CHAPTER ONE
INTRODUCTION

1.1   General Background

Language, one of the means of communication, helps as to convey and exchange our thought, desire, feelings, opinions, emotions, experiences and ideas. This is what or distinguishes us from other animals. It helps us to record our past, present and future as well. Linguistically language has been defined as voluntary, vocal system of human communication. Language is species-specific, i.e. only human beings can have the capacity to use language and their mind is genetically equipped with it. Language is extremely complex and highly versatile code used for human communication. Our culture, ideas, history and literature are transmitted from one generation to another through language. So, we can say that language is a complex phenomenon used for human beings.

Different scholars have defined language in several ways.

Sapir (1978, p.8) says "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols".

Similarly, Wardhaugh (1972) defines , "Language is a system of arbitrary vocal symbols used for human communication". (as cited in Brown, 1994 p.4). Likewise, Chomsky (1957, p.13) states that "A language to be a set of (finite or infinite) sentence, each finite in length and constructed out of a finite set of element.

On the other hand, stressing on the importance of language, Lyons (1991, p.10) says, "Man is most clearly distinguished from other animal species---by this captivity for language".

Richards et. al (1999, p.196) define language as "... the system of human communication which consists of the structural arrangement of sound (or their written representation) into larger units, e.g. morphemes, words, sentences, and utterances."

By the above stated definitions, we can conclude that language is extremely and highly versatile code used for human communication. There are thousands of languages spoken around the world and these are the tools for human beings to communicate with each other. Among the languages spoken around the world English is the one which has greater significance. It is used widely in various fields such as, Education, science, business, sports, medicine, law, literature etc. English is regarded as lingua franca, a common language among the countries of the world. It is established as an international language. So, language is a special gift of all normal human beings. It is complex phenomenon used for human communication.

In Nepal, English has long been taught as a foreign language in all the schools starting from grade one to the graduation level in colleges. English is the appropriate international language for Nepal and a vital tool to become successful in local, national and international communication. This is because English has played a dominant role in international trade, technology, education, entertainment and every step of our social life.

1.1.1 Teaching English in Nepal

The English language is an international language. It has great influence in each and every part of the world. It was introduced in our country after the establishment of Durbar High School in 1854 A.D. (1910 B.S). During that period, the teaching learning process was only limited to Rana's family when Dev Shamsher become the Prime Minister of Nepal, established many schools in and outside of the valley. Gradually, education system of Nepal developed after the

establishment of Tri Chandra College in 1918 A.D. (1975 B.S.) It was a new revelation for the development of higher education in Nepal.

Specially teaching and learning English started after the establishment of National Education System Plan (NESP) in 2028 B.S. It contributed greatly to the development of education. According to the suggestions of this commission, the English language started from Grade Four to the Bachelor's level as a compulsory subject. It also emphasized on language teacher training and teacher education programme. Then, the commission was reformed in 2049 B.S. and gave more suggestions to develop the education system of Nepal. This commission suggested establishing many universities, vocational training center and teacher training center or maintaining quality education in Nepal. Many fields have been introduced and described in English e.g. science and technology, and mass communication as well. It has occupied its vital position in the fields of journals, news papers, magazines, media, cinema, articles, medicine, etc. Establishment of private schools and colleges also played a significant role in the development of language teaching.

1.1.2   Language and Literature

Language is a means of communication and literature offers an authentic source for language. It means a discourse in which the creativity and complexity of language are designed with a wide range of styles language and literature are regarded as two inseparable sides or entities of the same coin. It is the soul of language. Every human language has its literature either in oral or written form. In the absence of one, the other remains incomplete. Without language literature, texts can not be expressed. The literary figures express their thoughts, pleasure, pain, feelings; emotions, imagination etc. In literature, human emotions are expressed artistically through language. It reflects the social facts. Language and literature are as old as human origin. The language and literature of each period

represents the life of contemporary people and their activities. Brook (1960,p.99)writes, "The distinction between language and literature is that at bottom a distinction between art and fine art". He further states, "Literature is wholly and inevitable rooted in language and it is not surprising to rediscover in literature certain features that are peculiar to and basic in language."

1.1.3 Language Skills

There are four basic skills in language teaching. They are: Listening skill, speaking skill, reading skill and writing skills. These four skills are related to each other by two parameters;

a.   The mode of communication- oral or written

b.   The direction of communication-receptive and productive.

i.   Listening

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping the meaning. It is a receptive skill in the oral mode. Listening is emphasized in language learning and teaching so that students may become effective learners. Listening involves a sender (a person, radio, television etc) a message and receivers.

ii.   Speaking

Speaking is a productive skill in the sense that language is primarily manifested in speech. Speaking can be defined as the ability to express fluently in a foreign language. Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to organize what and how they want to say. Speech consists of pronunciation of vowels and consonants sounds, stress, hyphen, juncture and complicated skill. We express our attitudes and feeling, through the use of language.

iii.   Reading

Reading is a receptive skill in the written mode. It generally means of understanding or making sense of a given text. It is the total understanding of a message in a text. Reading is the most important skill for second language (L_2) learners in academic context. The main purpose of reading is to gain information or verify existing knowledge or to critique a writer's ideas or writing style. It assumes that students learn to read a language by studying its vocabulary, grammar and sentence structure.

iv.   Writing

Writing is a productive and last skill of language in natural order. It is a powerful medium of expression. While writing, we use visual symbols that are letters or combination of letters, which represent the sounds used in speaking. It is said that writing is the act of forming the symbols. Writing is the expression the ideas in a graphic convention of language. So, it is the most difficult and least used skill among the four language skills. Writing translates our thoughts into language.

1.1.4   Teaching Reading Skills

Reading is the way of recognizing the message or information of a text or deducing the meaning, concept and sense of a text. Reading is the third in its order and it is receptive language skill. It is a way of grasping information form the graphic symbols. It is also taken as understanding and making sense of a given text. It is also taken as a process of communication between the readers and the author. Reading is useful for language acquisition. It provides the students more or less understand what they read, vocabulary knowledge, on their spelling and grammar or punctuation. Reading has been defined in many ways:

According to Harmer (1991, p.190) "Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work without

significance of the reader." Similarly, Goodman (1973, p. 164) "Reading is a process in which the reader picks and chooses from the available information only enough to select and predict a language structure which is decodable. It is got in any sense a precise perceptual process."

Ur. (1996, p. 138) defines story as reading and understanding. A language learner who says, I can read the words but I don't know what they mean is not. Therefore, reading in this sense. He or she is merely, decoding-translating written symbols into corresponding sounds.

Reading is often referred to as the most important of the four language skills. It enables students to gain exposure to the target language and receives valuable linguistic input to build up language proficiency.

Similarly, Anderson, (1999) "Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page. Which combines the words on the printed page with the readers background knowledge and experiences"

Reading involves a reader, a text, and a writer. Reading skills are developed in an active process. The reader tries to interpret the text through his/her own experiences. Reading is not just an active process but also an interactive one. It is closely related to the meaning. Thus, reading opens the eyes of knowledge. It means understanding or making sense of a given text. Teaching of reading is an important aspect of teaching and learning a foreign language.

Ur. (1999, pp.62-63) also lists the characteristics of efficient reading to improve reading skills as below:
i.   The languages of the texts are comprehensible to the learners.
ii.   The content of the two texts is accessible to the learners.
iii.   The reading progresses fairly fast.

iv.   The reader takes important comprehensible

v.   The reader thinks, hypothesizes, predicts.

vi.   The reader concentrates on the significant bits and skims the rest, may even skip parts have or she know to be insignificant.

vii.   The reader is motivated to ready by interesting content a challenging task.

viii.   The reader is aware of a clear purpose in reading: for example: to find out something, to get pleasure.

ix.   The reader has used background information to help to understand the text.

x.   The reader uses different strategies for different kinds of reading.

1.1.4.1 Skills Involved in Reading

Reading is not a single skill rather it involves varieties of sub-skills. Different scholars have given sub skills of reading. Similarly, John Munby (1978) as cited in Grallet, F. 1981, pp. 3-4) presents the following as Reading sub-skills:

i.   Recognizing the script of a language.

ii.   Deducing the meaning and use of unfamiliar lexical items.

iii.   Understanding explicitly states information.

iv.   Understanding information when not explicitly stated.

v.   Understanding relations within sentences.

vi.   Understanding conceptual meaning.

vii.   Understanding the communicative value of sentences and utterances.

viii.   Understanding relations between the parts of the text through lexical cohesion devices.

ix.   Understanding cohesion between parts of text through grammatical cohesion devices.

x.   Interpreting the text by going outside it.

xi.   Recognizing indicators in discusses.

xii.   Identifying the main point or important information in a piece of discourse.

xiii.   Distinguishing the main idea from supporting details.

xiv.   Extracting salient points to summarize.

xv.   Selecting extraction of relevant points form the text.

xvi.   Basis reference skills- understanding and use of graphic presentation cross referencing, table of contents and index.

xvii.   Skimming

xviii.   Translating

xix.   Scanning to locate specifically required information.

xx.   Transcoding information to diagrammatic display.

Moreover, Harmer, J. (2001, p.201) presents the five sub-skills of reading

i.   Identifying the topic

ii.   Predicting and guessing.

iii.   Reading for general understanding,

iv.   Reading for specific information.

v.   Interpreting the text.

Thus, reading includes several sub skills. So readers scan or skim depends on what kind of text they are reading and what they want or need to get out of it.

1.1.4.2 Types of Reading

There are different types of reading. Reading can be categorized on the basis of the level of the readers involved and different factors like: purpose, speed, noise, attention and focus etc. They are as follows:

i.   Reading aloud

ii.   Silent reading

iii.   Rapid reading

iv.   Skimming

v.   Scanning

vi.   Intensive reading

vii.   Extensive reading.

These are briefly identified as below:

i. Reading aloud

It is also known as oral reading. It aims to enable the students to read the text with correct pronunciation, articulation, stress, intonation and rhythm. Moreover, it is also carried out the noble the students to read with adequate understanding of meaning of the text. Reading aloud involves both physical and mental process. Specially, it is useful for teaching purpose as well as for reading for others who are blind or illiterates.

ii. Silent reading

Silent reading is also known as mental reading. It refers to understanding the message from graphic symbols by our eyes. Silent reading is useful for developing self reading habit and encourages making use of dictionary to the learners. It facilitates the mastery of language and encourages the students wide reading by making them read form unseen passages.

iii. Rapid reading

Rapid reading is also known as speed or faster reading. It develops students reading speed and the readers can get a lot of information. Rapid reading consists of the techniques to read more quickly and achieve a greater degree of understanding of what they read. In this stage, the readers use more effective eye movement and better ways of understanding words and meaning in written text. Rapid reading depends up on the readers purpose, types of reading materials and readers skills.

iv. Skimming

Skimming is one of the specific reading techniques necessary for quick and efficient reading. It is usually done to findout the main idea from a passage. Skimming, involves mastering the skills of predicting, previewing and

anticipation. Grellet (1981, p.19) defines, "Skimming is, therefore, the through activity which requires an over all view of the text and implies definite reading competence'. So skimming requires an overall view of the text and implies definite reading competence.

v.   Scanning

Scanning is a type of speed reading technique in which readers read the text to find out particular piece of information. It is mainly focused on readers wants to locate or find out information about a particular date, time, event character and situation.

The reader may read through a chapter of book as rapidly as possible without necessarily understanding the rest of the text or passage.

vi.   Extensive reading

Extensive reading is a good rapid silent reading for pleasure. It refers to the reading in which the students feel free and comfort. The term extensive reading refers to reading which students do often away from the classroom. They may read stories, novels, web pages, newspapers, magazines or other reference materials. Extensive reading develops the value of reading in the minds of the students and mainly carried out for pleasure. The main purpose, of extensive reading is to train the students to read directly and fluently in the target language of his own enjoyment without the help of the teacher.

vii.   Intensive Reading

Intensive reading refers to the detailed focus on the construction of reading texts which takes place usually in the classrooms. Intensive reading generally takes a lower speed and requires a higher degree of understanding. It involves in depth reading for the purpose of learning and appreciation. In intensive reading, the

students are required to understand everything what they are and able to answer the questions. It is specially carried out for the study of words, spellings, pronunciation, phrases, sentence pattern and other sequence of thoughts in passage.

1.1.4.3 Purposes of Reading

Reading is useful for language acquisition. It produce the learners more or less understand what they read and how they gain the main idea. It develops the student's vocabulary knowledge, grammar spellings and their writing. Moreover, the purpose for reading is to develop the readers the attitudes, abilities and skills for obtaining information, ideas, developing interest and providing pleasure or entertainment through the text. Reading is the best way of getting information, increasing knowledge, and keep them update with the things happening around. According to Grellet (1981, p.4), there are two main reasons for reading.

- Reading for pleasure
- Reading for information.

Similarly, Nuttall (1996) assumes that reading has one overriding purpose to get meaning from a text. But he further says people read foreign language for motivation.

1.1.4.4 Reading Activities

Reading activities that are meant to increase communicative competence should be successful oriented and built up students confidence in their reading ability. An activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, familiarizing students with the structure of a certain type of text. Reading activities are suitable for teaching English to adults and children. Often teaching reading

activities are divided into three different stages or phases or task while teaching in short stories at higher secondary level students.

They are as follows:

i. Pre-reading Activities.

ii. While-reading Activities.

iii. Post-reading Activities.

The detail tasks of three different stage of activities in teaching short story are as follows:

Pre-reading Tasks:

i. Guessing the story: It is the first step of the activities in teaching story.

ii. Ordering sentences from the story

iii. Playing with words: They can chose new or difficult vocabulary from the story.

While reading tasks:

i. Making Questions: It is commonly used activity in teaching short stories. The teacher can ask the questions to the students about the text.

ii. Choosing titles:

iii. Finding information:

iv. Ordering Activities

Post-Reading Tasks

i. Role play: Students can play roles and act the form of a dialogue according to the given text.

ii. Character study: Students can discuss about the roles of the characters.

iii. Retelling the story: Students can retell the story into different forms of verbs also.

iv. Continuing the story: It is the final stage of the teaching story.

1.1.4.5 Teaching Pre-Reading Activities

In teaching reading process, the teacher realizes the importance of teaching reading activities. When the teacher starts the lesson then the students hardly motivate to read the lesson. It can make students just read the text and not to comprehend the text. So, to comprehend the text, the students need some motivation, background knowledge and some strategies and skills. Lazar (1993, p.76) groups such problems as motivation, comprehension making interpretations, and inadequate reading strategies. Those kinds of failure may occure, because of the lack of appropriate knowledge structures. To solve those problems, pre-reading activities is appropriate:

Williams (1989, p.37) states that functions of "pre-reading activities are to introduce and arouse interest in the topic of the text, the motivate learners by giving a reason for reading and to proscribe some language preparation for the text."

Lazar (1993, p.83) defines pre-reading activities as "activities that help students with cultural background, stimulate student interest in the story and pre-teach vocabulary".

Lazar (1993) clarifies the common pre-reading activities used to activate appropriate knowledge structures or provide knowledge that the reader lacks as:
- Previewing
- Providing background knowledge.
- Pre-questioning
- Brainstorming.

i.   Previewing

This activity is appropriate for the situation in which texts are difficult and unfamiliar concept of the text previews contain:

- Indirect questions and statements.
- Concepts for expository texts, items, important happenings, generalization etc.
- Definition of vocabulary.

ii. Providing background knowledge

This activity is particularly used for culturally unfamiliar passages. It helps the students to comprehend and improve the knowledge of reading passage.

iii. Pre-Questioning

Pre- questioning involves presenting students with a set of written questions. Pre-questioning motivates the students to read passage, to gain the necessary information to answer the question.

iv. Brainstorming

It is one of the very popular kinds of pre-reading task. In this stage, students are given a particular key word or key concept and then invited to call out words and concepts they personally associated with the words and words provided by the teacher. It requires little teacher preparation, allows learners freedom to bring their own prior knowledge and opinions on a particular topic and involves the whole class.

1.1.4.6 Pre-reading Activities in Reading Comprehension

Pre-reading activities contributed to comprehension of the texts. The teacher found the activities to be useful in the classroom setting. Different activities are used in reading classes. The aim of using pre-reading activities is to activate the readers background knowledge, to prevent failure; and to support the readers interpretation of the text. These reading activities can promote interaction between

the reader and the text. Pre-reading activity creates an opportunity to challenge the student to call on their collective experiences. Reading activities improves the students reading comprehension effectively. So, to improve reading comprehension, students should be encouraged to complete pre-reading activities before reading text. Pre-reading activities improve reading comprehension to the students. When they have pre-knowledge of the text, students are able to concentrate and comprehend the lessons.

Activities (According to Margie (2010, p.17)

i.   Establish a purpose for reading;

Students determine what the primary outcomes of reading the text should be. To provide information? To provide entertainment?, To gain understanding as to how something works?, So the teacher establish the purpose for reading and then guide to your student about the text.

ii.   Pick a few key words: Make the students write a brief story using each word. It helps the students to improve the reading comprehension and writing skills as well.

iii.   Give students the name of test: It is also a good idea to provide pictures and name that reflect the topic of the text and other prediction of the text also.

1.1.4.7 Pre-reading Steps

A successful pre-reading activity engages the interest in the story, provides historical content and prepares language study to the students. The purpose of teaching activities of study is different from one to another. Stories are taught through romantically for entertainment and developing the reading habits of the learners. By describing the story, students become more deeply involved not only

with the characters in the story, but also with the English language itself. Some activities are as follows.

i.   Conversation exercise; Personal experiences.
        Describe a special person that you know. (characteristics, nature, education)

ii.   Concept of the story: provide students with references and terms which provides the new words and concepts of the story.

iii.   Writing exercise: It is the final activity of the pre-reading activities which develops the habit of writing skills.

The importance of reading comprehension has been emphasized by the study that have been conducted on the second language reading process. Students may fail to comprehend the text while studying short stories. Lazar (1993: 76) groups such problems as follows:

-       Motivation.

-       Comprehension

-       Making interpretations.

-       Inadequate reading strategies.

1.1.4.8 Pre-reading Procedures

The activities used in pre-reading may serve as preparation in several ways:

-       Assess students background knowledge of the topic and linguistic content of the text.

-       Give the students the background knowledge necessary for comprehension of the text.

-       Clarify and cultural information which may be necessary to comprehend the passage.

-        Make students aware of the type of text they will be reading and propose for reading

-       Provide opportunities for group work or class discussion activities.

1.1.4.9 Sample of Pre-reading Activities

Using the title, subtitle and divisions within the text to predict content and organization or sequence of information.

- Looking at pictures, diagrams or graphs.
- Talking about the author's background, writing style and usual topics.
- Skimming to find the theme or main idea and highlighting the related prior knowledge.
- Reading over the comprehension questions to focus attention on finding that information while reading.
- Arrangement of concepts or words.
- Guessing the meaning from text.

1.1.5 Genres of Literature

Literature is a full-fledged discipline of language. It is complete in itself with its many genres. Literature specially displays its two forms: prose and poetry.

 The genres of literature are: poetry, drama, story, essay, novel etc. They are described as following :

a.   Poetry

Poetry is one of the forms of literature. It is a piece of creative writing which is also composed in verse. Emotions and imaginations are the essential qualities of poetry. The language of poetry is connotative and figurative which is different from prose. Poetry provides an entertainment and instruction to the reader. There are different forms of poetry, such as, epic, ballad, lyric, Odd, elegy, sonnet and pastoral etc. poetry is typically, replies on words and expressions that have several layers of meaning.

b.   Drama

Drama is a piece of creative writing which is composed to be performed on the stage. Drama is also an art composed either in prose or in verse. It imitates life through action and speech. It is the art of representing for the pleasure of others events that happened or that we imagine and that shows the relationship between drama and life. A drama can have different ways of expression: narration, meditation, persuasions. Interaction is the essential quality of drama. Mainly there are three types of drama: tragedy, comedy and tragic-comedy. Drama includes some essential elements. They are plot, character, dialogue, conflict, setting and theme. They are the qualities of drama.

c.   Essay

Essay is one of the important genres of literature which is written in prose and moderate in length. It can be written using different modes o expression: description, narration argumentation, dramatization for varieties of purposes: to express an opinion, to inform, to persuade, to interact. Essay expresses the ideas, views, directly to the readers. The main purpose of writing essay is persuasion. There are different mode of expression. If determines its types according its nature. They are: descriptive essay, narrative essay, argumentative essay, meditative essay, dramatic essay, personal essay, expository essay and reflective essay etc.

d.   Novel

Novel is a long narrative writing in style, rich in characters and with a single plot. A novel is lengthy enough with more characters, enough details of them and well elaborated setting. It tries to present various aspects of human life. The magnitude of novel permits a greater complication of plot. The plot may be tragic, comic, satiric and romantic. Novel may be fictional and non-fictional. Fiction novel is

narrative writing imagined and invented and drawn from the imagination. The novels with facts are non-fictions. They are based on reality. In the words of Abrams "Novel is an extended work of fiction written in prose" (1993, p.130)

e.   Short Story

Short story is one of the important forms of literature. It belongs to the fiction. They are short and simple enough by its nature. Story is also a creative writing which focused on the past events and incidents in a chronological order of events set. Short story is centered as a very few character, a single setting and a single incident. According to Abrams, "A short story is a brief work of prose fiction and its most of the terms for analyzing the component elements, the types and the various narrative techniques of the novel are applicable to the short story as well. (1993, p.193) story may be long or short. Short stories are those stories that can be read easily in a single setting. There are different elements in a story. They are: plot, character, setting, style and theme. Similarly, there are different forms of stories according to their nature. They are: myths, legends, fables, fairly tales, folk tales etc.

1.1.5.1 Elements of the Short Story

The following are the elements of a short story.

a.   Plot

 Plot consists of chain of events. Every event in a plot is a part of carefully designed pattern and process. It is a wholly interconnected system of events which are deliberately selected and arranged. It introduced a very limited number of persons, their less elaborated expansion and development of character. Abrams, "The plot in a dramatic or narrative work is constituted by its events and ordered towards achieving particular emotional or artistic effects" (1993, p.159).

b.   Character

Character is a compulsory element of a story, either it is human or beyond human. The character through dialogues perform action that is physical and visible. According to the role the character of story may be either protagonist or antagonist or main or subsidiary respectively. Character make the story dynamic and living by its nature.

c.   Dialogue

The dialogue is an utterance of character. It makes the plot dynamic and interesting. The dialogue of short stories should be simple and brief. It is a composition is which characters debate as issue or idea.

d.   Setting

A story is written in the periphery or particular place and time. It means the story represents a particular place and time. On the other hand setting means the time, place and culture in which the action of a narrative takes place.

e.   Language Style

The use of simple style and effective language with well selected dictions is one of the elements of the short stories.

f.   Theme

A particular piece of literature is written with a special aim and objectives. It is the main message and philosophy of the story. The theme of the short story can be horror, romance, satire, mystery, fantasy etc.

1.1.5. 2 Characteristic of the Short Story

Short stories are such composition, which exhibit very limited part of human life. The short stories are absolute and spontaneous form of literature. They differ from novel in their length and the representation of human life. The following are the characteristics of the short stories.

a.   Brevity

Brevity is the main characteristics of the short stories. It is as short as possible. In a short story very limited number of characters are introduced and sustained development of character. According to the Edger Allen Poe says: "The prose tale as a narrative which can be read at one sitting e.g. just half an hour or two hours and is limited to a certain unique or single effect to which every detail is subordinate (1942).

b.   Singleness of Unity

The short story follows the single way traffic. It represents the single aspects limited aspect of the human life. It is the completeness of unity, like wise plot, character and setting.

c.   Simplicity

It is the important feature of a short story. It is economy and use of simple, communicative and well selected effective language.

1.1.5.3 Types of Short Story

Short stories are of various types. They are described in the following:

a. Myth

Myth is a short story which is narrative expression of the deepest human concern. It is not true and involves supernatural beings. It is concern with creation. Myth is transferred from one generation to another through oral saying.

b. Fable

Fable is a short story that teaches a moral lesson. Fables are usually short and simple story. The characters in fable are animal or birds and they exhibit human frailties. Mainly, the fables stories attributed to the time of Aesop, a Greek slave of the six century B.C.

c. Legend

Legend is a popular story room earlier times whose truth has not been found. Generally it has a marvelous character in the story. It is a story a part of fact about the life and deeds of a saint a folk hero or a historical figure. It is transmitted orally from one generation to another.

d. Parable

A parable is a short, simple, illustrative story answering a question or pointing a moral lesson. It uses familiar events to illustrate a religious or ethnical situation. The parable was one of chartist's favorite devises as a teacher.

e. Folk Tales

A folk tale is a popularly short narrative story and found in folk literature. It is found among the folk songs, tales in oral tradition. Specially it includes, legend, fable, ghost story, shaggy dog story, husband and wife, master and man, giants and saints etc. Stories.

f.   Fairy Fable

Fairy fable is a type of story that is related to fairies or magical beings. It belongs to folk literature and is a apart of the oral tradition. Mimic, charms, disguise and spells are some of the major parts of such stories. It tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine who has experienced with various adventures of a more or less supernatural kind (Regmi, 2061 p.20-22).

1.1.6 Approaches to Teaching Literature

Using literature in language classroom is a very skillful job. It needs wide consideration. Teacher should be very careful about needs, interests, and levels of the students, Analysis of such text refers to a kind of surgical operation of literary texts.

According to Collie and Slater (1987, p.8), the following aims have been provided for the kind of activities to put fresh momentum into the teaching of literature.

-       Maintaining interest and involvement by using a variety of students centered activities.
-       Supplementing the printed page.
-       Tapping the resources of knowledge and experiences with in the group.
-       Helping students explore their own responses to literature.
-       Using the target language.
-       Integrating language and literature (pp. 8-10)

Similarly, Lazar (1993, pp. 23-24) has proposed the three approaches to using literature with the language learners.

-       A language based approach.
-       Literature as content.
-       Literature for personal enrichment.

Along with a combination of the three approaches, the teacher may resort to the meta language to criticism as literary terminology. Furthermore, there are two approaches to literary text analysis: textual approach and non-textual approach.

1.1.6.1 Textual Approach

It is a text dominate approach. This approach presents the microscopic analysis of a literary text. It also makes the worm's eye-view of the text. It analyses, interprets, and evaluates a work of art objectively. This approach emphasizes to textual study, unhampered by any extraneous concerns. This approach focuses on the manner of presentation or it deals with the style. This approach pay attention to the work of art rather than the author. Using this approach, we should bear the following items in our mind.

- Language (form, structure, diction, imagery, allusion)
- Content
- Theme
- Plot
- Character
- Style

1.1.6.2 Non-Textual Approach

This approach is also known as background information. This approach focuses on the author rather than the text itself. In this approach the author is considered as more superior than the text itself. It doesn't present the text objectively also. The background information includes the following things:

- Trends of writing.
- Time and age.
- Social-economical-political situation
- Subject and topic
- Ideas/attitude about life

- Love, humanity, morality
- Author's childhood and upbringing and so on.

This approach tries to make some generalizations or conclusion to the characteristics of the author.

1.1.7 Pre-reading Activities of Short Story

A short story is a work of fiction which tells of one event in a very concentrated way. It describes something at a moment of crisis. It is really shorter in its length and can be read usually in a single setting.

According to Edgar Allan Poet, a short is "a short prose narrative, requiring from a half-hour to one or two hours in its perusal".

First of all teaching activities of story means we have to know, the level of the students and objectives of the teaching.

Short stories are often an idea way of introducing students to literature in the foreign language classroom. The purpose of teaching activities of story is different from one to another. For the higher secondary level students, stories are taught through romantically for entertainment and developing the reading habit with creative world and so on. Care and preparation are needed for successful presentation of short stories. The teaching activities or procedures make the students more enjoyable, encourage students to go back over the pages read, look more closely at the detail. Re-reading is a key element in the full appreciation of short stories. In advance level, stories are taught for critical appreciation where they are analyzed from narrative point of view, cultural background and characterization. Short story is one of the important forms of literature. The teachers should try to exploit the emotional dimension of the literature, which is essential part of the story teaching. Using literature to language/story teaching facilities modern approaches, method and techniques by providing useful

resources to carry out communicative activities like discussion, games, problem solving, simulation, role play etc. Role-play, creative writing, improvisation, questionnaires, visual aids etc. can work as an active participation of the students as well as teacher. It helps to perform different exercises, summarizing, completing, comprehending and creative writing etc. The teacher should explain about the element, and characteristics of the story. Plot, character, dialogue, setting, language style and theme are the elements of story. Similarly, brevity, singleness of unity and simplicity are the major characteristic feature of stories. While teaching story, the students should be made familiar with the following:

a.   Main components of a narrative: character, setting, tone, complication and resolution.

b.   Subject matter (what the story is)

c.   Theme (message, moral or vision)

Lazar (1993, p. 84) has suggested the following tasks and activation for teaching short stories.

1.   Helping students with cultural background.

2.   Creating students interest in the story

3.   Pre-teaching vocabulary

4.   Helping the students to understand the plot.

5.   Helping the students to understand the character.

6.   Helping the students with difficult vocabulary.

7.   Helping students with language and style.

8.   Interpretation of the main themes of the story.

9.   Helping students to understand narrative point of view.

10.   Writing activities.

11.   Discussion.

Pre-reading activities of short story can apply three successive stages with appropriate activities within each stage: Pre-reading activities, while reading activities, and post-reading activities:

1.1.7.1 Pre-reading Activities

It is the stimulating stage of teaching story. The teacher makes the students prepare for the lesson and task to be performed. The teacher can ask some questions related to the story to the students. Then he asks them to describe the pictures related to the story. The following are the activities adopted in this stage:

i.   Reading or listening comprehension about the authors life or historical and cultural background to the story.

ii.   Presenting mini-work on the social or historical background to the story with the help of library activities.

iii.   Foretelling the genre of the story based on the picture or others.

iv.   The teacher presents the plot, setting, character to make the students understand the development of the story.

v.   Prediction about the study based on reading first paragraph only.

vi.   Telling the important words from the story with dictionary definitions.

vii.   Group discussion about the title of story.

viii. Make a group of students to prepare a glossary of difficult words before teaching the story.

ix.   Then, students respond or answer about the background of the text.

x.   The teacher may explain the setting of the story.

xi.   Students involve in discussion about the development of plot in the story.

xii.   General discussion questions are introduced about the theme.

xiii. The teacher holds a discussion on the characteristics of the major characters.

1.1.7.2 While Reading Activities

At this stage, the teacher presents the task to be performed. The students read the story silently and answer the questions. The following activities are adopted:

i. Ask the students a number of questions to check whether they have understood the gist of the story or not.

ii. The teacher asks the students to describe a particular character in the story.

iii. Students concentrate on graphology (italicized, bold etc, vocabulary meaning and use), phonology (sound, patterns, assonance) and syntax (repletion, emphatic expression) of the story.

iv. Students make contracts in characters and their role in the story.

v. Students see how the cohesion of the text has been achieved through different cohesive devices.

1.1.7.3 Post reading Activities

The students answers are checked by the teacher directly or indirectly. The teacher clarifies the confused or problematic points. The following activities are included in this stage.

i. Providing students with different critical interpretation of the story.

ii. Providing general questions to focusing the story.

iii. Writing the review of the story.

iv. Students describe the events of the story.

v. They describe the characters.

vi. They discuss about the world view or values of the text.

1.2   Review of Related Literature

Literature has a broad area. No one can complete the study of all literary texts. In the field of literature, different researchers have carried out their research activities. The research should draw knowledge from the previous studies because

it provides foundation to the present study. Therefore, an attempt is made here to review the books, journals and research that are related to the research topic.

Collie and Slater (1990) opine that literature is an authentic materials and offers bountiful and extremely varied context. The overall aim of approach to teaching of literature is to let the students derive the benefits of communicative and other activities for language improvement within the help of story. Similarly, Lazar (1993) states that stories tend to present fully developed plots with sequences of actions with discernible beginnings, middle and ends. His best way of teaching stories is to present in three stages pre-reading activities, while reading activities and post reading activities.

Harmer (1991, p.34) mentions about the tasks in reading skill. Many methodologists have concentrated not so much on the nature of language input, but on the learning task that students are involved in. There has been an agreement that rather than pure rote learning or decontextualized practice. Language has to be acquired as a result of deeper experience than the concentration a grammar point.

Similarly, Grallet (1981, p.11) says, Reading can be done as a class activity but reading activities, can also be devised to individualize students' work at home. Instead of choosing one activity for the whole class two or three sets of exercises of varying difficulty can be prepared based on the same text so that every student can work at home at his own level. If there is little the teacher controls the reading activities, then self correcting exercises are extremely useful.

Jha (1999) has carried out a research in the Central Department of English on "Teaching of English through Literature". He concluded that literature is indispensable part of language teaching. It develops the competence and performance in language.

Gyawali (2004) has carried out a research entitle "A study on teaching poetry at secondary level". His objectives were to find out the strategies used in teaching poetry at the secondary level and suggested the pedagogical implications for enhancing teaching learning process. He has concluded that majority of teachers were not acquainted with the teaching strategies which enacted a lot of problems in teaching poetry.

Khadka (2005) has carried out the research on "Teaching Drama at secondary level". The objectives of the study was to find out the strategies used in teaching drama. The researcher concluded that there were no any fix strategies being used.

Lamsal (2006) carried out a research on "A study on the strategies in teaching story at secondary level". The objectives of his study were to find out the strategies and significance of teaching story at the secondary level. The researcher found that the strategies in teaching story was not the same to all individuals and was not using the three activities for teaching story. And also found that teachers were not applying the communicative method while teaching story.

Similarly, Singh (2005) has carried out a research on "Teaching literature at higher secondary level" and concluded that teacher were not confident and clear about the techniques and method of teaching literature.

Many research works have been carried out on different aspects of language and literature. But no research work has been carried out on "Pre-reading activities in teaching short story at grade eleven of higher secondary level". Therefore, the researcher entitled "Pre-reading Activities in teaching short stories at higher secondary level". This is the first attempt in the Department of English Education, Faculty of Education, Tribhuvan University, Kirtipur, Kathmandu.

1.3   Objectives of the Study

This study had the following objectives.

i.   To find out the pre-reading activities in teaching short stories at Higher
       Secondary Level.
ii.   To analyze these activities.
iii.   To suggest some pedagogical implications on the basis of the finding of the
       study.

1.4   Significance of the Study

The researcher carried out a research work entitled "Pre-reading Activities in
teaching short-stories at   higher secondary level. It studied the pre-reading
activities and problems of teaching and learning the story. So from this research,
English language learners, curriculum designers, textbook writers and higher
secondary level of English teachers and students would be benefitted and those
interested directly or indirectly related to this field could get useful information
from this study.

CHAPTER TWO
METHODOLOGY

To fulfill the objectives of the study the following methodology was adopted.

2.1 Sources of Data

The researcher used both primary and secondary sources of data to carry out this research.

2.1.1 Primary Sources of Data

The primary sources of data for the study were the sample students and teachers of English of higher secondary level (Grade XI) in the Kathmandu valley.

2.1.2 Secondary Sources of Data

The secondary sources of data related to literature books, textbooks, journals, articles, references materials, course of study etc. Mainly, Collie and Slater (1987), Lazar (1993) and Grellet, F. (1981) etc were consulted.

2.2 Population of the Study

The researcher selected the English teachers and students of grade eleven from the higher secondary schools of the Kathmandu valley for the population of the study.

2.3 Sampling Procedure

The researcher used simple random sampling procedure. The researcher selected 10 community and private higher secondary schools. The sample population for this study consisted of twenty teachers and forty students from selected public/community and private higher secondary schools of the Kathmandu valley.

2.4 Tools for Data Collection

The following research tools were used to collect the data from the informants.

i. Questionnaire

ii. Class observation

2.4.1 Questionnaire

A set of questionnaire consisting of twenty questions were prepared. Questions were both close ended and open ended. (see appendix i and ii)

2.4.2 Class Observation

A set of class observation forms were developed by the researcher consisting of activities of the short story focusing on the pre-reading activities adopted by the teachers .(see appendix iii).

2.5 Process of Data Collection

After preparing the tools, the researcher visited the selected higher secondary schools randomly and kindly request to the administration to get permission to carry out the research work. Then the researcher tried to develop report. Then, the researcher requested the subject teacher to get permission for filling up the questionnaire and observing their classes. He tried to identify the pre-reading activities used by them. Moreover, he talked with them informally about the different activities used in teaching story.

2.6 Limitations of the Study

The study had the following limitations.

i. The study was limited to different 10 higher secondary schools in the Kathmandu Valley.

ii. The study was limited to identify the pre-reading activities in teaching short stories adopted by higher secondary level of English teacher.

iii. The study was further limited to class eleven.

iv. The data were collected from twenty teachers and forty students of the respective schools.

v. The variables such as academic qualification of the teachers, their age, gender, environment of the school and experiences of the teachers were ignored.

CHAPTER THREE
ANALYSIS AND INTERPRETATION

The researcher collected the required data from the English teachers and students of class XI (Eleven).. The data were collected by using two tools, questionnaire and observation. The responses were analysed and interpreted using simple statistic tools. The data were analyzed and interpreted under the following headings:

1. Analysis and interpretations of students' responses.
2. Analysis and interpretations of the teachers' responses.
3. Analysis and interpretation of observation forms..

To identify the pre-reading activities the researcher had used different tools, i.e. questionnaire to the students and the teachers and also class observation form for teachers while teaching the story. Questionnaire were administered to the students to find out how their teacher motivated and used activities while teaching the story. For that both close ended as well as open-ended questions were asked to them. Out of twenty five questions twenty were related to the pre-reading activities and other were related to the problems. Closed-ended questions included multiple choice items and Yes /No questions.

Similarly, the researcher distributed the questionnaire to the English teachers while teaching short stories. Beside that, the researcher observed the classes of the teachers when they taught stories to the students.

3.1   Analysis and Interpretation of the Students' Responses

This section deals with the analysis and interpretation of the data obtained from the questionnaire to the students. The researcher selected 40 students studying at grade eleven in different public and private higher secondary schools of the Kathmandu valley. To find out the pre-reading activities adopted by the teachers in teaching short story, the researcher administered questionnaire to the students.

The responses made by the students are analyzed here. The students' responses have been shown in the following table.

Table No. 1

Analysis of pre-reading activities responded by the students

Q. No.	A	B	C	D	Remarks
1.	68	22	8	2	Close- ended
2.	67	33	-	62	Close- ended
3.	25	10	3	15	Close- ended
4.	48	15	22	40	Close- ended
5.	25	10	25	22	Close- ended
6.	25	38	15	25	Close- ended
7.	5	70	-	-	Close- ended
8.	75	25	-	-	Close- ended
9.	83	17	-	35	Close- ended
10.	45	8	12	2	Close- ended
11.	45	20	33	-	Close- ended
12.	80	20	-	43	Close- ended
13.	25	12	20	-	Close- ended
14.	100	-	-	-	Close- ended
15.	43	27	30	-	Close- ended
16.	90	10	-	-	Close- ended
17.	98	2	-	-	Close- ended
18.	78	22	-	-	Close- ended

Q.N.19 How does your teacher give you the background information of the story before teaching the story ?

This question was asked to the students, how their teacher gave the background information of the story before teaching the story, they responded differently, 30

36

percent responded that their teacher gave the background information of the story by giving lecture on them whereas 60 percent students responded that their teacher used simple and understandable language while discussing. Remaining 10 percent students responded that their teachers gave the background information by practicing the difficult vocabulary and concept or idea of the story.

Q.N.20 How does your teacher start teaching story in the class ?

The question was asked how the teachers started teaching the story in the class. According to their responses, it was found that there was not any fixed way or method of the teachers in starting the lesson in the class. In response, 40 percent teachers started teaching the story by introducing the title, author, main theme and 30 percent responded that their teachers taught the story by giving general background, concept, idea of the story whereas 30 percent teachers taught by reading and class discussion with its cultural and historical backgrounds.

Q.N.21 How do the teachers teach vocabulary ? Describe the steps.

It was asked to know how teacher taught the vocabulary to their students before teaching the story. According to their responses, 20 percent students responded that their teachers taught them difficult vocabulary by involving them look up in the dictionary the meaning of difficult words found in the story but 30 percent responded that their teachers used simple vocabulary, synonyms of the words and 50 percent students responded that their teachers themselves provided meaning of difficult words.

Q.N. 22 How does your teacher start pre-reading activities in the class ?

The researcher found that, 80 percent of the students responded that their teachers gave background information with the meaning of the difficult vocabularies items and 10 percent of them said that their teachers asked them to read the lesson

whereas remaining 10 percent replied that teachers asked related questions to the students when he started pre-reading activities in the class.

Q.N. 23 What activities does your teacher do before teaching the story ?

Majority of the students i.e. 75 percent responded that their teacher explained the theme, topic, characters and summary of the story before teaching the story. 20 percent of students said that their teacher started with discussion and only 5 percent said that their teacher motivated to concentrate them to the story.

Q.N. 24 How often does your teacher involve in classroom teaching ?

About 60 percent of the students responded that their teachers involved in the classroom teaching discussion with question answer method. Whereas 30 percent of them said their teachers used pictures and materials to make the class interesting and remaining 10 percent responded that their teacher used lecturer method only.

Q.N. 25 How do you practice difficult vocabulary while learning the story ?

Fifty percent of the students responded that they asked difficult vocabulary while learning the story to their teachers. Whereas, 30 percent used dictionary and 20 percent guessed the meaning according to the context.

3..2   Analysis and Interpretation of the Teachers' Responses

This section deals with the analysis and interpretations of the collected data in terms of pre-activities used by teachers in teaching short stories. The researcher distributed the questionnaires to the teachers and collected the required data through close-ended questions and open-ended questions. The responses made by the teachers are analyzed there. The teachers response has been shown in the following table:

Table No. 2

Analysis of Pre-Reading Activities Responded by the Teachers

Q. No.	A	B	C	D	Remarks
1.	75	-	25	-	Close- ended
2.	40	-	30	30	Close- ended
3.	85	15	-	-	Close- ended
4.	95	15	5	-	Close- ended
5.	35	10	85	25	Close- ended
6.	70	10	15	5	Close- ended
7.	50	-	20	20	Close- ended
8.	100	-	-	-	Close- ended
9.	100	-	-	-	Close- ended
10.	50	50	-	-	Close- ended

Q.N. 11 What techniques do you apply in pre-reading activities in teaching short story?

Eighty percent teachers responded that they applied the title discussion, background information, characters regarding the story. And 20 percent of them responded that they used all possible techniques. i.e. students centred and question - answer.

Q.N. 12 What kinds of activities do you organize before teaching the story ?

 Thirty-five percent teachers responded that they applied discussion about topic, character and other information about the story before teaching it. Similarly, 35 percent also replied that they used pictures and relevant examples and remaining 30 percent responded that they motivated students with group discussion and questionnaire activities before teaching the story.

Q.N.13 What do you do in first stage/steps while teaching pre-reading activities of story ?

Fifty percent teachers responded that they helped students to understand the difficult words, major role of the characters and gist of the story and other 50 percent responded that they would explain the title, plot, theme and characters to their students while teaching pre-reading activities of the story.

Q.N. 14 What problems do you face while teaching pre-reading activities of story ?

Seventy percent teachers responded that they faced lack of cultural knowledge, application in the real life, language problems of the study. Whereas, 10 percent of teachers responded that they had problems of making students to participate while teaching pre-reading activities of the story. 20 percent faced that problem of time management, vocabulary, large class and other remaining problems of pre-reading activities of the story.

Q.N. 15 Please, mention all the steps while teaching the short story ?

Ninety percent teachers responded that they explained background information of plot, theme, character, setting etc. and remaining ten percent replied that they applied pre-reading activities, glossary, class activities while teaching the short story.

Q.N. 16 What steps do you follow before entering the lesson of the short story ?

Ten percent teachers responded that they explained title, character and other background information. Whereas ninety percent teachers responded that they motivated the students by showing pictures, videos, flash-cards, cut-outs, before entering the lesson of the short story.

3.3 Analysis and interpretation of observation form

The researcher observed the 10 teaching classes of the English teachers while they taught short story at grade (XI) eleven. The pre-reading activities applied by the teachers are clearly analyzed and interpreted by using simple statistical tools of percentage.

3.3.1 Pre-reading Activities

It is the first stage of teaching the story in the class. Here, the following table deals with what the teachers did in the class or how they motivated the students or prepared the lesson and the task to be performed. Different activities used by the teachers were evaluated in terms of four categories viz. excellent, good, average and poor.

Table No 3

Pre-reading activities used by teachers

S.N	Activities	Existing condition			
		Excellent	Good	Average	Poor
1	Motivating the students	40	60	-	-
2	Giving general background of the story	30	70	-	-
3	Description of the content	40	50	10	-
4	Asking some questions about the pre-readings activities of the story	10	70	20	-
5	Asking students for guessing the subject matter	10	80	10	-
6	Teaching vocabulary of the story	-	80	20	-
7	Reading comprehension	20	50	30	-
8	Answering about the background of text	40	50	10	-
9	Presenting mini-work	10	40	40	10
10	Foretelling the genre of the story	-	60	40	-
11	Prediction about the study	-	80	20	-
12	Telling about the story	60	40	-	-
13	Group discussion	40	40	20	-
14	Presentation of the plot.	-	70	30	-
15	Presentation of the setting.	-	100	-	-
16	Presentation of the character.	80	10	10	-
17	Following the steps of pre-reading activities	-	60	40	-
18	Students' participation.	20	60	20	-
19	Showing the pictures to the related story.	-	20	50	30
20	Using flash cards.	-	10	30	60
21	Command over subject matters.	10	70	20	-
22	Demonstration	-	70	30	-
23	Explanation	50	50	-	-
24	Drills while teaching pronunciation of new words	-	50	50	-
25	Cross question while explaining the story	-	80	20	-

The above table shows that only 40 percent English teachers of class eleven motivated their students excellently, 60 percent of them motivated in a good way but the researcher did not find any teachers motivating their students in an average and poor way. Similarly, giving general background of the story, found that 30

percent teachers gave general background of the story to their students excellently and 70 percent of them gave the general background to their students in average way. But the researcher did not find the teachers gave general background of the story in average and poor condition. Description of the content, 40 percent teachers described the story to their students in an excellent way. It was found that, 50 percent teachers described the story in good way and 10 percent of them described in average way. Asking some questions about the pre-reading activities of the story 10 percent teacher asked questions about the pre-reading activities of the story to their students excellently, but the majority of the teachers i.e. 70 percent of them did so in a good way and 20 percent of them asked questions to their students in an average way. But none of the teacher found in poor condition for this activity. As far as the subject matter is concerned, only 10 percent teachers asked them to guess the subject matter in an excellent way. It was found that 80 percent teachers asked their students to guess what the subject matter of the story was about in a good way. And 10 percent teachers did so in a average way. But none of the teachers were found in poor condition.

Regarding the teaching vocabulary of the story, the researcher found that none of the teachers taught the difficult vocabulary excellently. It was found that 80 percent teachers taught the vocabulary before teaching the story in a good way. And 20 percent teachers taught the difficult vocabulary before teaching the story to their students in an average way. None of the teachers taught the difficult vocabulary before teaching the story to their students in a poor way.

Similarly, 10 percent teachers presented their mini-work to their students excellently. 40 percent teachers provided the mini-works to their students in a good way and 40 percent in an average way and remaining other 10 percent teachers presented mini-works to their students in a poor way. The researcher found that, none of the teachers foretold the genre of the story to their students excellently. But 60 percent teachers foretold the genre of the story before teaching

the story to their students in a good way and 40 percent of them did it in an average way and also no one in a poor way. Similarly, the researcher found that no one teacher predicted about the story before teaching to their students in an excellently. Whereas 80 percent teachers provided to their students prediction about the story in a good way and 20 percent of them in average way. None of the teachers were poor. The researcher found that 60 percent teachers told about the story to their students excellently. Whereas 40 percent teachers told about the story in a good way.

Similarly, 40 percent teachers used or applied the group discussion process while teaching the story to their students excellent way. Whereas 40 percent teachers also did it in a good way, and 20 percent teachers used it as an average way. 70 percent teachers asked the questions about the plot of the story in a good way, 30 percent in an average way. 100 percent teachers presented the setting of the story to their students in a good way. 80 percent teachers presented the characters of the story to their students in an excellent way. Whereas 10 percent teachers did it in a good way and 10 percent also used it in an average way.

Similarly, none of the teachers followed the steps of pre-reading activities while teaching a short story to their students in an excellent and poor way. But 60 percent teachers followed the steps of pre-reading activities in a good way. Likewise, 40 percent teachers also followed the steps of pre-reading activities to their students while teaching a story in an average way.

The students' participation of the pre-reading activities in teaching short stories, 20 percent teachers were successful to participate their students in an excellent way. Whereas 60 percent teachers participated their students in a good way and 20 percent were average. Similarly, 20 percent teachers showed the pictures of the related story in a good way. Whereas 50 percent teachers showed the pictures in an average and 30 percent presented in a poor way. The researcher found that, no

one teacher used flash cards while teaching a short story to their students in an excellent way. Whereas, 10 percent teachers used flash cards in a good way, likewise, 30 percent teachers used flash cards in average and 60 percent used cards in a poor way.

The researcher found that, 10 percent teachers commanded over the subject matter in the class in an excellent way. Whereas, 70 percent teachers commanded over the subject matter in a class in a good way. Likewise, 20 percent teachers were average way. 70 percent teachers demonstrated the events of story while teaching in a class in a good way. Whereas 30 percent teachers used it in an average way. Demonstration presented the pre-arranged series of events, ideas, materials, procedures or techniques while teaching a story. Similarly, 50 percent teacher explained the story to the students in an excellent way and 50 percent also in a good way. The researcher found that, 50 percent teachers used drill activities in teaching short stories to their students in a good way. Likewise, 50 percent used in an average way. Similarly, 80 percent teachers used cross questions to their students while teaching a short story in a good way. Whereas 20 percent asked in an average way, and none of teachers used the cross questions in an excellent or poor way.

The researcher found that the activities at pre-reading stage were satisfactory, but most of the teachers started their class without strong motivation, without using teaching learning materials and using sign post question which proved to be the best activities of teaching. Thus, the researcher found that the activities conducted in the classroom in pre-reading activities were sufficient.

Table No. 4

Involving the students in classroom activities

S.N.	Activates	Percentages
a.	Individual work	25
b.	Guessing the title	10
c.	Pair work	3
d.	Group discussion	62

The above table shows that 25 % students responded that they involved the individual work and 10% respond that they got chances guessing the title of the story and 3% students responded that they conducted pair work. Likewise, 62 percent students responded that their teachers involved the students in group discussion while teaching a story.

Table No. 5

Techniques used by the teachers

S.N.	Techniques/Methods	Percentages
a.	Discussion	47
b.	Communicative method	15
c.	Lecture	23
d.	Translation	15

The table shows that 47% students responded that the teacher mostly used the discussion method and 15% students responded that their teacher applied the communicative method while teaching a story in the class. Likewise, 23% students responded that their teachers used the lecture method and 15% replied the translation method used in pre-reading activities in teaching short story.

The data collected from the observation checklists of 10 teachers about the pre-reading activates in teaching short stories, have been systematically coded presented and analyzed by using the following pie-charts.

Figure No. 1

Motivating the Students

40%

☐ Excellent
☐ Good

60%
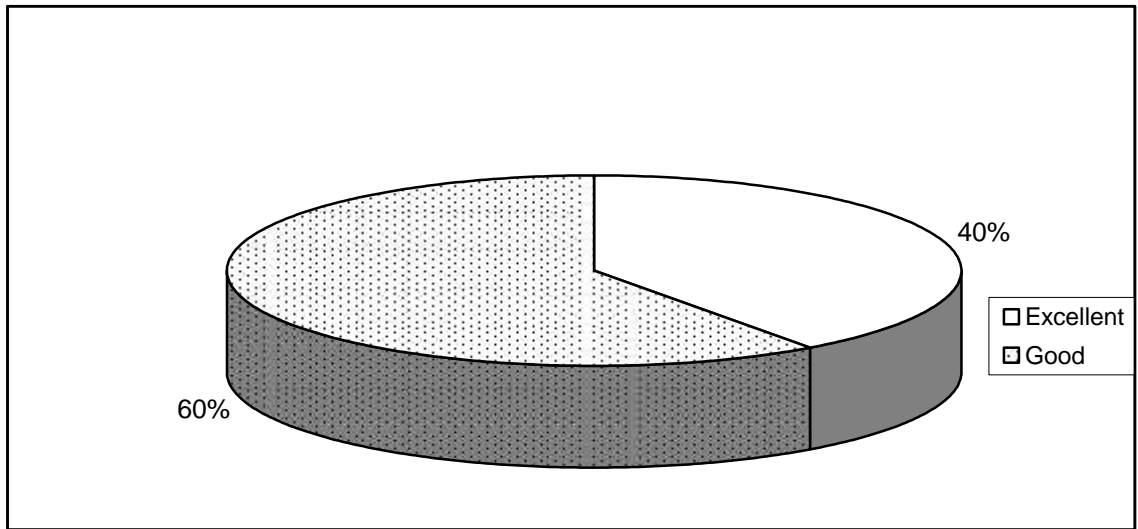
While analyzing data from the pie-chart, it has been identified that 40% teachers motivated their students excellently and 60% teachers or majority of teachers motivated their students while teaching a story in a good way.

Figure No.2

Asking questions about the pre-reading activities of the story

10%

20%

☐ Excellent
☐ Average
☐ Good

70%
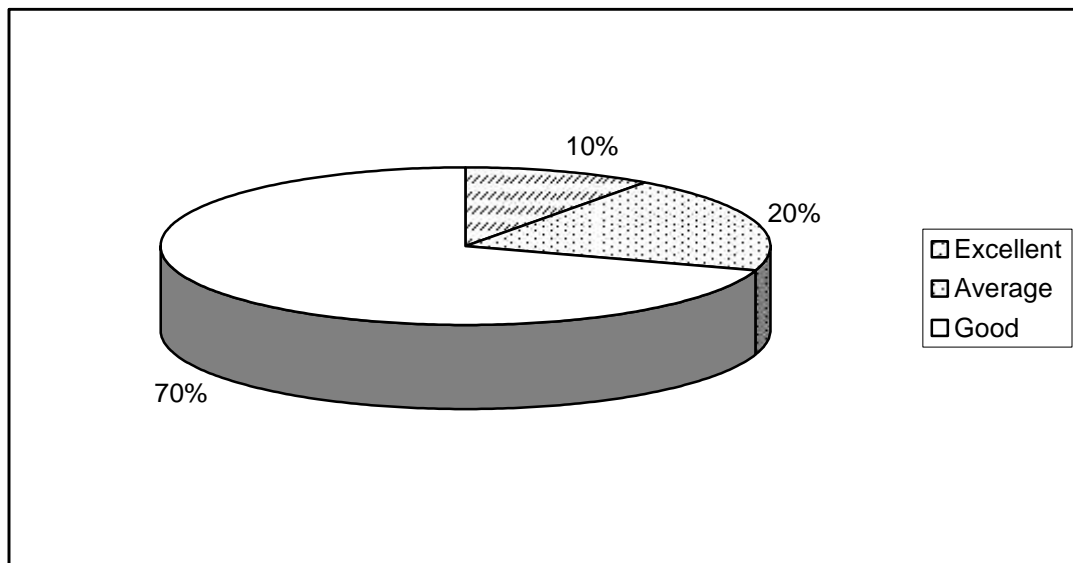
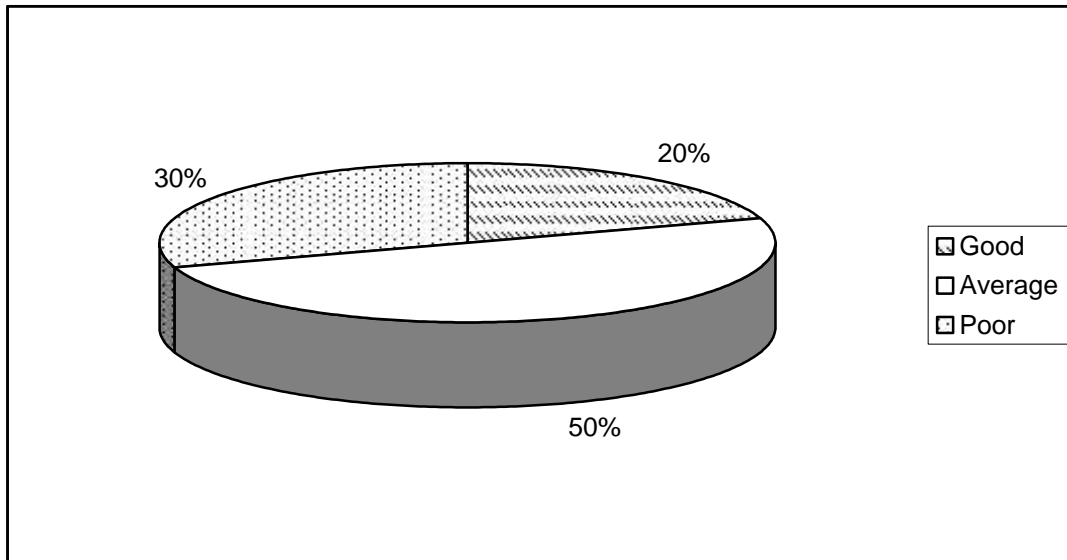According to the above pie-chart, it was found that, the majority of the teachers 70% asked the question about the pre-reading activities of the story while teaching in the class in good way and a few teachers 10% asked the question in an excellent way. Likewise, 20% teachers asked questions in an average way.

Figure No. 3

Showing the pictures to the related story.

While analyzing the data from the Pie chart 50% teachers showed the pictures to teach stories in an average way whereas 20% teachers used the pictures in a good way and 30% teacher used pictures in a poor way.

3.4 Problems found in students' responses

This section analyses the problems faced by the students in pre-reading activities in teaching short stories at higher secondary level. Two types of questions were asked to the students for this purpose; one was open-ended and the other was closed-ended. The researcher found the following listed problems of the students while studying the story at that level.

*   Language problem
*   Problem to understand the character role.

*   Problem of difficult vocabulary.

*   Problem of cultural and historical terms.

*   Problem to interpret the story.

*   Problem of understanding the narrator's role.

*   Problem with content of the story.

3.5   Problems found in teachers' responses

This section analyses the problems faced by the teachers in pre-reading activities in teaching short stories at higher secondary level. Three types of techniques were used to the teachers for this purpose. One was open-ended and the other was closed-ended questions and class observation form. The researcher found the following problems of the teachers while teaching the stories.

*   It was difficult to handle the large class

*   It was difficult to handle different levels of the students.

*   It was difficult to solve the discipline problem.

*   It was difficult to evaluate the whole students in a short period.

*   It was difficult to manage the classroom.

*   Lack of strong participation of the students.

*   Problems of cultural   and geographical terms.

*   Language problem and difficult situation of the environment.

 *   Lack of teaching materials.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings obtained from the research and the recommendations. Different tools had been used during the research. The researcher has described the findings obtained from the students' responses, teachers' responses and the class-observation of the teachers in the following ways.

4.1   Findings obtained from the students' response

i.   Sixty-eight percent of the students responded that their teachers described the theme of the story before teaching it. It seems that pre-reading activities in teaching short stories were found satisfactory.

ii.   The researcher found that 67% of the students responded that they were taught difficult vocabularies before teaching the story and only 33% students responded that their teachers did not teach them vocabularies in pre-reading activities while teaching stories.

iii.   Sixty-two percent of the students favoured group discussion and 25% liked individual work. Similarly, 10% guessing the title of the story and remaining 3% involved in the pair work in pre-reading activities in the story learning class.

iv.   Majority of the students favoured the discussion techniques used by teachers.

v.   It was found 40% teachers sometimes involved their students in dialogue while teaching in the class.

vi.   Thirty-eight percent of the students responded that their teachers did not encourage them to talk in the classroom.

vii.   It was found that simple and clear language was used by the teachers at pre-reading stage of the story. It holds 70% of students responses.

viii. It was found that 75% of the students responded that their teacher asked to guess the topic to their students.

ix. The researcher found that 83% of the students responded that pre-reading activities encouraged them to read the story.

x. Forty-five percent of the students responded that reading background information was practiced in the pre-reading activities before learning the story.

xi. The researcher found that 45% of the students found that listening skills was more important skills rather than other skills in pre-reading activities of teaching story.

xii. It was found that majority of the students 80% favored the practicing difficult vocabularies in pre-reading activities.

xiii. The researcher found that 25% of the teachers sometimes asked the question to the students from the related story.

xiv. All the students responded they enjoyed pre-reading activities in learning a story.

xv. It was found that 43% of the students practiced in one pair dialogues or conversation rather than two or group in the learning class.

xvi. Ninety percent of the students liked involving in the discussion of the topic before learning the story.

xvii. The researcher found that 98% of the students were interested in learning stories at pre-reading stage.

xvii. It was found that 78% students learnt the meaning of difficult words from their teachers before teaching the story.

ixx. It was found that 70% of the students responded that their teachers gave backgrounds information with main ideas of story.

xx. Fifty percent of the students responded that their teachers started teaching story by telling theme, explaining title, plot etc. remaining 50% teachers taught them by telling the difficult vocabulary and background information.

xxi. It was found that 70% of the students were taught vocabulary through simple words, synonyms and 30% students responded that they were taught by giving example and other relative ideas and pictures.

xxii. It was found that, 60% of the students responded that their teacher involved in classroom activities, discussion with question-answer method-whereas 30% of them used pictures and materials make the class interesting and remaining 10% students responded that their teacher used the lecture method only.

xxii. It was found that 50% students asked difficult vocabulary to the teachers while learning the story and 30% used the dictionary and 20% students guessed the meaning according to the context.

Hence, it was found that pre-reading activities in teaching short story at higher secondary level was not the same for all students and teachers.

It was found that students faced some problems in pre-reading activities in teaching short story at this level. They are listed as follows:

*   Language problem.
*   Problems of difficult vocabulary.
*   Problems of cultural and historical terms.
*   Problems of interpretation of the story.
*   Problems of contents of the story.
*   Problem of understanding the narrator's role.

4.2   Findings obtained from the teachers' responses

i.   75% of the teachers provided the background information of the story in pre-reading activities to their students.

ii.   Only 40% of the teachers always prepared related teaching materials before teaching the story.

iii. The majority of the teachers i.e. 85% did not feel difficulty in pre-reading activities while teaching short story.

iv. It was found that 95% of the teachers always described the title of the story before teaching it.

v. It was found that only 35% of the teachers always carried out pre-reading activities in teaching the short stories at higher secondary levels.

vi. It was found that 50% of the teacher always provided writers' information in pre-reading activities while teaching.

vii. It was found that, cent percent teachers gave importance to the pre-reading activities in teaching short stories.

viii. Similarly, cent percent of the teachers preferred the pre-reading activities in teaching short story.

ix. It was found that, 50% of the teachers showed the pictures to their students related to the story in pre-reading activities.

x. It was found that, 90% teachers applied title discussion, background information, characters regarding the story and 10% of them used all possible techniques.

xi. 50% of the teachers responded that they helped students to understand the lesson difficult words, major roles of the characters and gist of the story and other 50% replied, that they described the lesson whole at first while teaching the short story.

xii. Similarly, 70% teachers showed their gestures to make them clear about difficult words.

xiii. Only 25% teachers demonstrated the real objects in vocabulary teaching in pre-reading activities.

xiv. It was found that the teachers faced many problems in pre-reading activities in teaching short stories. They are listed as follows:

* Handling the large class.
* Problems of language and situation of the class.
* Problems of teaching materials.

*   Problems of understanding level of students in a short period.

*   Problems of strong participation of the students.

*   Problems of cultural terms of the story.

4.3   Findings obtained from teachers' class observation

i.   It was found that almost all teachers motivated their students before teaching the story. But the degree and ways of their motivation varied. 40% teachers motivated their students excellently whereas 60% did so it in a good way.

ii.   It was found that 30% of the teachers provided general background of the story to their students excellently. Whereas, 70% of teachers were good in providing general background while conducting pre-reading activities.

iii.   Fifty percent of the teachers were good at describing content of the story whereas 30% were excellent and 10% were found an average.

iv.   Only 10% of the teachers were excellent in asking questions related to the story. But 70% of them were good and 20% average.

v.   It was found that, 80% of the teachers were good at asking students for guessing the subject matter. Whereas 10% were excellent and 10% were average in doing so.

vi.   None of the teachers were found excellent in teaching vocabulary. But 80% of them were good and remaining 20% were average in teaching vocabulary of the story.

vii.   Fifty percent of the teachers were able to make their students in a good way to comprehend the text.

viii.   It was found that 40% of the teachers were good at presenting mini-work to their students in teaching pre-reading activities and equal percentage was average but only 10% of them were found excellent.

ix. It was found that, 60% of teachers were good and 40 percent were as average but none of them excellent in foretelling the genre of the story in teaching pre-reading activities.

x. Eighty percent of the teachers were good at predicting the story whereas 20% were found average on this matter.

xi. Regarding the fortelling about the story, 60% were found excellent and 40% were good.

xii. Forty percent of the teachers were excellent in group discussion and 40% were good and remaining 20% were under average in teaching story.

xiii. Regarding presentation of the plot, it was found that 70% of the teachers were good and 30% average.

xiv. It was found all teachers were good at presentation of the setting of the story.

xv. 80% of the teachers were excellent whereas, 10 were good and 10% were found average in presenting the characters in pre-reading activities.

xvi. 60% of the teachers were good in following the steps of pre-reading activities and 40% were an average.

xvii. Only 20% of the teachers were found excellent in making their students participation whereas 60% were good and 20% were found average on the same task.

xviii. About 50% of the teachers showed the related pictures to their students in an average way.

xix. Majority of the teachers were found in poor condition for using flash cards in pre-reading activities. It covers the 60% teachers.

xx. 10% of the teachers were excellent in commanding over the subject matter whereas 70% were good and remaining 20% under an average.

xxi. Regarding demonstration, 70% teachers were good and 30% were in average.

xxii. 50% of the teachers were excellent and 50% good at explaining the subject matter in pre-reading activities.

xxiii. Similarly, 50% of the teachers were good and 50% were an average in teaching pronunciation of the new words to their students.

xxiv. The researcher found that, 80% of the teachers were good at cross question and 20% an average while explaining the story in the pre-reading stage of the teaching story.

4.4 Pedagogical Implications and Recommendations

On the basis of the above mentioned findings of the study, some recommendations have been made as follows:

i. All the teachers should be careful and sensitive to the pre-reading activities such as presenting vocabulary, writing questions, guessing the topic etc.

ii. The teacher should use the visual-aids properly and extensively.

iii. The teacher should give the students a lot of information for pre-reading activities in teaching short story at higher secondary level.

iv. The teacher should encourage the students to guess the subject matter, to read the story.

v. The teacher should tell the general background of the story before teaching it.

vi. The teacher should encourage the students to participate in different kinds of pre-activities in the class. i.e. group discussion, pair work, individual work, dialogues etc.

vii. The teacher should use simple and clear language in the class.

viii. The teacher should use as much as the reference materials.

ix. The teacher should play the role of a facilitator.

x. The teacher should manage the class as a practical oriented or activity oriented class in an interesting way.

xi. The teacher should apply the four language skills (listening, speaking, reading and writing) in class.

xii. The teacher should focus on the student centered method in teaching and learning class.

xiii. The teacher should teach the difficult vocabulary before teaching the story so that pre-reading activates would be encouraged to the students.

xiv. The teacher should start the class with good motivation activates in the class.

xv. The teacher should encourage or develop the pre-reading habits of the students before teaching the text.

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Appendix-I

Questionnaire to the Students

Name of the Student:-   Date:-

Name of College: Class:-

Types of College:Community/Private

Students are required to give their answers according to their experiences.

1.   Does your teacher describe the theme of the story before teaching it?

      a. Always   b. Usually   c. Sometimes   d. Never

2.   Does your teacher ever teach you the difficult vocabulary before teaching the story?

      a. Yes [   ]   b. No [   ]

3.   Which of the following pre-reading activities do you involve in the story learning class?

      a. Individual work   b. Guessiı   itle of the story

      c. Pair work   d. Group discussion

      e. Any other (please specify)

4.   Which techniques does your teacher apply most often while teaching short story?

      a. Discussion   b. Communicative

      c. Lecture   d. Translation

5.   How often does your teacher involve you in the dialogue while teaching in the class?

      a. Always   b. Never   c. Usually   d. Sometimes

6.   Does your teacher encourage you to talk in the classroom?

      a. Always   b. Never   c. Usually   d. Sometimes

7.   What types of language does your teacher use in the classroom while teaching in pre-reading stage of the story?

      a. Literary   b. Simple and clear

      c. Difficult   d. All of the above

8. Does your teacher ask you to guess about the topic?

    a. Yes [   ]   b. No [   ]

9. Do the activities before reading the lesson encourage you to read the story?

    a. Yes [   ]   b. No [   ]

10. What pre-reading activities do you practice while learning the story ?

    a. reading background information   b. discussion vocabulary

    c. guessing information   d. all of the above.

11. Which is the important skill before reading the short story?

    a. Listening   b. Speaking   c. Reading

    d. Writing

12. Do you practice difficult vocabulary in pre-reading activities while teaching the story ?

    a. Yes [   ]   b. No [   ]

13. Does your teacher ask you questions related to the story before teaching the story?

    a. Always   b. Never   c. Usually   d. Sometimes

14. Do you become interested while learning the story ?

    a. Yes [   ]   b. No [   ]

15. What kinds of dialogue or conversation does your teacher practice in the class?

    a. In one pair   b. In two pair   c. In a group of five or six.

16. Does your teacher involve you in discussion of the topic of the story before teaching the story?

     a. Yes [   ]   b. No [   ]

17. Do you became interested when your teacher starts to teach the story in the classroom?

     a. Yes [   ]   b. No [   ]

18.   Does your teacher help you to learn the meaning of difficult words before teaching the story?

    a. Yes [   ]   b. No [   ]

19.   How does your teacher give you the background information of the story before teaching the story?

20.   How does your teacher start teaching story in the class?

21.   How does he teach the vocabulary? Describe the steps.

22.   How does your teacher start pre-reading activities in the class?

23.   What activities does your teacher do before teaching the story?

24.   How often does you teacher involve in classroom teaching ?

25.   How do you practice difficult vocabulary while learning the story ?

Thanks for your kind Co-operation

Appendix- II

Questionnaire to the English Teacher

Name of theTeacher: Date:-

Name of the College: Class:-

Types of the College: Community/ Private

Teachers are kindly requested to give answers of the following questions according to your own experiences.

1.   Do you provide the background information of the story?

a. Always   b. Never   c. Usually   d. Sometimes

2.   Do you prepare the related materials to teach the story?

a. Always   b. Never   c. Usually   d. Sometimes

3.   Do you feel difficulty in pre-reading activities in teaching short story?

a. No   b. Yes c. None

4.   Do you describe the title of the s   efore teaching it?

a. Always   b. Never   . Usually   d. Sometimes

5.   Do you apply pre-reading activities while teaching story at higher secondary level?

a. Always   b. Never   c. Usually   d. Sometimes

6.   Do you give background information of the text while teaching short story?

a. Always   b. Never   c. Usually   d. Sometimes

7.   Do you give background information of the writer and plot of the text while teaching short story?

a. Always   b. Never   c. Usually   d. Sometimes

8.   Do you think that pre-reading activities are important to teach the story?

a. Yes [   ]   b. No [   ]

9.   Do you prefer pre-reading activities in teaching short story?

   a. Yes [   ]   b. No [   ]

10.   Do you show the students related pictures of the story?

   a. Yes [   ]   b. No [   ]

11.   What techniques do you apply in pre-reading activities in teaching short story?

12.   What kinds of activities do you organize before teaching the story?

13.   What do you do in first stage/steps while teaching short story?

14.   What problems do you face while teaching pre-reading activities of story?

15.   Please, mention all the steps while teaching the short story.

16.   What steps do you follow before entering the lesson of the short story?

Thanks for your kind Co-operation

Class observation form

Name of the school: Class:

Name of the teacher: Date:

Qualification:

Experience:

Pre-reading activities

S.N	Activities	Existing condition				Remarks
		Excellent	Good	Average	Poor	
1.	Motivation					
2.	Giving some general background					
3.	Describing					
4.	Asking some questions about the pre-readings activities of the story					
5.	Asking students for guessing the subject matter					
6.	Teaching vocabulary of the story					
7.	Reading comprehension					
8.	Answering about the background of text.					
9.	Presenting mini-work					
10.	Foretelling the genre of the story					
11.	Prediction about the story					
12.	Telling about the story					
13.	Group discussion					
14.	Presentation of the plot					
15.	Presentation of the setting					
16.	Presentation of the character					
17.	Following the steps of pre-reading activities					
18.	Students' participation					
19.	Showing the pictures to the related story					
20.	Using flash cards					
21.	Command over subject matters					
22.	Demonstration					
23.	Explanation					
24.	Drills while teaching pronounciation of the new words					
25.	Cross questions while explaining the sto					

Appendix - IV
Name of the Visited college

1. Jansewa Higher Secondary School, Panga, Kirtipur

2. Laboratory Higher Secondary School, T. U. Kirtipur

3. Kathmandu BernHardt College, Balkhu, Kathmandu

4. Cambrige College, Kuleshwor, Kathmandu.

5. G.S. College, Kalimati , Kathmandu

6. Kathmandu Valley College, Chhauni, Kathmandu.

7. Jubilant College, Kalimati, Kathmandu

8. Prime College, Nayabazar, Sorkhutte, Ktm.

9. Sigma College, Nayabazar, Sorkhutte, Ktm.

10. Shahid Smarak College, Nayabazar, Kirtipur.

Appendix -V

Name of the teacher taken into the study

1. Kusum Pradhan.
2. Pabitra Maharjan.
3. Sakindra Limbu.
4. Swechchha Gadtaula
5. Suraj Shiwakoti
6. Madhav Kafle
7. Bhawani Kandel
8. Baladev Pokhrel
9. Hari Prasad Sapkota
10. Kishor Poudel
11. Sunil Kumar
12. Govinda Pd. Poudel
13. Laxman Bhandari
14. Shishir Uprety
15. Deepak Giri
16. Rajesh Pandit
17. Shashi Kiran Sapkota
18. Sudan Aryal
19. Bipin Kumar Dahal
20. Bikas Neupane.

Appendix- VI

Name of the students selected from different colleges / school

1. Jansewa Higher Secondary School, Panga, Kirtipur, Ktm
   a. Pradeep chaudhary
   b. Milisha Maharjan
   c. Batula Lama
   d. Ram Bahadur B.K.

2. Laboratory Higher Secondary School, T.U. Kirtipur
   a. Umesh Bidari
   b. Prema Sherpa
   c. Sneha Oli
   d. Naresh Dhital

3. Kathmandu Bern Hardt College, Balkhu, Kathmandu
   a. Rahul K.C
   b. Prem Krishna Dhakal
   c. Sarita Maharjan
   d. Sushmita Budhathoki

4. Cambridge College, Kuleshwor Kathmandu
   a. Ashish Acharya
   b. Sumina Shrestha
   c. Bimala Gurung
   d. Bibek Gaihre

5. G.S. College, Kalimati, Kathmandu
   a. Lujal Shakya
   b. Sonisha Youran
   c. Rabina Poudel
   d. Prabina Shrestha

6. Kathmandu Valley College, Chhauni, Kathmandu

   a. Milan Raj Simkhada

   b. Subash Poudel

   c. Shrijana Bajracharya

   d. Sujita Manandhar

7. Jubilant College, Kalimati, Kathmandu

   a. Suresh Poudel

   b. Rajeev Basnet

   c. Kritika Tinker

   d. Uma Thapa

8. Prime College, Nayabazar, Sorkhutte, Ktm

   a. Shrijana Pun

   b. Sujita Shrestha

   c. Amrit Shahi

   d. Bibek Lama

9. Sigma College, Sorakhutte, Ktm

   a. Sushmita Nepal

   b. Bishnu Prasad Humagai

   c. Raju Bhatta

   d. Sneha Shrestha

10. Shahid Smarak College, Nayabazar, Kirtipur

   a. Jivan Pokhrel

   b. Khagendra Thapa

   c. Santosh Chaulagain

   d. Maya Shah