class?’ got following responses.

#### **Trained teachers responses**

Most of the trained teachers started their story class by joining other relevant funny stories as well as characterizing and telling the theme. Beside this some teachers started story classes by asking to tell their own stories. They told similar stories, jokes, background of the author and theme. They showed the pictures, wrote title and character’s name on the board.

#### **Untrained teachers responses**

Most of the untrained teachers specially asked questions based on the title, gave a glimpse to the character and told similar stories. Beside this they also started by drawing setting and characters. They talked about episodes the plot, introduced the writer and text and present the frame of the story.

By analyzing both responses it was found that the majority of trained teachers started teaching story by telling jokes, related funny stories, telling theme and telling writers background whereas untrained teachers started story by asking questions based on the title. To sum up, both the teachers opening style was fine.

### **iv. Techniques Used for Teaching Short Stories**

The question ‘What techniques do you use for teaching short stories?’ got following responses.

#### **Trained teachers responses**

Most of the trained teachers made use of strip story, group dynamic, role play, group work and simulation. Beside this they also narrated the story, described main components of a story. They talked about subject matter, told the theme, elicited questions, commented on the title, translated the text into Nepali and relate the title with the subject matter.

### **Untrained teachers responses**

Most of the untrained teachers began story with the authors' background, cultural background. They also made their students guess title, sketch characters, settings, told the theme, identifying different symbols, made use of strip story and talked about the development of the plot. They tried to put the story in a familiar context.

By analyzing both responses it was found that both trained and untrained teachers used strip story techniques but trained teachers used more than untrained teachers do. Trained teachers mainly focused on strip story, simulation, made role play and group work whereas untrained teachers mainly focused on authors' background and cultural background.

#### v. **Materials for Teaching Short Stories.**

The question 'What types of teaching materials do you use to teach short stories in the classroom?' got following response.

### **Trained teachers responses**

Most of the trained teachers made use of pictures. Beside this they also used stripes, magazine, cutouts and jumbled sentence cards. Orally T<sub>1,4</sub> and T<sub>5</sub> said, "it is impossible to use materials because all the materials are not available and if we do this than we cannot finish the course in time".

### **Untrained teachers responses**

Most of the untrained teachers made use of pictures as trained teachers do. Beside this they used chart, script writing, board carving and dialogue. Orally UT<sub>3</sub> clearly said, "I do not use any types of materials but to show goodness I have to hide this and this is done by all". The same saying was repeated by another UT also.

By analyzing both responses it was found that both trained and untrained teachers used pictures as teaching materials. Trained teachers made use of strips and jumbled sentence cards whereas untrained teachers used chart, script

writing and board carving. Actual thing was that they thought using materials was just waste of time.

**vi. Predict the Dialogues of the Story**

The question ‘Do you ever give chance to predict the dialogue of the story?’ ‘If yes, why do you do so?’ got following responses.

**Trained teachers responses**

Majority of the trained teachers gave chance to predict the dialogue. They did these activities to develop student’s creativity, to enhance student’s comprehension and to maintain students' attention on the story. They thought dialogue make plot dynamic and interesting.

**Untrained teachers responses**

Majority of the untrained teachers gave chance to predict the title. They did so, because they thought it develops their imaginative capacity and language skills.

By analyzing both responses it was found that the majority of both trained and untrained teachers gave chance to predict the dialogue of the story but aiming differently. Trained teachers gave chance in order to develop student’s creativity, to enhance student’s comprehension and to maintain student’s attentions on story whereas untrained teachers did so in order to develop their imaginative capacity and language skills. Both teachers thought the predicting activities have positive impact on language learning and development.

**vii. Activities on Three stage Pre, While and Post**

The question ‘What do you do on following stages while teaching short story?’ got following responses. The responses are analyzed stage wise comparatively.

**Pre-stage**

**Trained teachers responses**

Most of the trained teachers provided authors, cultural and historical background, gave some vocabularies and they tried to make story familiar to students. Moreover, they elicited different clues to students as setting,

characters and their role. They wrote difficult meaning on the board. They did preparation of materials, gave some signpost questions, told what type of story is it and talked about setting. Sometime, they also made use of picture to guess the title.

### **Untrained teachers responses**

Most of the untrained teachers provided authors, cultural and historical background as well as talked about characters or read similar stories.

Moreover, they asked to guess the title of the stories they said. They asked if students knew similar stories. They clarify the title. They presented the setting of the story in a diagram.

By analyzing both responses it was found that the majority of both trained and untrained teachers provided authors, cultural and historical background.

Majority of trained teachers focused on vocabularies and tried to make story familiar to students but majority of untrained teachers talked about characters and read similar story.

### **While stage**

#### **Trained teachers responses**

Most of the trained teachers helped to understand the plot, characters, difficult vocabularies, provided some questions and let student read. Moreover, they branched the story to be taught into different segments, asked them to play the assigned roles, made students involved in reading couple of paragraph silently, gave series of jumbled sentences to reorder which summarizes the plot of the story and helped them with language and styles.

#### **Untrained teachers responses**

Most of the untrained teachers presented the plot, explained the characters, gave comprehensible questions and asked to find answer for those questions. Moreover, they read out the story, analyzed the theme, styles and symbols, summarized the story, asked to narrate the whole story and shared in group.

By analyzing both responses it was found that the majority of both trained and untrained teachers helped students understand the plot, characters, provided some questions and let students read. But trained teachers branched the story into different segment and gave series of jumbled sentences to reorder which summarizes the plot of the story whereas untrained teachers analyzed the theme, symbols and summarized the story.

### **Post stage**

#### **Trained teachers responses**

Most of the trained teachers asked questions, asked to create similar types of stories, interpreted the main theme and asked to summarize the story.

Moreover, they assimilated the stories, performed the story in group, did further discussion on the title, helped students to understand from narrative point of view and asked to compare the setting, culture, society of the story and the story they wrote.

#### **Untrained teachers responses**

Most of the untrained teachers made students engaged on writing task, discussion. Moreover, they helped students to interpret the story, encouraged them to write similar stories from their experiences, asked to have role play, helped by explaining cultural and religious meaning of the story and summarized the text.

By analyzing both responses it was found that the majority of both trained and untrained teachers focused on writing activities as well as on performing but the interesting thing was that trained teachers helped to assimilate the story and compared the culture of the story written by students with the target culture but untrained teachers encouraged to write the story and helped to understand by explaining cultural and religious meaning of the story. Responses on three stages showed that both teachers have clear idea about these three stages.



**viii. Techniques you Feel Easy to Teach Short Stories**

The questions ‘What techniques do you feel easy to teach short stories?’ got following responses.

**Trained teachers responses**

Most of the trained teachers felt easy to use strip story. Beside this they also felt easy to retell the story.

**Untrained teachers responses**

Most of the untrained teachers felt easy to use diagrammatic presentation of characters. Beside this they also felt easy to tell the theme of the story.

By analyzing both responses it was found that the majority of trained teachers felt easy to use strip story whereas the majority of untrained teachers felt easy to use diagrammatic presentation of characters.

**ix. Activities for Making Story Class Effective**

The question ‘What do you do to make your story class effective?’ got following responses.

**Trained teachers responses**

Most of the trained teachers gathered essential materials and information; they planned, exposed background, setting, vocabularies and also summarized the story with main theme, characters and their role. Other trained teachers followed three stages: pre, while and post. They told the scene serially, retold the story in brief, translated the story into Nepali, and made use of strip stories, simulation and dramatization.

**Untrained teachers responses**

Most of the untrained teachers conducted group work, role play, wrote main points relating with cultural, religions and other aspects. Moreover, they shared and demonstrated and made diagrammatical presentation of the setting, characters and their position.

By analyzing both responses it was found that trained teachers planned and prepared whereas untrained teachers did not plan and prepare but both teachers were unaware of getting students attentions towards the lesson, about learner and also not getting feedback. In comparison, trained teachers were conscious about teaching than untrained teachers.

#### x. **Difficulty While Teaching Short Story**

The question ‘Do you feel any difficulty while teaching short stories? What types of problem do you face during teaching short stories? What do you do in those situations?’ got following responses.

##### **Trained teachers responses**

Most of the trained teachers felt difficulty in language and cultural aspect. They also felt difficult to get the writer. They found vocabularies tough according to the level of students. They felt difficulty in making students participation in role play because of poor proficiency in target language, difficulty in making materials related to the topic. But one of the selected trained teacher felt difficulty on different aspect then others: there is singleness of unity, amalgamation of characters, their role, plot, event, etc. various slangs and dialectal languages are used. And there is cultural monotony as well.

They had also given the way how they solved those problems. They could easily solve language problem by translating the story, culture by showing differences between target and own culture, vocabularies by writing with meaning in the initial or in teaching period, poor proficiency by making them read the story rapidly. But the unique problems faced by one of the selected trained teacher were solved in following ways:

- He solved those unique problems by letting students assure of synopsis for real life
- Do recall protagonists or the main and go accordingly.
- He gave appropriate illustrations and clarifies on cultural arbitrariness i.e. positive and negative impact or

- Skip off slang etc.

### **Untrained teachers responses**

Most of the untrained teachers felt difficulty to teach on target language because of poor language of students. They also found students were not motivated to read long short stories.

To solve those problems they translated the text, they divides the long text into various parts or scale down the story with main theme.

By analyzing both responses it was found that both teachers faced problems and also solved those problems. That means they do not faced serious problems and need not took others help. While comparing both responses I came to know that trained teachers faced more difficulty in teaching short stories than untrained teachers. But their common problem was students' language level.

## **xi. Evaluation of Student's Achievement over a Topic you teach**

The question 'How do you evaluate student's achievement on the topic you teach?' got following responses.

### **Trained teachers responses**

All trained teachers made the use of questionnaires to evaluate the student's achievement. They also asked to interpret the story, characters, etc., made students engaged in writing activity as own experiences, made them role play, asked to retell the story.

### **Untrained teachers responses**

All untrained teachers also made use of question answer to evaluate student's achievement. They also asked to act out the story, asked their experiences similar to the story, made them engaged in writing activity, made use of standard testing, made students write the theme.

By analyzing both responses it was found that the common tool used by both trained and untrained teachers was question answer that means they were highly motivated by taking examination into consideration rather than its

objectives. They also made students engaged in writing activity. They asked to say their experiences similar to the story. They also asked to act out the story. These activities were more used by trained teachers in comparison to untrained teachers. But I found differences on them also. Trained teachers asked to retell the story whereas untrained teachers asked to tell the theme of the story.

Now to sum up the responses of all the respondents on all items it was found that both teachers were competent in theoretical knowledge. To some extent trained teachers seemed to be more aware and focusing on student centered as well as consulting other supporting materials or things that are relevant and this was good. The most striking things were that trained teachers planned and prepared for teaching but untrained teachers did not.

### **3.2 Analysis of Data Collected through Observation**

This section deals with the analysis and interpretation of the data collected through class observation of the teachers while teaching short stories at higher secondary level. I used class observation form with the list of techniques. I did this in order to clarify and confirm the information collected through questionnaire. Observation was made of altogether thirty six classes, three classes of each teacher.

The most striking point, I found was that teachers were highly conscious about theories but less in practical. They found to be careless about those theories and norms in the classroom. The activities they performed, the way they dealt with subject matter in the class seemed to be no more interrelated with the responses they filled in the questionnaire.

Teachers with many years experience were found to have less performance, less participation of students, no general background of culture, authors etc. They were mostly using teacher centered technique. I found that they were only in hurry to finish the class. They were not concerned with the various advantages of teaching short stories. Their motto was only concerned towards the questionnaire of the books.

I observed the class of trained teacher in which there were forty students occupied. I sat at the back of the class silently without raising a single question. I watched every

activities of the teacher. He entered into the class with his diary notes and other daily used materials. He asked some questions on the previous topic. He wrote story title and writers name on the board with characters' also. He asked about the title. He did not talk about background study. He listed difficult vocabularies on the board. He wrote some guide line of the story. He asked students to read paragraph silently and with the help of those guideline he completed the story. He translated the story into Nepali. During this period he asked students to predict the event one after another. He asked some questions from the book and ends the class by giving assignment (homework): solve question answer from the book.

I had also observed story classes of untrained teachers. I observed the class of untrained teacher in which there were thirty students occupied. I sat at the back of the class silently. Teacher entered into the class. He made short revisions of previous chapter. He wrote title, the gist of the story, characters and setting on the board. He told some real events relevant to the story. He dived into the story by catching the characters. He moved here and there. He used TPR, drew picture to make concept clear. He did not make students read paragraph or story. He finished his class by giving some questions from the book.

By analyzing both the observation it was found that class was motivated by taking examination into consideration rather than the objectives of story teaching as productive skill. Both the teachers wanted to see productive skills on their students after they complete the work but were ignoring such activities.

I had categorized the collected data through observation of both teachers into four categories and the criteria for categorization are listed below:

- Techniques used by over 66.66% teachers are categorized as mostly focused techniques.
- Techniques used by over 50% teachers are categorized as more focused techniques
- Techniques used by over 16.66% teachers are categorized as least focused techniques

- Techniques used by 0% teachers are categorized as not focused techniques

### 3.2.1 Techniques Used by Trained Teachers

The following table shows the techniques used by trained teachers.

**Table No. 2**

#### **Techniques Used by Trained Teachers**

<ul style="list-style-type: none"> <li>▪ teaching vocabularies</li> <li>▪ giving students chance to read the story</li> <li>▪ starting with question</li> <li>▪ translating the text into Nepali</li> <li>▪ summarizing the story</li> </ul>	Mostly focused techniques 11.11%
<ul style="list-style-type: none"> <li>▪ providing authors background</li> <li>▪ beginning with a description of title</li> <li>▪ asking students to check if they have get the gist</li> <li>▪ retelling the story</li> <li>▪ making students write similar story</li> </ul>	More focused techniques 11.11%
<ul style="list-style-type: none"> <li>▪ interpreting the main theme of the story</li> <li>▪ providing general questions to debate</li> <li>▪ beginning with cultural background</li> <li>▪ telling similar story</li> <li>▪ dividing the class into different group and give group work</li> <li>▪ talking about setting, character</li> <li>▪ helping students to understand the plot</li> <li>▪ giving chance to predict the dialogue</li> <li>▪ helping students to understand the characters</li> <li>▪ asking to predict the events one after another</li> <li>▪ telling the theme</li> <li>▪ asking to predict the title with the help of theme</li> <li>▪ bringing real event in the class</li> <li>▪ paragraph comparison to deal with the character</li> </ul>	Least focused techniques 33.33%

<ul style="list-style-type: none"> <li>▪ making role play</li> </ul>	
<ul style="list-style-type: none"> <li>▪ telling his own story</li> <li>▪ making comparison and contrast on title with two words</li> <li>▪ starting with startling statement</li> <li>▪ quoting a dialogue that may be more important in the story</li> <li>▪ showing pictures related to the story</li> <li>▪ using metaphor, simile, hyperbole, pun in the starting</li> <li>▪ beginning story in the middle of conversation</li> <li>▪ beginning with the peak into characters mind</li> <li>▪ providing different summaries and ask to choose the correct one</li> <li>▪ giving statement in the story</li> <li>▪ predicting the omitted title after the story has been read</li> <li>▪ helping students to understand language and style</li> <li>▪ categorizing the text into Nepali</li> <li>▪ giving critical appreciation of the story</li> <li>▪ commenting on title</li> <li>▪ helping students to understand narrative point of view</li> <li>▪ asking students to note down any lexical areas which have symbolic meaning</li> <li>▪ writing few paragraph using certain stylistic features of story</li> <li>▪ writing review of the story</li> <li>▪ acting out a scene from the story</li> </ul>	not focused techniques 44.44%

The above table, table no. 2, explores the techniques used by trained teachers. It showed 55.55% techniques were focused: 11.11% were mostly focused techniques, 11.11% were more focused techniques and 33.33% were least focused techniques and remaining 44.44% techniques were not focused by trained teachers.

### 3.2.2 Techniques Used by Untrained Teachers

The following table shows the techniques used by untrained teachers

**Table No. 3**

#### **Techniques Used by Untrained Teachers**

<ul style="list-style-type: none"> <li>▪ talking about setting, character</li> <li>▪ providing authors background</li> <li>▪ teaching vocabularies of the story</li> <li>▪ translating the text into Nepali</li> <li>▪ making students write similar story</li> <li>▪ telling the theme</li> <li>▪ beginning with cultural background</li> </ul>	<p>Mostly focused techniques 15.55%</p>
<ul style="list-style-type: none"> <li>▪ starting with questions</li> <li>▪ bringing real event in the class</li> <li>▪ helping students to understand the plot</li> <li>▪ helping students to understand the characters</li> <li>▪ asking to predict the events one after another</li> <li>▪ interpreting the main theme of the story</li> </ul>	<p>More focused techniques 13.33%</p>
<ul style="list-style-type: none"> <li>▪ telling similar story</li> <li>▪ beginning with a description of title</li> <li>▪ beginning with the peak into characters mind</li> <li>▪ asking questions to check if they have get the gist</li> <li>▪ providing general questions to debate</li> <li>▪ summarizing the story</li> <li>▪ paragraph comparison to deal with the character</li> <li>▪ helping students to understand narrative point of view</li> </ul>	<p>Least focused techniques 17.77%</p>
<ul style="list-style-type: none"> <li>▪ telling his own story</li> <li>▪ making comparison and contrast on title with two words</li> <li>▪ asking to predict the title with the help of theme</li> <li>▪ starting with a startling statement</li> </ul>	<p>not focused techniques 53.33%</p>



<ul style="list-style-type: none"> <li>▪ quoting a dialogue that may be more important in the story</li> <li>▪ showing pictures related to the story</li> <li>▪ using metaphor, simile, hyperbole, pun in the starting</li> <li>▪ beginning story in the middle of conversation</li> <li>▪ giving students chance to read the story</li> <li>▪ dividing the class into different groups and give group work</li> <li>▪ providing different summaries and ask to choose the correct one</li> <li>▪ giving chance to predict the dialogue</li> <li>▪ giving statement in the story</li> <li>▪ predicting the omitted title after the story has been read</li> <li>▪ making role play</li> <li>▪ helping students with language and style</li> <li>▪ categorizing the text into Nepali</li> <li>▪ giving critical appreciation of the story</li> <li>▪ commenting on title</li> <li>▪ asking students to note down any lexical areas which have symbolic meaning</li> <li>▪ writing few paragraph using certain stylistic features of story</li> <li>▪ writing review of the story</li> <li>▪ acting out a scene from the story</li> <li>▪ retelling the story</li> </ul>	
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The above table, table no. 3 depicts the techniques used by untrained teachers. It showed 46.66% techniques were focused: 15.55% were mostly focused techniques 13.33% were more focused techniques and 17.77% were least focused techniques and remaining 53.33% techniques were not focused by untrained teachers.

By analyzing the data collected through observation it was found that 55.55% techniques were focused by trained teachers whereas 46.66% techniques were focused by untrained teachers and 44.44% techniques were not focused by trained teachers whereas 53.33% techniques were not focused by untrained teachers. This shows that

trained teachers were aware of various techniques. Adding to this both teachers were found to be competent in theoretical knowledge but ignoring to its practical parts.

### 3.3 Analysis of Data Collected from Students through Questionnaire

I analyzed the information collected from teachers through questionnaire and my close observation of the classes. I want to know more actually what techniques were being practiced in real classes. To verify the data collected from teachers through questionnaire and observation I collected, students were provided with a set of close-ended questionnaire contained fifteen questions based on different techniques used by their teachers and three questions were to express their own view. The close-ended questions are presented in statement form below in the table. (Note:-one teacher is equal to three students and the questions were based on techniques used by teachers so here teachers' numbers are included)

**Table No. 4**

#### **Techniques Used by Trained and Untrained Teachers**

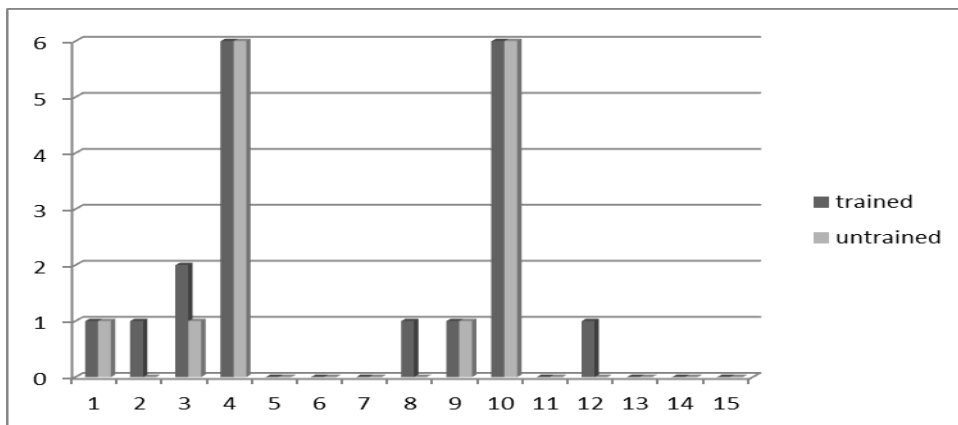
S.N.	Statement	Responses	
		Trained	Untrained
1	Give chance to write any short story related to the story your read	1	1
2	Make you role play	1	-
3	Tell similar story	2	1
4	Translate the story into Nepali	6	6
5	Teach on direct language	-	-
6	Tell his own story when he teach short story	-	-
7	Ask to predict the title	-	-
8	Ask to predict the dialogue of any character	1	-
9	Make students to do paragraph comparison	1	1
10	Give you summary	6	6
11	Give some information about the authors	-	-

12	Divide the class into different group and give group work	1	-
13	Summarizes every paragraph	-	-
14	Make you write review of the story	-	-
15	Make you read other stories that are not included in your text book	-	-

We can show these data with the help of following histogram

**Figure No. 1**

**Techniques Used by Trained and Untrained Teachers**



The above figure no 1 explores that item number 2, 8 and 12 were only used by trained teachers. Item number 5, 6, 7, 11, 13, 14 and 15 were not used by both trained and untrained teachers. Item number 4 and 10 were mostly used by both teachers. Item number 1 and 9 were also used by same number of teachers. Item number 3 is more used by trained teachers than untrained teachers.

Students were also asked to mention their view. Three questions leading to that subject were as follows:

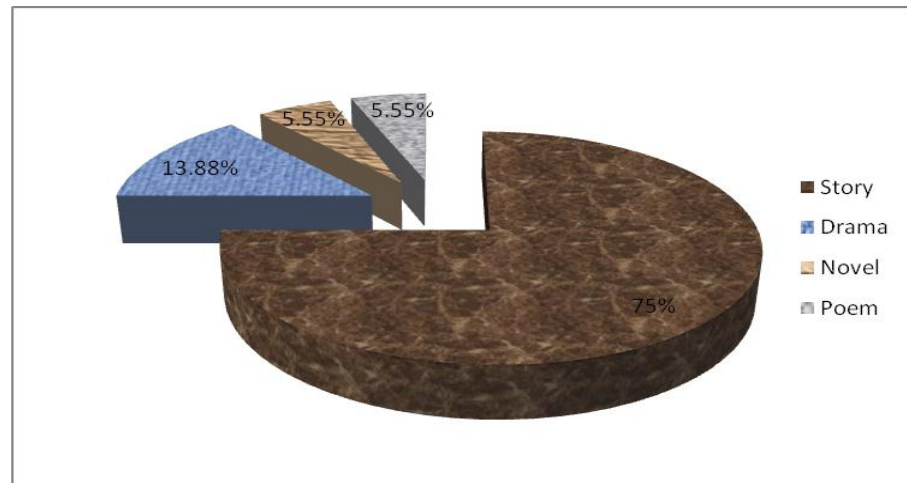
- i. What do you prefer translation or direct language? Why?
  - Thirty respondents prefer translation because they felt easy to understand through it and they thought they were not talent enough to understand English whereas six respondents prefer direct language because they thought it help for language learning.

- ii. Which literary genre do you like most?
  - Twenty seven respondents liked story, five respondents liked drama, two respondents liked poem and two respondents liked Novel.

We can show these respondents on following pie-chart

**Figure No. 2**

**Interest of Students on Story, Drama, Novel and Poem**



- iii. Do you really enjoy reading short stories? Why? Why not?
  - All respondents enjoy reading short stories. Twenty respondents found it interesting, ten respondents took it as source for mind fresh and 6 respondents took it as source for knowing some realities and gaining knowledge.

By analyzing these data it was found that story has won every one's heart and if we teach various language skills, functions, styles, etc. through stories then it would be more effective learning.

**3.4 Comparative Study of the Techniques Used by Trained and Untrained Teachers in Teaching Short Stories**

The comparative study of different techniques used by trained and untrained teachers while teaching short stories collected through questionnaire and observations are on next page:

### 3.4.1 Comparison of the Data Collected through Questionnaire

The comparison of the data collected through questionnaire from trained and untrained teachers are shown in following table:

**Table No. 5**

#### **Comparison of the Data Collected through Questionnaire**

S.N.	Techniques	Responses	
		Trained	Untrained
1	Group dynamic	1	-
2	Dramatization	1	-
3	Strip story	4	1
4	Group work	2	2
5	Individual work	2	-
6	Explanation	1	-
7	Lecture	2	-
8	Role play	4	3
9	Simulation	2	1
10	Introduce new vocabulary	4	-
11	Discuss about cultural	5	3
12	Discuss about historical	3	2
13	Discuss about author	5	5
14	Discuss about time and setting	3	4
15	Give short and simple question	2	1
16	Give task as fill in the blanks, true/false,	1	-
17	Interpret the story	2	2
18	Summarize the story	3	3
19	Ask to write similar types of story	1	2
20	Compare the story and its culture	1	-
21	Tell related story	4	1
22	Make use of picture	2	-

23	Pair work	1	1
24	Ask to write the review of the story	1	-
25	Describe the value of the text	1	1
26	Helps with language and style	2	1
27	Translate the text into Nepali	1	-
28	Do paragraph comparison	1	1
29	Ask to retell the plot	3	-
30	Sketch the scene	1	-
31	Does critical analysis	1	-
32	Tell theme	1	2
33	Give some signpost questions	1	1
34	Tell about the subject matter	1	-
35	Tell jokes	1	-
36	Group division	1	1
37	Give each paragraph title	-	1
38	Sketch plot	-	1
39	Tell some event related to the story	-	1
40	Act out the story	-	1
41	Ask about the topic	-	1
42	Narrate the whole story	-	3
43	Encourage them to read the story	-	3
44	Ask to share in group	-	1
45	Analysis of character	-	1
46	Clarification of the topic	-	1
47	Help them in task	-	1
48	Give glimpse of the characters	-	1
49	Make students read and underline difficult and most interesting line	-	1
50	Ask to predict the title through the theme	1	-
51	Relating the title with the subject matter	1	-

52	Make students familiar with the story	1	-
53	Make to guess the title through the picture	1	-
54	Make students involved in reading paragraph	1	-
55	Discuss about characteristic of characters	5	6
56	Give chance to predict the dialogue of characters	5	4
57	Make use of questions to know if they have understood	2	-
58	Give series of jumbled sentences to reorder which summarizes the plot	1	-
59	Make prediction of role of characters in stories	1	-
60	Helps students to understand from narrative point of view	1	-
61	Make students write similar type of stories	1	-
62	Retell the story	1	1
63	Provide general questions for debate	1	-
64	Tell funny stories in the beginning	1	-
65	Assimilation of the stories	1	-
66	Perform story in group	1	-
67	Write main points on the board	1	-
68	Branch the story into two segment	1	-
69	Make guess on title	-	5
70	Point out symbols	-	2
71	Put story in familiar context	-	1
72	Present events	-	1
73	Reading out the story	-	1
74	Describing the characters	-	1
75	Analyzing the theme	-	1
76	Give glimpse of the character	-	1
77	Episodes the plots	-	1

78	Telling about the development of plot	-	1
79	Interpretation of the theme	-	1
80	Encourage to read if they have similar type of story	-	1
81	Ask student questions on the issue raised similar to the one raised in the text	-	1

By analyzing the table No. 5, it was found that 67.90% techniques were used by trained teachers whereas 60.49% techniques were used by untrained teachers. But 39.50% techniques were only used by trained teachers whereas 32.09% techniques were only used by untrained teachers. Similarly, 28.39% techniques were used by both teachers and 11.11% techniques were used by same number of teachers.

Majority of trained teachers made use of group work, role play, introduced new vocabularies, discussed about culture, author, strip story, told related story, discussed about the characteristic of characters and gave chance to predict the dialogue of the characters whereas the majority of untrained teachers discussed about the author, time and setting, discussed about characteristic of characters, gave chance to predict the dialogue of character and made guess on the title. But introducing new vocabulary, giving group work, making role play, strip story, telling related story and discussing about the culture were extra focused by the majority of the trained teachers whereas discussing about time and setting and making guess on the title were extra focused by the majority of the untrained teachers.

### **3.4.2 Comparison of the Data Collected (Techniques by Trained and Untrained) through Class Observation**

The comparison of the data collected through observation from trained and untrained teachers while teaching short stories are on next page:



**Table No. 6****Comparison of the Data Collected through Observation**

S.N.	List of techniques	Responses			
		T	P%	UT	P%
1	Begin with cultural background	2	33.33	4	66.66
2	Tell similar story	2	33.33	2	33.33
3	Providing authors' background	3	50	4	66.66
4	Telling his own story	-	-	-	-
5	Begin with a description of the title	3	50	2	33.33
6	Make comparison and contrast on the title of two words	-	-	-	-
7	Tell the theme	1	16.66	4	66.66
8	Ask to predict the title with the help of theme	1	16.66	-	-
9	Start with a startling statement	-	-	-	-
10	Quoting a dialogue that may be more important in the story	-	-	-	-
11	Teaching vocabularies of the story	5	83.33	4	66.66
12	Showing pictures related to the story	-	-	-	-
13	Use of metaphor, simile, hyperbole, pun in the starting	-	-	-	-
14	Begin story in the middle of conversation	-	-	-	-
15	Begin with the peak into characters mind	-	-	2	33.33
16	Give students chance to read the story	4	66.66	-	-
17	Start with question	4	66.66	3	50
18	Divide the class into different group and give group work	2	33.33	-	-
19	Brings real event in the class	1	16.66	3	50
20	Talks about setting, character	2	33.66	5	83.33
21	Ask questions to check if they have get the gist	3	50	2	33.33

22	Helping students to understand the plot	2	33.33	3	50
23	Providing different summaries and ask to choose the correct one.	-	-	-	-
24	Give chance to predict the dialogue	2	33.33	-	-
25	Give statement in the story	-	-	-	-
26	Paragraph comparison to deal with the character	1	16.66	1	16.66
27	Predict the omitted title after the story has been read	-	-	-	-
28	Make role play	1	16.66	-	-
29	Helping students to understand the characters	2	33.33	3	50
30	Helping students with language and style	-	-	-	-
31	Categorize the text into Nepali	-	-	-	-
32	Giving critical appreciation of the story	-	-	-	-
33	Comment on title	-	-	-	-
34	Ask to predict the events one after another	2	33.33	3	50
35	Translating the text into Nepali	4	66.66	4	66.66
36	Interpretation of the main theme of the story	2	33.33	3	50
37	Helping students to understand narrative point of view	-	-	1	16.66
38	Providing general questions to debate	2	33.33	2	33.33
39	Asking students to note down any lexical areas which have symbolic meaning	-	-	-	-
40	Writing few paragraphs using certain stylistic features of story	-	-	-	-
41	Writing review of the story	-	-	-	-
42	Acting out a scene from the story	-	-	-	-
43	Retell the story	3	50	-	-
44	Make students write similar story	3	50	4	66.66
45	Summarize the story	4	66.66	2	33.33

By analyzing the table no. 6, it was found that same numbers of both teachers used 8.88% techniques. That means, 33.33% teachers told similar story, 16.66% teachers did paragraph comparison to deal with the character, 66.66% teachers translated the text into Nepali and 33.33% teachers provided general questions to debate.

Forty percent techniques were not used by both teachers they were as follows:

Telling his own story, making comparison and contrast on title of two words, starting with a startling statement, quoting a dialogue that may be more important in the story, showing picture related to the story, using metaphor, simile, hyperbole, pun in the starting, beginning story in the middle of conversation, providing different summaries and asking to choose the correct one, giving statement in the story, predicting the omitted title after the story has been read, helping students with language and style, categorizing the text into Nepali, giving critical appreciation of the story, commenting on title, asking students to note down any lexical areas which have symbolic meaning, writing few paragraph using certain stylistic features of story, writing review of the story and acting out a scene from the story.

Some techniques were only focused by trained teachers and they were altogether 8.88%: 16.66% teachers asked to predict the title with the help of theme, 33.33% teachers gave chance to predict the dialogue, 16.66% teachers made role play and 50% teachers retold the story. Similarly, 4.44% techniques were only focused by untrained teachers: 33.33% teachers began with the peak into characters mind and 16.66% teachers helped students to understand narrative point of view.

According to category (table no. 2 and 3) teaching vocabularies and translating the text into Nepali were mostly focused techniques by both the group. Providing general questions to debate, doing paragraph comparison to deal with the character and telling similar story were least focused techniques by both the group.

On the other hand telling the theme, talking about setting and character and beginning with cultural background were mostly focused techniques by untrained teachers whereas least focused by trained teachers. Summarizing the story was mostly focused by trained teachers but least focused by untrained teachers. Class division was focused by trained but not focused by untrained. Similarly, giving chance to read the story,

predicting the title with the help of theme, class division for group work, giving chance to predict the dialogue and retelling the story were focused by trained teachers but not focused by untrained teachers.

Helping students to understand the story from narrative point of view and beginning with the peak into characters mind were focused by untrained teachers but not focused by trained teachers.

### 3.4.3 Comparative Study of the Data Collected from Questionnaire (Teachers and Students) and Observation

The data collected through questionnaire (both from teachers and students) and through class observations are presented below:

**Table No. 7**

S.N.	Statement	Responses					
		T	O	S	UT	O	S
1	Give chance to write any short story related to the story you read	1	3	1	2	4	1
2	Make your role play	4	1	1	2	-	-
3	Tell similar story	4	2	2	1	2	1
4	Translate the story into Nepali	1	4	6	-	4	6
5	Teach in direct language	-	-	-	-	-	-
6	Tell his own story when he teach short story	-	-	-	-	-	-
7	Ask to predict the title	1	-	-	1	-	-
8	Ask to predict the dialogue of any characters	3	2	1	4	-	-
9	Make students to do paragraph comparison	1	1	1	1	1	1
10	Give your summary	2	2	6	3	2	6
11	Give some information about the author	5	3	-	5	4	-
12	Divide the class into different group and give group work	1	2	1	1	-	-
13	Summarizes every paragraph	-	-	-	-	-	-

14	Make you write review of the story	1	-	-	-	-	-
15	Make you read other stories that are not included in your text book	-	-	-	-	-	-

Where, S= Students, T= Teacher, O= Class observation

By analyzing the above table no. 7, all selected teachers did translation and gave summary for their students and they did other activities least as paragraph comparison, telling similar story and making their students write any story related to the topic.

Techniques, asking to predict the title, dividing the group and giving group work and making role play were only used by trained teachers.

Both teachers neither do teach on direct language, tell their own story, nor summarizes every paragraph.

If we account the whole techniques used by trained and untrained teachers then we get 53.33% techniques were used by trained teachers and 33.33% techniques were used by untrained teachers in real class. But, 60% techniques were found used by trained teachers through observation related to the questionnaire whereas 40% techniques were by untrained teachers and 73.33% techniques were found used by trained teachers through questionnaire whereas 60% were by untrained teachers.

Now, to conclude above analysis, it was found that trained teachers were more conscious on the techniques for teaching short stories than untrained teachers. By analyzing their responses on questionnaire, data obtained through observation and the data collected from students through questionnaire, I found vast difference between their theoretical knowledge and practical knowledge. They rarely used student centered techniques even if they know student centered techniques is effective than teacher centered techniques and this can clearly vivid if we go through table no. 7.

## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATIONS**

This chapter deals with the major findings of the research. The findings of this study were based on analysis and interpretation of the data. It also present some recommendations based on the findings.

#### **4.1 Findings of the Study**

The main objectives of this study were to identify and compare the techniques used by trained and untrained teachers in teaching short stories. In order to fulfill this objective, a study was carried out. The findings of the present study obtained from the analysis and interpretation of the data are summarized as below.

- i. It was found that most of the teachers are still using translation method while teaching short stories.
- ii. Teachers, with many years' experience were facing performance problems because of not having gained theoretical knowledge into practice.
- iii. Most of the trained teachers focused on vocabulary and made use of strip story whereas untrained teachers focused on background study however, they almost focused on teacher centered technique.
- iv. It was found that students were not given chance to show their creativity and teachers were not focusing on students attention.
- v. Trained teachers faced more problem than untrained teachers but the common problem was that they were less satisfied with students' language.
- vi. Teachers were teaching literary chapters only from exam point of view rather gaining knowledge and enjoyment. They were merely depending on prescribed textbooks, not more than that.
- vii. Interesting thing was that teachers were fully aware of the value of the text but less concerned with its motto. Both teachers were competent in theoretical knowledge but ignoring its application part.

- viii. Most of the trained teachers gave students chance to read the story but untrained teachers did not. Similarly, trained teachers retold the story but untrained teachers told the theme of the story.
- ix. It was found that the untrained teachers only wished to have their students constructive, but they worked on little to make the students creative.
- x. Untrained teachers used TPR system, drew picture on the board to make students clear but trained teachers gave meaning.
- xi. In totality, 55.55% techniques were focused by trained teachers and 44.44% were not focused whereas 46.66% techniques were focused by untrained teachers and 53.33% techniques were not focused. This shows that trained teachers were aware of various techniques.
- xii. Retelling the story, group division, giving chance to read the story, asking students to predict the title with the help of theme, giving chance to predict the dialogue of the characters, making role play were some activities focused by trained teachers whereas beginning with the peak into characters mind and helping students to understand the story from narrative point of view were some activities focused by untrained teachers.

No selected teachers neither made their students write review of the story that they had read nor asked their students to read other similar stories for better improvement and they thought using material is just the waste of time.

## **4.2 Recommendations**

On the basis of deduced findings, I have attempted to forward some recommendations that are listed below:

- i. Simplify the difficult words or language into simple form rather than translating the text into Nepali because it will be beneficial for both teachers and students in developing language capacity.

- ii. Teaching short stories should be skill-oriented rather than knowledge oriented so, teachers should not let just their knowledge rust i.e. the knowledge they have gained should be practiced in real class.
- iii. Teachers should use student centered techniques rather than teacher centered technique. So, students should be given every chance to use their talency as finding meaning of difficult words, getting the theme by themselves, doing critical analysis on the topic, writing review of the story they read, etc.
- iv. Both teachers wished to see productive skills on their students on the completion of the topic. So, for this students should be made engage in writing activities like summary writing, writing other related story, writing review of the story, any short story, short composition, paragraph writing, etc.
- v. It would be better if teacher consulted with supporting materials as other related stories, proverb, jokes, magazine headings, writers note book, etc. rather only being depend on textbooks short story, etc. Materials are not the time consumer but the device for effective teaching.
- vi. Students would have better understanding of the story if they are given incomplete sentences, jumbled sentences and jumbled paragraph.
- vii. Divide the class into groups (two, three according to the size) and give them different paragraphs to read. Ask students to summarize and share with each other.
- viii. It would be better if story is taught through the means of game or translating the whole story into pictorial form. This will enhance learners' creativity.
- ix. The majority of learners prefer story either knowingly or unknowingly. It will be easy to teach different language skills, functions, etc. So, it would be more beneficial if teacher focuses on it.
- x. Teacher can change the story into dialogue form and make students engage in conversation. This will enhance their speaking skill as well as performance.



- xi. Give students chance to read some other related stories and ask them to draw the main events, theme, etc. And share it to the class. This will enhance learners' logical capacity.

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## APPENDIX I

### Class observation form

Name of the teacher:

Name of School:

Experiences:

Qualification:

S.N.	Norms	Activities
1	Begin with cultural background	
2	Tell similar story	
3	Providing author background	
4	Telling his own story	
5	Begin with a description of the title	
6	Make comparison and contrast on the title of two words	
7	Tell the theme	
8	Ask to predict the title with the help of theme	
9	Start with a startling statement	
10	Quoting a dialogue that may be more important in the story	
11	Teaching vocabularies of the story	
12	Showing pictures related to the story	
13	Use of metaphor, simile, hyperbole, pun in the starting	
14	Begin story in the middle of conversation	
15	Begin with the peak into characters mind	
16	Give students chance to read the story	
17	Start with question	
18	Divide the class into different group and give group work	
19	Brings real event in the class	
20	Talks about setting, character	

21	Ask questions to check if they have get the gist	
22	Helping students to understand the plot	
23	Providing different summaries and ask to choose the correct one.	
24	Give chance to predict the dialogue	
25	Give statement in the story	
26	Paragraph comparison to deal with the character	
27	Predict the omitted title after the story has been read	
28	Make role play	
29	Helping students to understand the characters	
30	Helping students with language and style	
31	Categorize the text into Nepali	
32	Giving critical appreciation of the story	
33	Comment on title	
34	Ask to predict the events one after another	
35	Translating the text into Nepali	
36	Interpretation of the main theme of the story	
37	Helping students to understand narrative point of view	
38	Providing general questions to debate	
39	Asking students to note down any lexical areas which have symbolic meaning	
40	Writing few paragraphs using certain stylistic features of story	
41	Writing review of the story	
42	Acting out a scene from the story	
43	Retell the story	
44	Make students write similar story	
45	Summarize the story	

## APPENDIX II

### Questions for teachers

Dear sir/madam

As part of my research, I am carrying out a research entitled ‘**Techniques used by Trained and Untrained Teachers in Teaching Short Stories**’ under the guidance of **Mr. Raj Narayan Yadav, Reader of Department of English Education, T.U.** I would be grateful if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used for research purpose only and your identity will be kept highly confidential.

Researcher

**Dhruba Sijapati Baduwal**

T.U. Kirtipur

Name.....

School.....

Academic Qualification.....

1. How do you prepare for teaching short stories?

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2. What skills do you want to see on your students on the completion of the topic you teach?

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3. How do you start your story class?

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.....  
4. What techniques do you use for teaching short stories?

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5. What types of teaching materials do you use to teach short stories in the classroom?

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6. Do you ever give chance to predict the dialogue of the story? If yes, why do you do so?

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7. What do you do on following stage while teaching short story?

Pre\_

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While\_

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Post\_

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8. What techniques do you feel easy to teach short stories?

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9. What do you do to make your story class effective?

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10. Do you feel any difficulty while teaching short stories? What types of problems do you face during teaching short stories?

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11. How do you evaluate students' achievement over the topic you teach?

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**Thank you for your kind co-operation**



## APPENDIX III

### Questions for students

Dear colleague,

As part of my research, I am carrying out a research entitled ‘Techniques used by Trained and Untrained Teachers in Teaching Short Stories’ under the guidance of **Mr. Raj Narayan Yadav, Reader of Department of English Education, T.U.** I would be grateful if you could kindly fill in the following questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

Researcher

**Dhruba Sijapati Baduwal**

T.U. Kirtipur

Name (optional).....

College: .....

Level: .....

1) Does your teacher give you chance to write any short story related to the lesson you read?

Yes No

2) Does your teacher make you role play?

Yes No

3) Does your teacher tell similar story?

Yes No

4) Does your teacher translate the story into Nepali?

Yes No

5) Does your teacher teach on English only?

Yes No

6) What do you prefer translation or on direct language? Why?

.....  
.....  
.....

- 7) Does your teacher tell his own story when he teach short story?  
Yes No
- 8) Which literary genre do you like most?  
a. Story b. Novel c. Poem d. drama
- 9) Does your teacher give you summary?  
Yes No
- 10) Does your teacher give you some information about the author?  
Yes No
- 11) Does your teacher divide the class into different group and give group work?  
Yes No
- 12) Does your teacher summarize every paragraph?  
Yes No
- 13) Does your teacher make you write the review of the story you read?  
Yes No
- 14) Does your teacher ask you to predict the title?  
Yes No
- 15) Does your teacher ask you to predict the dialogue of any character?  
Yes No
- 16) Does your teacher ask you to do the comparison of the paragraph?  
Yes No
- 17) Do you really enjoy reading short stories? Why? Why not?

.....  
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.....  
.....

Thank you for your kind co-operation