

**ACTIVITIES USED IN TEACHING SHORT STORIES AT
SECONDARY LEVEL**

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

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DECLARATION

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

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DEDICATION

Dedicated
to
my beloved parents

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ABSTRACT

The present research work entitled **Activities Used in Teaching Short Stories at Secondary Level** is an attempt to explore the activities used by teachers in teaching short stories at the secondary level. For this, I selected thirty-five secondary level English teachers from thirty-five different schools of Taplejung district through purposive sampling procedure. The questionnaire and classroom observation schedule were used as the tools for data collection. The collected data were analyzed and interpreted statistically. After the analysis of the data, it was found that most of the teachers found the activities beneficial. Most of the teachers responded always motivated their students before starting in teaching short story. This study found that most of the teachers used pre-reading, while reading and post reading activities in teaching short story when they teach ELT classroom.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, and operational definition of the key terms are included. The second chapter covers the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The third chapter deals with the methods and procedures of the study which includes design of the study, population, sample and sampling strategies, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure. Likewise, the fourth chapter presents the analysis and interpretation of results. It also includes analysis of data, interpretation of results and summary of the findings. The fifth chapter deals with conclusions and recommendations followed by references and appendices.

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LIST OF ABBREVIATIONS AND ACRONYMS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For example
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
p.	:	Page
pp.	:	Pages
et al.	:	and other
etc.	:	Etcetera
i.e.	:	That is
No.	:	Number
OUP	:	Oxford University Press
Prof	:	Professor
T.U.	:	Tribhuvan University

CHAPTER-ONE

INTRODUCTION

This study is on **Activities Used in Teaching Short Stories at Secondary Level**. This introductory part includes: background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background of the Study

Among all the languages in the world, English language is the most widely used language. It is regarded as the most prestigious and dominant language. It is an international language and mostly used in politics, commerce, education and technology. Ladder (1990) says, "One in every seven human being speaks English. More than half of the world's books are written in English and three quarter of international mails are in English" (as cited in Sthapit, 2003, p. 1).

The main purpose of teaching English is to develop communicative competence in the learners and to enable to communicate in the English language. The immediate aim of language learning is to increase interacting skill of the language so that the long term aim of improving productive and receptive skills can be achieved. Since language is a integration of four skills, English language learning is the process of internalizing this language with the integration of the four skills: listening, speaking, reading and writing.

Many things should be born in mind while teaching language. A teacher should be well qualified with the aspects of teaching i.e. who to teach? What to teach? When to teach? And how to teach? Among them what to teach deals with the content/ subject matter that is to be taught. It is an important issue for our purpose. Library contents have been proved as a authorized subject matter to boost up the student's language. To quote Collie and Slater (1987, p.3) one of

the main reasons for teaching literature is that "it offers a bountiful and extremely varied body of materials." Lazar (1999, p.22) makes an attempt to show the significance of teaching literature by proposing three models: the cultural model, the language model and the personal growth model.

Literature involves various genres viz, poetry, essay, drama, story and novel. Among these, short story is one of the important genres in teaching and learning languages. In new English curriculum of secondary level in Nepal, short stories have been included to be taught. There might be various activities used by the teachers while teaching the stories.

1.2 Statement of the Problem

Teaching is a profession that needs specific knowledge, while teaching in the classroom, different teachers use different activities which are not appropriate according to the context. That could not address the students' needs. To make it effective and appropriate, the language teacher should adopt innovative activities while teaching short story in the classroom.

In fact, techniques are methods and activities that a teacher uses while teaching a particular subject matter and to achieve the desired goal of the curriculum. Wright (1979, p. 68) says, "Activities are goal directed and consciously controlled process that facilitate performance. Teaching activity is a complex amalgam of belief, attitudes, techniques, motivation, personality and control they would employ and encourage students to work in pairs and group."

Supporting this view, we can also clear that the objective of teaching is to help learners learn it. Teaching, therefore, needs to be geared to facilitating learning on the part of the learners as well as the teachers. Thus, the main motto of using teaching activities is to facilitate learners towards target language and prepare them for better learning. In theory we have studied many learner centered

teaching methods i.e. techniques. But in real classroom practices their implementation is not recorded much.

In case of teaching short stories the teachers use the traditional teacher centered techniques. They might not have started to teach according to the learners' interest and their ability of learning. Thus, it is necessary to study what kinds of techniques are used in teaching stories in the classroom.

This study raises the issues regarding the activities of English teachers while teaching short stories at secondary level. Whether the English teacher will use different activities while teaching short stories in their classroom at secondary level will analyze. Here, I am trying to explore the activities used in teaching short story at the secondary level and some pedagogical implications in teaching through short stories.

1.3 Objectives of the Study

The objectives of the study were as follows:

- To explore the activities used by teachers in teaching short stories at the secondary level,
- To find out most frequent activities used by the teachers, and
- To suggest some pedagogical implications.

1.4 Research Questions

I had the following research questions.

- a) What are the existing activities used in teaching short stories at the secondary level?
- b) Which activities are mostly used by the teachers?

1.5 Significance of the Study

The present study on 'Activities used in Teaching Short Stories at secondary level in Taplejung District' tries to explore the activities used in teaching short

stories by English teachers at secondary level especially secondary level of Taplejung District. Therefore, this study will be significant to the stakeholders and participant involved in the field of English language teaching. It tries to explore the activities of in-service English teachers on the use of techniques in their classroom while teaching short stories. It will also reflect that whether the ELT teachers apply the ideas or activities while teaching short stories or not. In this sense it will be significant to the English language teachers.

This study will be beneficial for those who are directly or indirectly involved in English education like teacher trainer, teacher training institutions, subject experts, supervisor, observer teacher, policy makers, curriculum designers and trainee teachers. This study will be beneficial to all who are directly or indirectly involved in the field of teaching especially in ELT. Findings may suggest some extra knowledge of teaching and learning field, that may create millstone in the teaching short stories field.

1.6 Delimitation of the Study

The study had the following delimitations:

- i. This study was limited to the selected 35 secondary level English language teachers from Taplejung district.
- ii. It was limited to teaching short stories.
- iii. Observation checklist and questionnaire were used only as tools to elicit the data.
- iv. The population was selected from the 35 teachers from Taplejung district.
- v. Among 35 teachers, data were collected using observation checklist for 5 teachers and questionnaire for 30 teachers

1.7 Operational Definition of the Key Terms

Short Story: A story, usually about imaginary characters and events, that is short enough to be read from beginning to end without stopping.

Teaching Activity: A particular procedure used in teaching to teach a language item.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the essential tasks to conduct any research. According to Kumar (2009, p. 30). "The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational step." It is reviewed under two sub headings:

2.1 Review of Theoretical Literature

I have made an attempt to explore on the theoretical areas of my research work. Some relevant theories that are contributing to my research work are discussed below:

2.1.1 Short Stories

Short story is a story with a proper plot, characters, setting etc. Short story is prose fiction shorter in length, magnitude, and complexity in comparison to a novel. Longer short stories are called novel. Short stories differ from poetry because they lack the qualities like verse, meter and rhyme of a poem. Short story is a work of fiction that is usually written in prose, often in narrative format. This format tends to be more pointed than longer works of fiction, such as novels. Short story definitions based upon length differ somewhat even among professional writers, somewhat in part because of the fragmentation of the medium into genres. Since the short story format includes a wide range of genres and styles, the actual length is determined by the individual author's preference and the submission guidelines relevant to the story's actual market. Guidelines vary greatly among publishers.

A story that is shorter than a short story called anecdote. According to Abrahms (1985, p.28) "A short story is a brief work of prose fictions, and most of terms for analyzing the components, the types and various narrative techniques of

the novel are applicable to be short stories as well". Plot, characters, dialogue, setting, language, style and they are the essential elements of a successful short story.

Short stories are often ideal ways of introducing students to literature in the foreign language classroom (Collie and Slater, 1987, p. 109). They can usually be dealt in a single class. They are less difficult for foreign learners to read on their own. They offer greater variety for teachers to choose varieties of short texts according to the taste and interest to the students. They can be used not only in long term courses but in short term courses as well.

2.1.1.1 Elements of Short Stories

According to Regmi (2003) short stories are categorized in the following elements.

a) Plot

A short story gets formed when many latest events are logically and systematically linked. The plot in a short story is a planned, logical chain of events or actions with proper beginning, middle and end. Due to the-artistic craftsmanship of a writer, it creates artistic and emotional effect in the readers. Such feeling arises through suspense (secret or problem) and resolution (solving of those suspense) evident in a plot. The popular three parts of a plot are beginning, middle and an end. In the beginning of a story, we encounter a problem that gets developed in the middle and resolved at the end. Plot can be of different types with different natures. Few examples are: seemingly plot-less story, complicated plots by flashbacks and forwards, frame plots (plot with in plot), plot with sub plots, double plots (two main plots), plot with foreshadowing, reversals of fortune, digressions, abrupt transition etc.

b) Characters

Persons in dramatic or narrative work play any kind of art is called characters.

They are supposed to have moral intellectual and emotional qualities. They exhibit it through dialogue of (that they speak) and action (that they do) in the story. There are many types of characters.

Protagonist in a short story is the main character who is central to all events. His role has a special importance in the story. Antagonist is a character who opposes the protagonist. His role is somehow negative in the story. He interrupts the protagonist in many ways. Round character, flat character, complex characters, etc. are other kinds of characters. Author provides information about the characters either through narrator or through the characters themselves in their dialogues which is known as characterization.

c) Setting

When and where (location or time) of a story is called setting. Setting helps to understand or interpret a theme (a meaning of the story). Description of setting can be done either by author himself or the characters of the story.

Social condition refers to social detail of the characters their speech, dress, mannerism, customs etc of a place. The detail about the feeling or mood of the story e.g. cheerful frightening, rebellious etc is the mood or atmosphere of the story. Setting, thus is a detail about the location and time that includes description of geography, weather, and time, social and atmospheric condition of a story.

d) Style

Style is a way in which a story is written. Or it is a writer's way of telling a story. Sometimes it can have a different sense, than the meaning or theme of a s It includes the diction (word choice), syntax (grammatical structure of a sentence), use of figurative, language (use of simile, metaphor, symbol etc), rhetorical devices sense and size of a paragraph-and conceivable aspect of language.

(e) Theme

Theme is a controlling idea or central insight of a story. It is an author's underlying or internal meaning or main idea that he wants to convey through his story. It is an author's thought about a topic or a view of human nature. Theme is presented through title, characters, setting or the style (allusion, symbols etc). Such theme can be of various types.

2.1.1.2 Types of Short Stories

Short stories are one of the genres of literature. According to Regmi (2003) short stories are categorized in the following types.

a. Myth

Myth is unknown narrative originated in the ancient legends of a race or a notion that explains the origin of life, religious beliefs and the forces of nature as some kind of supernatural occurrences that counts deeds of traditional superheroes. Generally, a myth is a story which is not true and involves supernatural beings or at any rate supra human beings. It is always concerned with creation. It focuses and explains how something comes to exist. Myth is transferred to another generation through oral sayings.

b. Fable

It is usually a short and simple story that exemplifies an abstract moral thesis or principle of human behavior. The main characters in fable are often animals and they exhibit human frailties. In other words, animals talk and act like the human types they represent. The fables in western cultures derive mainly from the stories attributed to Aesop, a Greek slave of the six century B.C.

c. Legend

A popular story handed down from earlier times whose truth has not been

ascertained. It is a story a part of fact and part fiction, about the life and deeds of a saint a folk hero or a historical figure. Legends are also transmitted orally from one generation to the next. For example the story of Beowulf.

d. Fairy Tale

It is a type of story that is related to fairies or other mythical or magical beings. It belongs to folk literature and is a part of the oral tradition. 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.

e. Parable

A short story that uses familiar event to illustrate a religious or ethical situation. According to Abrams (1985) A parable is a very short narrative about human beings presented so as to stress the tacit analogy, or parallel, with a general lesson that the narrator is trying to bring home to his audience. The parable was one of Jesus' favorite devices as a teacher (pp. 5-8)

2.1.1.3 Characteristics of the Short Stories

Short stories represent the part of a human life. The short stories are absolute and spontaneous form of literature. They differ from the novel in their length and the representation of human life. Brevity, singleness of unity and simplicity are the major characteristics features of short stories. Some of the characteristics of short stories are given below:

- Short story has the brevity in the number of characters, their dialogues, selection of words and the detail about them. It can be read at one setting from half an hour to two hours.
- It represents only one aspect of human life plot, character and settings are less elaborated in the short story.

- It has the use of simple, communicative and effective language.

2.1.1.4 Activities of Teaching Short Stories

Teaching activities are the process of putting the teaching plan into operation. Teaching activities involve different activities which are used in teaching. Simply activities are generalized plan for a lesson which includes structure, desired learner behavior in terms of the goals of instruction and an outline of tactics necessary to implement the activity.

Generally teaching activities and teaching methods are used synonymously but they are different. It was derived in teaching and learning later on. Activity is micro approach. On the other hand, the term teaching 'method' has been used in education for long as traditional and inflexible concept. It's a major approach. Teaching method is a sequenced formal structure and it includes teaching activity and instrumental tactics. It includes teaching method. It shows that there is debate among the scholars whether teaching activity or teaching method is a general term.

Different scholars have listed different language teaching activities. Brumfit and Carter (1996, p.110) state five activities of teaching language.

a. Prediction

Brumfit and Carter (ibid) opine that this is one of the important activities of teaching story. It is for the teacher to stop the reading at key points and to elicit predictions of how the narrative will develop. It requires careful preparation before the story is read in the class. The story can be presented in the following ways using this activity;

- a) The title can be omitted and after the story has been read, students can be invited to predict what it should be.
- b) At the end of first paragraph, students might be asked to predict what the story is going to be about. This can be an important stage in sensitizing

students to the function of the opening of the story in an interpretation of the whole.

- c) In course of teaching the story, students might be asked to predict about the role of the characters as well.
- d) After the reading is over, the teacher might ask different questions to predict the probable answers.

b. Cloze Procedure

This is also a form of prediction. But focus is given on individual words or text. Teachers need to give careful attention to the number of words deleted, to the relative multi-valency of the chosen items, to the linguistic competence of a group and to preparatory activities on non-literary texts in order to give practice in context where a greater degree of predictability may obtain.

c. Summary

This is one of the important activities of teaching the story. It is designed to focus attention on the overall point or meaning of the story. Students are asked to produce summaries of the text. Instructions need to be fairly precisely formulated while using this activity otherwise there is a danger of committing the here say of paraphrase by suggesting that there is a paraphrase able meaning to the story. And it is useful to impose a word limit for the summary.

d. Forum: Debating Opposite View Points

This is an activity of teaching the story which lends itself to small group based activity with groups being allocated to defend either one of the propositions even if this may not be their own personal view. The story can be taught dividing the students in different groups. One group offers an argument and other group listens and tries to provide counter examples. Either the whole class or a section of the class can participate in judging and voting for which propositions they considered to have been most persuasively argued.

e. Guided Re-writing

It is another widely employed story teaching activity. It aims at helping students to recognize the broader discourse patterns of texts and the appropriate styles. It involves the students in re-writing stretches of discourse to change its communicative value. The basis for the activities is to provide practice at expressing intension within contexts according to specified information about audience and purposes. Teachers can ask the students to re-write the report, news, and story in their own ways.

2.1.1.5 Stages of Teaching Short Stories

The stages for teaching of short story can be divided into three stages. They are pre-reading, while-reading, post-reading stages

Lazar (1993, p.22) says that stories tend to present fully developed plots with sequence of action with discernible beginnings, middles and ends. The best way he suggests for teaching story is to present in three stages viz; pre-reading, while reading and post-reading. He has given the following activities:

- Helping students with cultural background
- Stimulating students interest in the story
- Pre teaching of vocabulary
- Helping the students to understand the plots
- Helping students to understand the characters
- Helping students with difficult vocabulary
- Helping the students to make the interpretation to the text
- Understanding narrative point of view
- Follow up activities and follow up fluency practice.

a) Pre-reading stage

Pre-reading stage is an initiation of teaching story in the class. The teacher makes the students prepare for the lesson and the task to be performed. In this

stage, the teacher can ask some questions related to the stories. The following are the activities to be performed at this stage.

- Helping students with general background.
- Stimulating student's interest in the story.
- Predications about the genre and theme of the story.
- Reading or listening or watching video about the author's life.
- Setting the task or asking questions related with the story.
- Pre teaching vocabulary
- Discuss the language of the story.
- Brainstorming with the lexical sets.

b) While –reading Stage

At this stage the teacher presents the task to be performed. The teacher is required to watch students and evaluating their activities being silent but attentive. At this stage the following activities are done.

- Making students involve in reading
- Helping students to understand the plot by asking questions
- Asking to summarize or asking to give title for each paragraph.
- Helping students with difficult vocabulary
- Helping students with language and style through contextualization
- Dealing with different activates like answering question,
- Rearranging the sequence, true-false items and gap filling exercises.
- They choose the best adjectives from the list, and use some adjectives, words to describe the attributes of the characters.
- Writing the textual analysis of the story.
- Guessing the meaning in the context.

c) Post-reading stage

The students' answers are checked by the teacher directly or indirectly. The teacher clarifies the ambiguities if the students are confused at some points.

The following activities are included in this stage:

- Providing students with different critical interpretation and then allow to discuss on theme and produce similar ones.
- Interpretation of the main theme of the story
- They speculate about the possible symbolic association of lexical sets.
- Writing a review of the story
- Describing the characters.
- Critical discussion
- They may role play or act out the scene of the story.
- Summarizing

There is no exact formula to teach stories as such but generally stories can be presented through the three stages. These three stages help the teachers to teach short story when they enter in language classroom. Pre-reading activities show the way to the teachers how to motivate and brainstorming to the students in ELT classroom. Secondly while reading activities involved both students and teachers interaction in ELT classroom. Lastly, post reading activities helps the teachers how to summarize the story in ELT classroom.

Modern technologies are used in every sector in the world. Unfortunately, due to the several reasons, especially in rural area, students are deprived of the technology. Because of the large number of the students in the classroom, ill-managed administration and lack of trained teachers, translation and lecture methods are being used in language teaching in secondary level.

2.1.1.7 The Stories Included at Secondary Level

At secondary level (X) English course i.e. "English Book" consists of six short stories. They are introduced briefly as follows:

- i. A message from another planet: It is in the before you begin of our English book. It is the story about fish and bright object. It is an example of myth.
- ii. Zamindar: It is in the unit three of our English Book. It is the story about Zamindar (Pradip Pal) and his work. It is the real story about the people of capierre's (The City of Joy, Arrow, 1991). It is also an example of legend.
- iii. Farming: It is the unit ten of our English book. It is the story about difference between European and Nepalese farming. It provides informing about the weather, environment and the village life. It is an example of parable.
- iv. Russia Invaded Turkey: Realistic adventure story. It is in the unit 13 of our English book. It is the story about Crimean war. It is example of fable.
- v. A Payment Greater than Money: It is the unit seventeen of our English book. It is the story about Mr. Chhetry that changes the course of his life is still fresh in his mind. It is an example of legend.
- vi. Shy Boy: It is in the unit eighteen of our English book. It is a real life personal story about the boy named Richard.

In class IX, First edition 2016 textbook, this is published by curriculum development Centre (CDC). There are three short stories. These are introduced in short.

- i) The Trick of the Fox: it is in unit eight under the 'Talking about Past Narrating Past events'. This is the story about the Dove Snake and Fox. It is an example of fable.
- ii) Truthful Hermit: It is given in unit 10. It is a story about the truthful hermit, merchant and robber. It is an example of myth.
- iii) Interesting lad: this story is given in unit 15 under the Fun Corner. It is an example of legend.

2.2 Review of Empirical Literature

A number of researches have been carried out in the field of teaching short stories at the Department of English Education. But, no research has been carried out on the "Activities Used in Teaching Short Stories at Class Eight in Taplejung District". However, some of the related literatures of present study have been reviewed here in this section:

Jha (1999) carried out a research on "Teaching of English through Literature". The main objective of his research was to find out ways of teaching of English through literature and to suggest some pedagogical implication for enhancing teaching learning process. He used non-random judgemental sampling procedure. His study consist of 40 participants. The questionnaires were the main tools of his study. He concluded with remarks that the literature is the dispensable part of language.

Singh (2005) conducted a study entitled "A Study on Teaching Literature at Higher Secondary Level". The main objective of this study was to find out the relevancy and activities of teaching literature at higher secondary level. She took sixty teachers from higher secondary level as the sample of the study. The questionnaire was the main tool for her study. The researcher found poor and faulty activities used by the English language teachers while teaching literature in higher secondary level. Different and vague activities were used by different teacher. The researcher identified many problems faced by the teachers while teaching literature.

Khadka (2008) conducted a research entitled on 'Activity Used in Teaching Short Story at Primary Level'. The major objectives of his study were to find out the activities used in teaching short story at the primary level and to suggest pedagogical implications. He took sixty teachers from primary level as the sample of the study. He found that the activities used by the teachers were different from one to another. Despite many problems, teaching short story at the primary level helps more in language learning that bridges the gap in curriculum, motivates the students, expands the language awareness and gives entertainment to the students.

Ghimire (2008) carried out a research on "Activities Used in Teaching and Learning Short Story at Lower Secondary Level" aimed to find out the activities and to identify the problems faced by the students and teacher while teaching and learning short stories at lower secondary level. She used non random judgmental sampling procedure and her sample size was ten teachers and forty students from ten none randomly selected lower secondary schools. She used observation checklist and questionnaire as the research tools. Her main findings were almost all teachers motivated their students before teaching the story. But the degree and way of their motivation was varying. Twenty percent teachers motivated their students excellently whereas, 60% did so in a good way and 20% teachers were found in average condition in motivating the students. Regarding the plot, it was found that 60% teachers helped their students to understand the plot excellently with much more examples and 30% teachers helped them to understand the plot in a good way by dividing them into many groups and letting them discuss for getting the answer of given questions whereas, 10% teachers were found in poor condition in doing so.

Joshi (2008) studied on "Teaching Short Stories Interactively" finding out the effectiveness of teaching short stories by means of interactive method was the objective of this study. He took forty teachers from lower secondary level. He used class observation checklist as his research tool and found that if the short stories are taught

interactively the students' understanding level increases and students are motivated in learning easily.

Upreti (2012) carried out a research on “Teaching short stories: Challenges and issues” aiming to find out the challenges and issues in teaching short stories. He used observation checklist and questionnaire as the research tools. His sample size was 15 English teacher of higher secondary level. He used judgmental non-random sampling procedure. He found out that if the number of students in class is more than 20/25 that creates problem in teaching short stories.

The above mentioned all researches are related to the teaching literature. Some of them are related to primary and higher level, some are related to teaching learning activities and some are to activities used in teaching stories, some are related challenges and issues of teaching short stories to teaching literature but my research is a bit different than theirs. In my research work I will try to explore the activities used in teaching short story at the secondary level. This study will be different from the existing ones. However, this research will be the new in the field of teaching short story in the department of English Education, Tribhuvan University.

2.3 Implications of Review for the Study

In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research. This view or the study may obtain from the variety of sources including book, articles, reports, etc. This entire source helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

These all reviewed research work helped me while carrying out my own research for that these will help me while collecting data from different

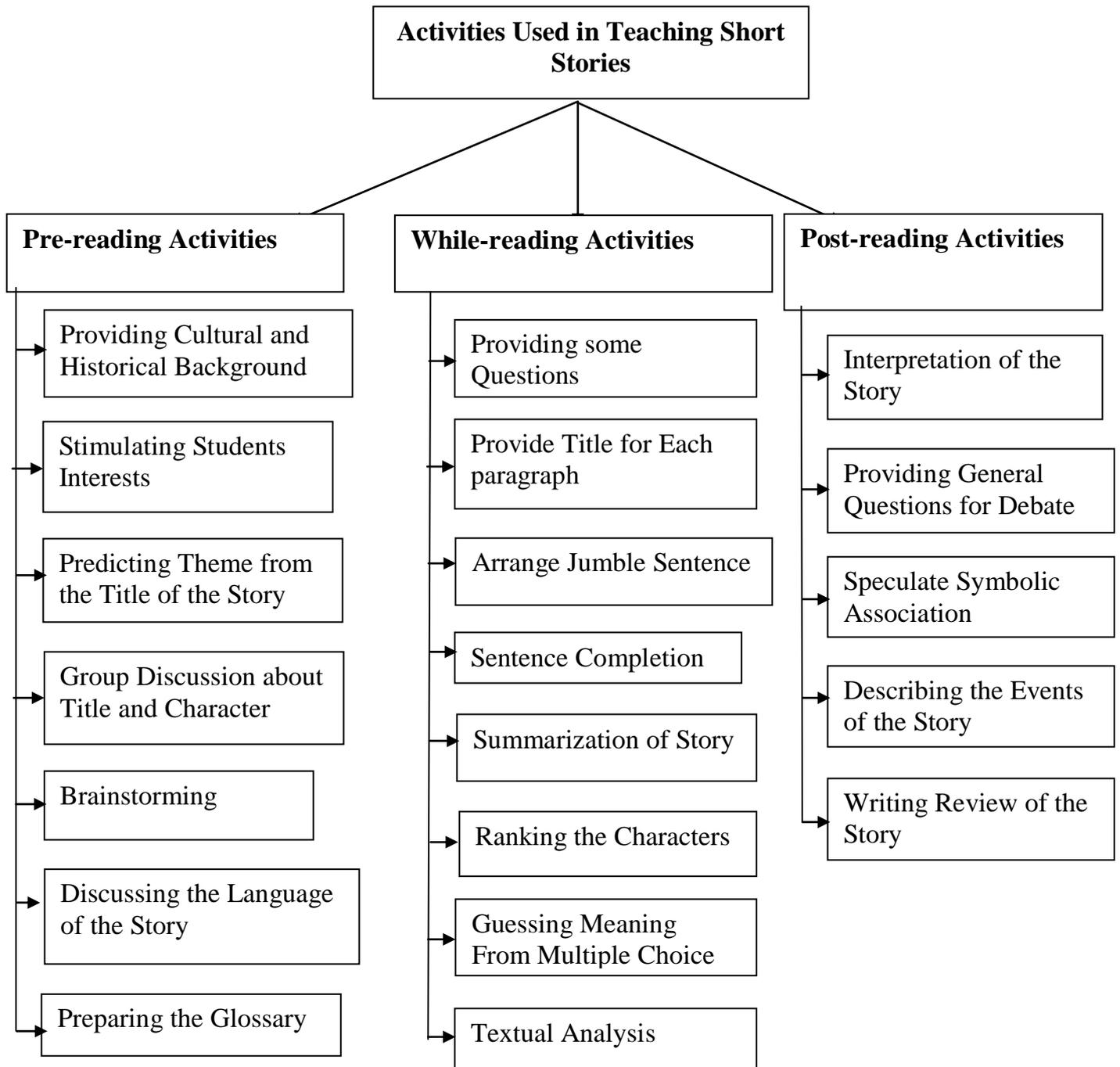
sources. Similarly, I benefited to analyze the data and find out the appropriate findings by looking their research. This previous research work will help me to explore the activities used in teaching short story at secondary level.

Therefore, my study was new in the field of English education especially in the field of research area was attempt in the exploration of above mentioned untouched areas. This is the study to explore the activities used in teaching short and to find out most frequent activities at the secondary level. So, this seems to be new study.

To be specific, regarding teaching of English through literature, teaching short stories, challenges and issues and activities in teaching short story, I got ideas from Jha (2004), Khadka (2008) helped me to design my theoretical background and necessary tools. Similarly, the work of Khadka (2008), Singh (2005) provided me with an insight to prepare the methodology for any research. Joshi (2008), study Widen my knowledge on activities used in teaching short stories at secondary level.

2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. To be specific, the framework incorporates the soul of the study. The conceptual framework of my research is as follows:



In conclusion, the above conceptual framework describe activities used in teaching short stories. When the teacher teach in ELT classroom. There are three activities used in teaching short stories. They are pre-reading activities, while reading activities and post reading activities. These three activities are used by the teachers when they teach short story in secondary level.

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This research was based on the data obtained from the directly administered test. Therefore, the process of study design and data collection was as follows:

3.1 Design and Method of the Study

I followed qualitative survey research design. In general, it is one of the designs that conducted in a natural setting to find out the truth. It is survey research designs in particular. In this type of research, the researcher visits different field to find out existing area. Specifically, it is carried out in a large number of population in order to find out the public opinion certain issues, to assess certain educational program and to find out the behaviors of certain professional and other. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

In this regard Cohen et al. (2000, p. 204) write that survey in which researcher gathers data at a particular point of time specially to describe the nature of existing situation or to identify more standard one against the existing situation.

Survey research is conducted to eliminate important educational issues and data are collected from the population. Then those answers which are given by the sample are thought that whole group has given same type of information. It means, researcher generalize the result obtained from the sample to the whole population. It may scope from a large scale investigation like census to a small scale study like school improvement plan (SIP) or even a small classroom study.

Research is a systematic process of investigating we cannot conduct research haphazardly. Instead to conduct the research, research has to follow the

systematic process. Otherwise there might be the possibility of obtaining fake data. As a result, all the effort made by the researcher goes in vain.

Cohen et al. (2000, p. 209) have given a fourteen stage process of planning survey research - which are described below:

1) Define the objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

2) Decide the kind of survey required e.g. longitudinal, cross-sectional, trend study Cohort study

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct e.g. longitudinal cross sectional, cohort, trend, study

3) Formulate research questions or hypotheses (if appropriate) the null hypothesis and alternative hypothesis.

This is the third stage in survey research. In this phase researcher prepare research questions more than this if s/he feels required then formulates hypothesis.

4) Decide the issues on which to focus

Within the area there might be numerous issues. We cannot conduct research on all issues / areas at the same time. Therefore, we have to decide the single issues on which we are interested to conduct research.

5) Decide the information that is needed to address the issues

After deciding the issue we have to decide whether we have sufficient data / information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

6) Decide the sampling required

In this phase, we need to decide what kind of sampling procedure that we are going to use to select the study population i.e. random sampling, non-random sampling, or mixed sampling.

7) Decide the instrumentation and the metrics required

Here, in this phase, we as a researcher have to decide instruments and metrics that will be required to conduct the research.

8) Generate the data collection instruments

In this phase, we have to generate instruments required for data collection e.g. questionnaire, opinionnaire form, test items and so on.

9) Decide how the data will be collected (e.g. postal, survey, interviews)

After preparing the tools for data collection we have to decide the process the process / ways of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

10) Pilot the instruments and refine them

After preparing the instruments it is necessary to pilot it before it finally used. Piloting is necessary to be sure that the instrument does and what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

11) Train the interviewers

If the researcher is going to use interview of a tools of data he need to be trained. Otherwise, actual data may not be observed.

12) Collect the data

After doing these all aforementioned points researcher collects the various research tools as his/her plan.

13) Analyze the data

Raw data themselves may not give any sense / information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like mean-mode median and so on.

14) Report the Results

Finally, after analyzing the data we have to prepare the report of our research.

So, survey research design is one systematic process. In this research, large number of population involves in order to find out the existing data. It represents the wide range of target population and data is collected by simple tools like closed ended questions test and open ended question and observed checklist.

3.2 Study Area

The area of this study was Taplejung district and the field was to explore the existing activities used in teaching short stories at the secondary level and to find out most frequent activities by the teachers.

3.3 Population, Sample and Sampling Strategy

The population of the study was secondary level English teachers of Taplejung District. The sample of the study consisted of 35 English language teachers

from 35 different schools of Taplejung district. Five teachers observed with the help of observation checklist tools and 30 teachers involved in questionnaire tools. Non-random judgmental sampling procedure was used to select the sample population. I did not use various mechanical devices in the selection like cluster and stratified. So, I directly contacted certain person and requested to give the required information.

3.4 Data Collection Tools and Techniques

As the tool for data collection, I used observation checklist and questionnaire as tools to elicit the required data for the study. Observation checklist and questionnaire tools related to research objectives.

3.5 Data Collection Procedures

The researcher collected data using the following procedure.

- First of all, I went to the selected schools with an official letter from the Department.
- I got permission from the authority to consult the English language teachers.
- I developed rapport with the concerned teachers and explained them about the purpose of my study.
- I distributed questionnaire and observe the classes with the help of observation checklist.
- Then, I collected required information with the help of questionnaire and observation checklist.

3.6 Data Analysis and Interpretation Procedures

The systematically collected data analyzed and presented descriptively and correlatively on the basis of checklist and questionnaire observation as a research tools. I presented the facts in different list and tables. The data were collected from 5 teachers of English by observing and 30 teachers by distributing questionnaire. This study was carried out to explore the existing activities used in teaching short story at secondary level in Taplejung district, to find out most frequent activities used by the teachers. An attempt made here to describe in detail the activities used in teaching short story at secondary level in Taplejung district.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter consists with the analysis and interpretation of the data collected from the primary sources. The data were collected with the help of a questionnaire consisting of closed ended questions, open ended questions and classroom observations. The questions were constructed being based on the objectives of the study. The primary sources of data were collected from thirty five secondary level English teachers teaching in thirty five different schools of Taplejung district. The questionnaire also contained a list of the possible learning activities used in teaching short stories with slight information about each of them practiced by English language teachers.

This study was carried out to explore the activities used by teachers in teaching short stories at the secondary level and to find out frequent activities used by the teachers. For this purpose the collected data were analyzed and interpreted under the following main headings:

- 4.1 Analysis of close-ended questions
- 4.2 Analysis of open-ended questions
- 4.3 Analysis of class observation

4.1 Analysis of Close-ended Questions

The responses of some close ended questions on strategies used by secondary level teachers for their professional development have been analyzed below:

4.1.1 Teaching Short Stories from General Background

I asked the teachers how often they taught short stories using general background. Their responses regarding this question are as below:

Table 1
Teaching Short Stories from General Background

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
8	26.6	14	46.64	8	26.6	-	-

As the above table shows, 14 (42.86%) teachers sometimes taught short stories using general background. Similarly 8 (26.6%) teachers always taught short stories using general background. However, 8 (26.6%) teachers never taught short stories using general background. Thus, most of the teachers 14 (i.e. 46.64%) sometimes taught short stories using general background.

4.1.2 Stimulating the Students in Teaching Short Story

I asked the teachers how often they stimulated the students in teaching short story. Their responses regarding this question are as below:

Table 2
Stimulating the Students in Teaching Short Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
23	76.63	7	23.33	-	-	-	-

As the above table shows, 23 (76.67%) % teachers always stimulated the students in teaching short story and 7 (23.33%) teachers sometimes stimulates the students in teaching short story. Hence, majority of teachers always stimulated the students in teaching short story.

4.1.3 Making Student Predict the Genre and Theme

I asked the teachers how often they made student predict the genre and theme. Their responses regarding this question are as below:

Table 3
Making Student Predict the Genre and Theme

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
20	66.67	6	20	4	13.33	-	-

As the above table shows, 20 (66.67%) teachers always made the student predict about the genre and theme of the short story. Similarly, 6 (20%) teachers sometimes made the students predict about the genre and theme of the short story. However, 4 (13.33%) teacher never made the students predict about the genre and theme of the short story. Thus, a majority of teachers always made the student predict about the genre and theme of the short story.

4.1.4 Describing Writer of the Short Story

I asked the teachers how often they described writer of the short story. Their responses regarding this question are as below:

Table 4
Describing Writer of the Short Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
12	40	10	33.33	8	26.67	-	-

As the above table shows, 12 (40%) teachers always described writer of the short story. Similarly, 10 (33.33%) teachers sometimes described writer of the

short story. However, 8 (26.67%) teachers never described writer of the short story. Thus, 40% teachers always described writer of the short story.

4.1.5 Using Signpost Questions Related to the Short Story

I asked the teachers how often they used signpost questions related to the short story. Their responses regarding this question are as below:

Table 5
Using Signpost Questions Related to the Short Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
-	-	9	30	21	70	-	-

As the above table shows, 21 (70%) teachers never used signpost questions related to the short story. Likewise, 9 (30%) teachers sometimes used signpost questions to the short story. Overall, 70% teachers never used signpost questions related to the short story.

4.1.6 Using Pictures Related to the Short Story

I asked the teachers how often they used pictures related to the short story. Their responses regarding this question are as below:

Table 6
Using Pictures Related to the Short Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
4	13.33	17	56.67	9	30	-	-

As the above table shows, 17 (56.67%) teachers sometimes used pictures related to the short story. Similarly, 9 (30%) teachers never used pictures related to the short story. However, 4 (13.33%) teachers always used pictures

related to the short story. Thus, 56.67% teachers sometimes used pictures related to the short story.

4.1.7 Describing Title of the Short Story

I asked the teachers how often they described title of the short story. Their responses regarding this question are as below:

Table 7
Describing Title of the Short Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
18	60	8	26.67	4	13.33	-	-

As the above table shows, 18 (i.e. 60%) always described the title of the short story. Similarly, 8 (26.67%) teachers sometimes described the title of the short story. Likewise, 4 (13.33%) teachers never described the title of the short story. Thus, 18 (60%) teachers always described the title of the short story.

4.1.8 Making Students Read the Short Story

I asked the teachers how often they made students read the short story. Their responses regarding this question are as below:

Table 8
Making Students Read the Short Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
8	26.67	14	46.66	8	26.67	-	-

As the above table shows, 14 (46.66%) teachers sometimes made students read the short story. Similarly, 8 (26.67%) teachers always made students read the

short story. Likewise, 8 (126.67%) teachers made students read the short story. Hence, 14 (46.66%) teachers sometimes made students read the short story.

4.1.9 Asking the Students to Summarize the Short Story

I asked the teachers how often they asked the students to summarize the short story. Their responses regarding this question are as below:

Table 9
Asking the Students to Summarize the Short Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
9	30	17	56.67	4	13.33	-	-

As the above table shows that 17 (56.67%) teachers sometimes asked the students to summarize the short story. Similarly, 9 (30%) teachers always asked the students to summarize the short story. Likewise, 4 (13.33%) teachers never asked the students to summarize the short story. Thus, a majority of teachers sometimes asked the students to summarize the short story.

4.1.10 Writing Difficult Words on the Board from the Short Story

I asked the teachers how often they wrote difficult words on the board from the short story. Their responses regarding this question are as below:

Table 10
Writing Difficult Words on the Board from the Short Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
16	53.34	10	33.33	4	13.33	-	-

As the above table shows, 16 (53.34%) teachers always wrote difficult words on the board from the short story. Similarly, 10 (33.33%) teachers sometimes wrote difficult words on the board from the short story. However, 4 (13.33%)

teachers never wrote difficult words on the board from the short story. Thus, 16 (53.34%) teachers always wrote difficult words on the board from the short story to the students.

4.1. 11 Helping Students with Language and Style through Contextualization

I asked the teachers how often they helped students with language and style through contextualization. Their responses regarding this question are as below:

Table 11

Helping Students with Language and Style through Contextualization

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
17	56.67	8	26.67	5	16.66	-	-

As the above table shows, 17 (56.67%) teachers always helped students with language and style through contextualization. Similarly, 8 (26.67%) teachers sometimes helped students with language and style through contextualization. However, 5 (16.66%) teachers never helped students with language and style through contextualization.

4.1.12 Asking Questions to the Students

I asked the teachers how often they asked questions to the students. Their responses regarding this question are as below:

Table 12

Asking Questions to the Students

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
23	76.67	4	13.33	3	10	-	-

As the above table shows, 23 (76.67%) teachers always asked questions to the students related with the short story. Likewise, 4 (13.33%) teachers sometimes asked questions to the students related with the short story. However, 3 (10%) teachers never asked questions to the students related with the short story. But no teacher often asked questions to the students. Overall, 23 (76.67%) teachers always asked questions to the students related with the short story.

4.1.13 Making Students Guess the Meaning from Multiple Choice Questions

I asked the teachers how often they made students guess the meaning from multiple choice questions. Their responses regarding this question are as below:

Table 13

Making Students Guess the Meaning from Multiple Choice Questions

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
7	23.33	18	60	5	16.67	-	-

As the above table shows, 18 (60%) teachers sometimes made students guess the meaning from multiple choice questions. Similarly, 7 (23.33%) teachers always made students guess the meaning from multiple choice questions. However, 5 (16.67%) teachers never made students guess the meaning from multiple choice questions. Thus, 18 (60%) teachers sometimes made students guess the meaning from multiple choice questions.

4.1.14 Describing the Events of the Story

I asked the teachers how often they described the events of the story. Their responses regarding this question are as below:

Table 14
Describing the Events of the Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
30	100	-	-	-	-	-	-

As the above table shows, all the teachers 30 (i.e.100%) teachers always described the events of the short story. Thus, all the teachers 30 (i.e. 100%) always described the events of the short story.

4.1.15 Reading Story as a Whole and Explaining the Meaning

I asked the teachers how often they read story as a whole and explaining the meaning. Their responses regarding this question are as below:

Table 15
Reading Story as a Whole and Explaining the Meaning

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
25	83.33	5	16.67	-	-	-	-

As the above table shows, 25 (83.33%) teachers always read the story as a whole and explaining the meaning. Whereas, 5 (16.67%) teachers sometimes read story as a whole and explaining the meaning. Thus, majority of teachers 25 (i.e. 83.33%) always read the story as a whole and explaining the meaning when they taught in ELT classroom.

4.1.16 Presenting Review of the Story

I asked the teachers how often they presented review of the story. Their responses regarding this question are as below:

Table 16
Presenting Review of the Story

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
8	26.67	17	56.67	5	16.66	-	-

As the above table shows 17 (56.67%) teachers sometimes presented review of the story. Similarly, 8 (26.67%) teachers always presented review of the story. However, 5 (16.66%) teachers never presented review of the story. Thus, 17 (56.67%) teachers sometimes presented review of the story in ELT classroom.

4.1.17 Describing the Character

I asked the teachers how often they described the character. Their responses regarding this question are as below:

Table 17
Describing the Character

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
30	100%	-	-	-	-	-	-

As the above table clearly shows, 30 (100%) teachers always described the character of short story. Overall 100% teachers always described the character of short story in ELT classroom.

4.1.18 Involving the Students in Critical Analysis

I asked the teachers how often they involved the students in critical analysis. Their responses regarding this question are as below:

Table 18
Involving the Students in Critical Analysis

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
4	13.33	5	16.67	21	70	-	-

As the above table shows, 21 (70%) teachers never involved the students in critical analysis. Similarly, 5 (16.67%) teachers sometimes involved the students in critical analysis. However, 4 (13.33%) teachers always involved the students in critical analysis. Thus, 21 (70%) teachers never involved the students in critical analysis.

4.1.19 Involving the Students in Role Play

I asked the teachers how often they involved the students in role play. Their responses regarding this question are as below:

Table 19
Involving the Students in Role Play

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
8	26.67	18	60	4	13.33	-	-

As the above table shows, 18 (60%) teachers sometimes involved the students in role play. Similarly, 8 (26.67%) teachers always involved the students in role play. However, 4 (13.33%) teachers never involved the students in role play.

Thus, 18 (60%) teachers sometimes involved the students in role play in ELT classroom.

4.1.20 Summarizing the Story to the Students

I asked the teachers how often they summarized the story to the students. Their responses regarding this question are as below:

Table 20
Summarizing the Story to the Students

Responses							
Always		Sometimes		Never		Often	
No	%	No	%	No	%	No	%
10	33.34	13	43.33	7	23.33	-	-

As the above table shows, 13 (43.33%) teachers sometimes summarized the story to the students. Similarly, 10 (33.34%) teachers always summarized the story to the students. However, 7 (23.53%) teachers never summarized the story to the students. Thus, 13 (43.33%) teachers sometimes summarized the story to the students in ELT classroom.

4.2 Analysis of Open-ended Questions

Some open-ended questions on activities used by teaching short stories at secondary level have been analyzed below.

4.2.1 The Initiation of the Story 'Another Planet'

When I asked the teachers how they started teaching 'an another planet' story. Most of the teachers 26 (i.e. 85%) said that they described plot, character, setting, theme, main idea of this story whereas, 4 (15%) teachers they did not describe all types of activities while they taught another planet in ELT classroom.

4.2.2 Activities for Teaching Story "Shy boy"

When I asked the teachers what were the pre-reading activities, while teaching 'shy boy' in ELT classroom. Most of the teacher 27 (90%) reported that they involved the students providing cultural and historical background, predicting theme from the title of the story, brainstorming, discussing the language of the story and preparing the glossary while they taught short story in ELT classroom. Whereas, 3 (10%) teachers said that they did not involve all the activities while they taught short story 'shy boy' in language classroom.

4.2.3 Teaching Moral of the Story

When I asked the teachers how you taught moral from the trick of the fox. Half of the teachers 15 (i.e.50%) said that they told main theme, like moral in ELT classroom while they taught short story 'the trick of the fox. Whereas, 15 (50%) teachers said that they did not tell main theme or morality of the story in ELT classroom. While they taught short story 'the trick of the fox'.

4.2.4 Activities for Teaching the Story 'Zamindar'

When I asked the teachers' what was the main activities do you do while teaching story 'Zamindar' in ELT classroom. Most of the teachers 27 (i.e. 90%) responded that they followed strip story method to teach the story Zamindar to the students whereas 3 (10%) of the teachers responded that they used traditional technique of teaching story.

4.2.5 Making Students Read the Story

When I asked the teachers how you made your students read the story in the classroom, 23 (75%) of them responded that they made student read the story loudly whereas 3 (10%) of them responded that they used silent method of reading. Only 4 (15%) of the teachers used intensive method of reading.

4.3 Analysis of Data Obtained through Observation

I observed 10 classes of five secondary level English teacher's teaching short stories. The primary source of data has been obtained through observation checklist as a tool. An attempt has been made here to describe in detail the activities used in teaching short stories at secondary level. The activities applied by them were analyzed and interpreted as follows;

4.3.1 Analysis of the Pre-reading Strategies

I observed ten classes of five secondary English teachers to find out the pre-reading activities used in teaching short story at secondary level in Taplejung district. To know about the facts about the pre-reading activities the following things have been observed:

Table 21
Analysis of the Pre-reading Strategies

S.N.	Activities	No. of Classes	percentage
1.	Providing cultural & historical background	8	80%
2.	Motivating/Stimulating student's interest	6	60%
3.	Predicting theme from the title of the story	3	30%
4.	Group discussion about title of the story	-	-
5.	Brainstorming	5	50%
6.	Discussing the language of the story	-	-
7.	Preparing the glossary	7	70%

Regarding providing cultural and historical background, the table shows that in most of the classes i.e. 8 (80%) the teachers provided a lot of information about the short story. Similarly, 6 (60%) classes were properly motivated or stimulated the student's interest before started their lesson. Likewise, 3 (30%) classes were asked to predict theme from the title of the story. In all the classes they did not give group discussion about title of the short story before starting their lesson in pre-reading period. Likewise, 5 (50%) classes were of the

teachers involved the students in brainstorming and 7 (70%) classes of the teachers prepared the glossary before teaching short story. Thus, most of the classes of the teachers 8 (i.e. 80%) provided cultural and historical background before starting teaching short story.

4.3.2 Analysis of the While-reading Strategies

I observed ten classes of five different secondary English teachers to find out the while-reading activities used in teaching short story at secondary level. To know about the facts about the while-reading activities the following things have been observed:

Table 22
Analysis of the While-reading Strategies

S.N.	Activities	No. of Classes	Percentage
1.	Providing some questions	6	60%
2.	Provide title for each paragraph	-	-
3.	Arrange jumble sentence	2	20%
4.	Summarization of the story	7	70%
5.	Ranking the character	10	100%
6.	Guessing meaning from multiple choice	-	-
7.	Textual analysis	-	-

As above table shows, 6 (60%) classes of the teachers provided some questions in while reading strategies. Similarly, 7 (70%) classes summarized of the short story in while reading strategies. Likewise, 10 (100%) classes of the teachers ranked the character in while reading strategies whereas, 2 (20%) classes of the teachers arranged jumble sentence in while reading strategies and no classes were provided title for each paragraph, guess meaning from multiple choice and textual analysis in while reading strategies. Thus, all the classes i.e. 100% ranked the character in while reading strategies.

4.3.3 Analysis of the Post-reading Strategies

I observed 10 classes of five secondary English teachers to find out the post-reading strategies used in teaching short story at secondary level. To know about the facts about the post-reading activities the following things have been observed:

Table 23
Analysis of the Post-reading Strategies

S.N.	Activities	No. of Classes	Percentage
1.	Interpreting of the story	8	80%
2.	Providing general questions for debate	6	60%
3.	Speculate symbolic association	-	-
4.	Describing the events of the story	10	100%
5.	Writing review of the story	3	30%

As the above table shows, 10 (100%) classes of the teachers described the events of the story to the students in the post reading stage. Similarly, 8 (80%) classes of the teachers interpreted of the story to the student in post reading activities. Likewise, 6 (60%) classes of the teachers provided general questions for debate to the students in the post reading stage. Whereas, 3 (30%) classes of the teachers wrote review of the story to the students in the post reading stage. Thus, all the classes of the teachers 10 (100%) described the events of the story to the students in the post reading stage.

4.4 Summary of Findings

The main aim of the study was to to explore the activities used by teachers in teaching short stories at the secondary level and to find out frequent activities used by the teachers. So, I selected thirty five secondary level English language teachers of Taplejung district. Different questions were asked as the open-ended, close-ended and the classroom observation. The collected data were

analyzed and interpreted to come to the findings. On the basis of the analysis and interpretation, the findings of this study are as follows:

a) Findings of pre-reading activities

- A few teachers (i.e. 46.86%) sometimes taught short story from general background.
- A large number of teachers (i.e. 53.34%) always wrote difficult to word on the board from the short story.
- A large number of teachers (i.e. 60%) always described the title of the story.
- A large number of teachers (i.e. 66.67%) always made their students predict the genre and theme about the story by reading the first paragraph.
- A large number of teachers (i.e. 70%) did not used sign post questions related to the short story.
- A large number of teachers (i.e. 71.67%) always stimulated before starting the students in teaching short story.
- A large number of the classes of the teachers (i.e. 80%) provided cultural and historical background before started teaching short story.
- A large number of the teachers (i.e. 85%) said that they described plot, character, setting, theme of the story 'Another planet' while they taught in ELT classroom.
- The researcher found that most of the teacher used pre-reading, while reading and post-reading activities in teaching short stories in the classroom.

b) Findings of while-reading activities

- A few teachers (i.e. 46.66%) teachers sometimes made students taught the short story.
- A large number of teachers (i.e. 56.67%) sometimes used pictures related to the short story.
- A large number of teachers (i.e. 75%) responded that they made students read the story loudly in the ELT classroom.
- A large number of teachers (i.e. 76.4%) always asked question to the students while they taught short story in the classroom.
- A large number of teachers (i.e. 90%) responded that they followed strip story method to teach the story 'zamindar' in ELT classroom.
- A majority of teachers i.e. 60% sometimes made students guess the meaning from multiple choice questions.
- All the classes of the teachers (i.e. 100) ranked the character in while reading strategies.
- All the teachers (i.e. 100%) always described their student to understand the character good condition.

c) Findings of post-reading activites

- A few teachers (i.e. 43.33%) sometimes summarized the story to the students while they teach short stories in English language classroom.
- A large number of teachers (i.e. 56.4%) teachers always helped the students with language and style through contextualization.
- A large number of teachers (i.e.79%) teachers did not involve the students in critical analysis while they taught short story in English language classroom.

- A large number of teachers i.e. 83.33% always read story as a whole and explaining the meaning in ELT classroom while they taught short story.
- All the classes of the teachers (i.e. 100) described the events of the story to the students in the post reading stage in ELT classroom.
- All the teachers (i.e. 100%) always described the events of the story while they taught in English language classroom.
- Most of the teachers i.e. 56.67% sometimes asked the students to summarize the short story.
- No one teachers often reacted in close ended questions.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The present research work entitled "Activities Used in Teaching Short Stories at Secondary Level" is an attempt to explore the activities used by teachers in teaching short stories at the secondary level, to find out most frequent activities used by the teachers and to suggest some pedagogical implications. The researcher selected thirty five secondary level English teachers from thirty five different schools of Taplejung district through purposive sampling procedure. The questionnaires and classroom observation schedule were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. After the analysis of the data, it was found that most of the teachers found the activities beneficial. Most of the teachers (i.e. 71.67%) responded that they always stimulated before starting students in teaching short story. Moreover, 70% teachers did not use signpost questions related to the short story. Most of the teachers used pre-reading, while reading and post reading activities and basically while reading activities are most frequent activities used in teaching short stories at secondary level.

5.2 Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

5.2.1 Policy Related

- Government should provide the training to the teachers of secondary level to make them familiar and practice the new teaching activities of

teaching short stories like teaching stories by brainstorming, co-operative learning.

- Policy makers and curriculum designers should analyze the existing condition of teaching activities used in teaching short story to make the teaching learning process of short stories more effective. And teaching learning materials and reference books should be made available on the time according to the learners' linguistic, social, psychological and economical condition.

5.2.2 Practice Related

- Teachers should be laborious; they should find new and effective ways of teaching stories, and apply them in the ELT classroom.
- The school should take care of the novice teachers. Because most of the novice teachers do not have practical knowledge how to teach stories in the ELT classroom.
- While teaching vocabulary of short stories the teachers are suggested to use pictures, give definitions, synonyms, antonyms, matching items, etc.
- Meaningful learning occurs, when students are allowed to confront real problems, make choices and find solutions. So it is concluded that the students should be in the center of the learning process.

5.2.3 Further Related

- This study was conducted only in Taplejung district. So, the finding of this study may not be applicable in the remote area because of the teachers use different activities in teaching short stories in secondary level. So, similar kind of research should be conducted in those remote areas as well.
- The sample of this study were only thirty-five secondary level English teachers thus to make more effective study on the activities of teaching

short stories further study can be conducted in more schools at different level.

- In this study, qualitative method was used to find out the strategies used by the English teachers in teaching short stories. So, further study can be conducted only in both qualitative and quantitative method.

However, I would like not to claim this study as a completed and full-fledged on due to several limitations. Thus, I would like to draw the attention on further studies in near future.

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APPENDIX-I
QUESTIONNAIRE FOR THE TEACHERS

Dear Sir/Madam,

This questionnaire is a part of my research study entitled '**Activities Used in Teaching Short Stories at Secondary Level** ' under the supervision of **Laxmi Prasad Ojha**, Teaching Assistant, Department of English Education, T.U., Kirtipur, Kathmandu. Your cooperation in the completion of the questionnaire through the authentic and reliable information will be of great value to me.

Thank you.

Researcher
Hem Raj Paudel
T.U., Kirtipur, Kathmandu

7. How often do you describe the title of the short story before teaching?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never
8. How often do you make students read the short story?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never
9. How often do you ask the students to summarize the story?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never
10. How often do you write the difficult words on the board from the short story?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never
11. How often do you help students with language and style through contextualization ?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never
12. How often do you ask questions to the students related with the story ?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never
13. How often do you guess meaning from multiple choice questions ?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never
14. How often do you describe the events of the short story ?
- a) Always
 - b) Often
 - c) Sometimes
 - d) Never

15.How often do you read the short story as a whole and explain the meaning?

- a) Always
- b) Often
- c) Sometimes
- d) Never

16.How often do you write review of the story ?

- a) Always
- b) Often
- c) Sometimes
- d) Never

17.How often do you describe the character ?

- a) Always
- b) Often
- c) Sometimes
- d) Never

18.How often do you describe critical discussing in your classroom ?

- a) Always
- b) Often
- c) Sometimes
- d) Never

19.How often do you make role play or act of the students in a classroom ?

- a) Always
- b) Often
- c) Sometimes
- d) Never

20.How often do you summarize the story to the students ?

- a) Always
- b) Often
- c) Sometimes
- d) Never

Open-ended Questionnaire

21.How do you start teaching 'an another planet' story?

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.....

22.What are the pre-reading activities do you use while teaching 'shy boy'?

.....
.....

23.How do you teach moral from 'The trick of the fox'?

.....
.....

24.What are the main activities do you do while teaching story
'Zamindar'?

.....
.....

25.How do you make the students to read the story?

.....
.....

APPENDIX II
CHECKLIST FOR CLASS OBSRVATION

Name of the School:

Qualification:

Teacher's Name:

Experience:

1. Pre-reading activities:

S.N.	Activities	Yes	No	Remarks
1.	Providing cultural & historical background			
2.	Stimulating student's interest			
3.	Predicting theme from the title of the story			
4.	Group discussion about title of the story			
5.	Brainstorming			
6.	Discussing the language of the story			
7.	Preparing the glossary			

2. While-reading activities

S.N.	Activities	Yes	No	Remarks
1.	Providing questions			
2.	Provide title for each paragraph			
3.	Arrange jumble sentence			
4.	Summarization of the story			
5.	Ranking the character			
6.	Guessing meaning from multiple choice			
7.	Textual analysis			

3. Post-reading activities:

S.N.	Activities	Yes	No	Remarks
1.	Interpreting of the story			
2.	Providing general questions for debate			
3.	Speculate symbolic association			
4.	Describing the events of the story			
5.	Writing review of the story			