

CHAPTER ONE

INTRODUCTION

This is the study entitled "Techniques of Teaching Short Stories at the Secondary Level". It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Literature is a valuable authentic material to teach language. It includes various genres like poetry, story, drama, essay and novel. As short stories are important genre of literature, they provide varied body of written materials. It has been taught from lower level to advanced level. In advanced level stories are taught for critical appreciation where stories are analysed from narrative point of view. Moreover stories are explained in terms of cultural background, characterization, by analysing plot, setting and theme and other creative activities. However, at secondary level short stories are taught for general purposes i.e. for giving enjoyment, developing reading habit, to enrich vocabulary power, to make them familiar with creative world, to provide moral lesson and so on. In grades 9 and 10 English textbooks, there are short stories along with pictures for the development of language skills. The tasks are set for guessing answers, finding a suitable title, arranging jumbled sentences in correct order, gap filling and solving very short answer questions and so on.

There are a number of ways through which stories can be presented. Some teachers are still adopting traditional techniques and some teachers are trying to follow communicative way but they are not much successful to handle the problems in the classroom. The very divergence situation can be found. This is due to the different factors such as lack of training and skills,

problems with physical environment, overcrowded classroom, lack of interest / motive of the teacher and so on.

Moreover, there is not any clear cut formula to teach short stories as such but generally stories can be presented through following three stages (Lazar, 1993, p. 83):

- Pre-reading stage
- While- reading stage
- Post-reading stage

Though, theoretically the techniques of teaching short stories are divided in the three stages. The existing situation of teaching stories may not reflect the same. In this scenario, the present study seeks to analyse the techniques adopted by the teachers in teaching short stories at secondary level English classroom.

1.2 Statement of the Problem

Teaching is a complex task. While teaching in the classroom, different teachers use different techniques 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 techniques while teaching short story in the classroom.

In fact, techniques are methods and strategies that a teacher uses while teaching a particular subject matter and to achieve the desired goal of the curriculum. Wright (1979, p. 68) says, "Strategies are goal directed and consciously controlled process that facilitate performance. Teaching strategy 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 declare 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 techniques is to facilitate learners towards target language and prepare them for better learning. In theory we have studied many learner centred 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 centred 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.

1.3 Objectives of the Study

The study had the following objectives:

- To find out the techniques of teaching short stories at secondary level, and
- To suggest some pedagogical implications based on findings.

1.4 Research Questions

The study was oriented to find out the answers of the following research questions:

- What sorts of techniques are used in teaching short stories at secondary level?
- Do the teachers use pre-reading, while-reading and post-reading activities in the classroom?
- Which techniques are practised most?

1.5 Significance of the Study

Different genres of literature are used in language teaching programme. Among them, short stories are very useful as they are interacting, motivating and amazing to the learners. They are very motivating which engage learners successfully. In this respect, Brown (1994) mentions that making and responding to stories is only way of being creative. Stories offer new language, making them meaningful and memorable which is a distinctive manifestation of cultural values and perceptions. It requires reflection as value and culture.

Making and telling stories requires the students to organise information into a cohesive and coherent whole in order to communicate people, which develop in the students level. They provide opportunity to the students to reflect on own concern.

Thus, short stories are highly beneficial to the learners. They are useful to develop all four language skills. Moreover, they are equally helpful to aware learners with grammar, vocabulary and language function. They enhance the learner's imagination skill and creativity. They are teaching techniques which assist language teachers to create meaningful context to introduce new techniques.

This study will provide the basic information about techniques of teaching short stories to secondary level students. So, from this study English language teachers, curriculum designers, textbook writers will be benefited. Besides them who are interested in the field of ELT can derive information from this study. Moreover, this study will help those who want to overcome difficulties while teaching short stories. The findings and recommendations of this study will be helpful to real classroom techniques of teaching short stories.

1.6 Delimitations of the Study

The scope of this study was limited on the following points:

- This study was limited to the secondary level.
- This study was limited to identify the teaching techniques of teaching short stories only.
- This study was limited to two English language teachers.
- This study was conducted only in Pyuthan district.

1.7 Operational Definitions of the Key Terms

Pedagogy: In this study, the term means the study of teaching methods.

Short story: Here, the term signifies a story, usually about imaginary characters and events, that is short enough to be read from beginning to end without stopping.

Technique: The term refers to a particular way of doing something, especially while teaching in the classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of study consists of reviewed of the theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

2.1 Review of Theoretical Literature

Under theoretical literature I have presented different concepts and theories related to the topic. This review of theoretical literature consists of techniques of teaching short stories to secondary level students: an introduction element of short stories , types of short stories , importance of short stories and techniques of teaching short stories respectively.

2.1.1 Short Stories : An Introduction

A story is a creative writing which focuses on the past events and incidents in a chronological order of events set. A short story is centred 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 analysing the component elements, the types and the various narrative techniques of the novel are applicable to the short story as well" (2001.p 193). 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, dialogue, setting, language style and theme.

2.1.2 Elements of Short Stories

The key elements of short stories are widely accepted. They are as follows:

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" (2001, p. 6).

b) Character

Character is a compulsory element of a short story, either it is human or beyond human. The character through dialogue performs action that is physical and visible. According to the role of the character of story may be either protagonist or antagonist or main or subsidiary respectively. Character makes 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 story should be simple and brief. It is a composition in which characters debate as issue and idea.

d) Setting

A story is written in the periphery or particular place and time. Setting means the short 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, satire, mystery, fantasy etc.

2.1.3 Importance of Short Story in Language Classroom

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

- They can usually be dealt in a single class.
- They are less difficult for foreign learners on their own.
- They offer greater variety for teacher to choose varieties of short texts according to the tastes and interests of the student.
- They can be used not only in long term course but in short term courses as well.

2.1.4 Techniques of Teaching Short Stories

A comprehensive taxonomy of common short story teaching techniques are as follows: (<http://www.eldrbarry.net./clas/ecem/c.stm.pdf>. Retrieved July 4, 2015)

1) Narration

Narration is best when the stories are simple with familiar elements. Some possible ways of presenting a story beyond just telling it include:

- a) Reading a story children love to be read to: In preparation, read the story through several times, at least once out loud. When reading to the children be just as lively as when telling a story and read it slowly with lots of eye contact. Reading out loud to children is excellent practice for beginning story tellers.
- b) "Let's pretend": Especially good for exploring different consequences.
- c) Sharing a life experience from your life, preferably not which hold you up as a "good" example?
- d) Discussion and/or Question and Answer.

2) Participation

To get children more actively involved with the story or to fix certain elements of it in their minds. Participation may be verbal using: "chants", "acting out", "conversation".

- a) The participation story: Where a child or children are involved in it just as a magician uses someone from the audience.
- c) Stories with repetitive elements: Encourage the children to join in with first a pause and eye contact in anticipation and gestures and body language of encouragement.
- d) Choral, chant and echo story: The leader provides a line or two and the children echo back words, motions, or sounds.

- e) Pantomime: Here are a number of ways of using this technique. It is especially effective with smaller and younger groups where they "participate in" the story by acting it out.
- f) "Acting it out": After telling the story briefly, let the children become the characters and "act it out".
- g) Role playing: The children take part of the characters and face various situations in which they must respond.

3) Visuals Aids

Visual aids are best when the story includes unfamiliar elements or the stories are more complicated. Sometimes a picture is worth 1000 words.

- a) Visual aids are especially helpful when unfamiliar objects that children would find hard to imagine are part of the story. Sometimes it is best to show the visuals before telling the story to avoid distraction during the story.
- b) Pictures in sequence help illustrate a simple story.
- c) Flannel graph stories are helpful when story sequence, movement and relationships are important in the story.
- d) Stories in sequence: As the story progresses, use a series of pictures to illustrate the story. Timing is important. Take care the pictures are not shown too soon, hold interest, and do not distract attention from key points.
- e) Art board stories: The key to these is the element of suspense and surprise.

What will be added next?

Will that word is what I think it is?

4) Character Stories (focused on the story teller or a puppet as a character)

These are best where vicarious involvement or role-playing will help deliver the point or to express inner thoughts and the thinking process.

5) Dramatic

Best for illustrating application; where multiple characters have significant role.

Dramatic skills can never be developed too much. Practice is becoming different characters and putting on different personalities.

6) Role Playing

Role playing is different from playing a short story or dramatising it. In role playing, children take on various roles, but the outcome of the story will depend up them, not a script.

7) Play Activities

The key in using play is to get the children thinking as they are playing. Some children learn easily when they involve in activities. There are all sorts of ways that play can become learning. So look for lots of different ways to connect activities into the lesson.

8) Puppets

Do not use a puppet to just narrate the story. Carry on a conversation with the puppet or have your puppets do things or they become boring. Since puppets allow children to overcome hear a conversation they are especially helpful where situations need resolution or the process of working out a solution to a problem is part of the lesson.

9) Using Flannel Graph

Using flannel graph is a most versatile and effective teaching tool, if used properly and wisely.

Similarly, Lazar (1993, pp. 83-84), talks about the following tasks and activities for teaching short stories which are commonly used in presentation the stories:

1) Pre-Reading Activities

It is the first stage of teaching short story in the classroom. The teacher makes the students prepared for the lesson and the tasks to be performed. In this stage, the teacher can ask some questions related to the story to draw the attention of the students or s/he can ask them to describe the pictures related to the stories. The following are the activities of this stage.

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

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 or perform the task specified. The teacher is required to watch students and evaluate their activities being silent but attentive. At this stage, the following activities are done.

- Helping students to understand the plot.

- Helping students to understand the characters.
- Helping student with difficult vocabulary.
- Helping students with style and language.

3) Post-Reading Activities

At this 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:

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

2.1.5 The Stories Included at Secondary Level (Class 10)

At secondary level (class 10) English course i.e. "Our English Book" consists of six short stories. They are introduced briefly as follows:

- i) *The Story of Zamindar*: It is in the Revision 1 of Our English Book. It is the story about Zamindar. Prodip Pal was a prosperous farmer. Prodip Pal (old man) had been wrong in his expectations. The plot of ground had been given to his father years ago by a Zamindar. Zamindar's son laid claim to the land but he refused to return it; the matter came before the courts. Young Zamindar had bought the judge and the farmer had to abandon his land and his house. Prodip Pal and his family had left them with only an acre of good land, which could

not produce enough crops to feed the family. Poverty had really begun to strangle the Pals. Consequently they had to sell the buffalo and Rani, the cow. It is an example of legend.

- ii) *The Story of Ms Pradhan*: It is in the unit ten of Our English Book. It is the story about Ms Pradhan. She felt uneasy and nervous because this was the first time she had applied for a job. She thought she would not get the job because she had never done a job like this before. At last, she got the job because of her love for children. It is an example of legend.
- iii) *The Story of Writer*: It is in the unit ten of Our English Book. It is in the story about a student who lives in village. It was thought disgraceful for an educated person to work in the fields. In Europe farming machines like tractors help farmers to finish their work quickly, whereas in Nepalese farming farmers still relied in simple tools to do their work. Village life is still the same because farmers are still relying on simple, primitive tools for farming their land. At the beginning he says his parents were not able to pay for his higher studies and he also says that it was not thought decent to work in the fields after having studied in college. It is an example of legend.
- iv) *The Biography of Florence Nightingale*: It is in the unit thirteen of Our English Book. It is a short biography about the female named Florence Nightingale of Italy. It is an example of legend.
- v) *How a Boy Manages to Persuade His Parents*: It is in the unit fourteen of Our English Book. This story has a happy ending and tells us how a boy manages to persuade his parents to buy him his first pairs of long trousers. It is an example of legend.

vi) *A Problematic School Boy*: It is in the Revision 4 of Our English Book. It is the story about a problematic school boy. Suresh attacked other children at school and at home. The teacher could not give Suresh her full attention because there were forty children in her class. The teacher reprimand and punish Suresh to protect other children from him. The reasons for his bad behaviour were he felt unloved and that his mother preferred his brother to him. It is an example of legend.

2.2 Review of Empirical Literature

For the review of the empirical literature, I have studied some of the researches carried out under the Department of English Education Tribhuvan University. These are related to teaching short stories. Major points of these researches reviewed in this section are given below.

Joshi (2008) carried out a research on "Teaching English Short Stories Interactively". The major objective of his study was to measure the effectiveness of teaching stories interactively at the primary level in term of their performance and the materials used to teach them. In his study, he has selected twenty-seven students of Avant-Garde Boarding School. They were purposefully for the primary sources of data. Stratified random sampling was his design of sampling population. As a research tool, he used test item. After analysing the data, his findings shows that materials prepared by the researcher were good, eye-catching and motivating students' interaction flourished after they were taught short stories interactively. Students participated actively in interaction activities but they were not perfectly able to handle the task they were assigned in the beginning phase gradually they could handle it well as they had been exposed to interactive activities in the following texts and helps to create the story themselves but it showed that

primary students are not competent enough to handle interaction compared to participation.

In the same way, K.C (2010) carried out research study entitled "Activities in Teaching Short Stories". The objective of his study was to find out the various activities used in teaching short stories at lower secondary level. His sample size was 40 students and 20 lower secondary level English teachers from different public and private school of Dang district. He had used judgmental non-random sampling under non random sampling procedure. Similarly, his research tool was questionnaire and observation checklist. Questionnaires were given to the teachers and students. Ten teachers' classes were observed by using class observation form. He found that a majority of students (52.5%) were most interested in story whereas only 5% were interested in essay. Nearly half of the students (48%) replied that their teacher sometimes provided general background of the study.

Regmi (2011) carried out research study entitled "Activities Used in Teaching Literature". The objective of her study was to find out the activities used in teaching poetry and short stories in higher secondary level. Her sample size was 10 teachers of each district. She used purposive sampling under non-random sampling to gather the information. Similarly her research tool was questionnaire. From the study, it was found that most of the teachers teaching in Kathmandu helped their student to understand the plot. On the other hand, only 25% teachers from Jhapa did so. It was found that 40% teachers teaching in Kathmandu used the discussion technique. On the other hand, only few teachers from Jhapa used this technique. It was found that about 70% teachers from Kathmandu gave different types of exercises in the teaching story. On the contrary, 12% of the teachers did so from Jhapa.

Pantha (2012) carried out a research under the title of "Pre-Reading Activities in Teaching Short Stories at Higher Secondary Level". His objective of study was to find out the pre-reading activities in teaching short stories at higher secondary level. 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. He used questionnaire and class observation as the research tool for the study. From this study, it was found that 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. Seventy five percent of the teachers provided the background information of the story in pre-reading activities to their students. Similarly, it was found that almost all teachers motivated their students before teaching the story. But the degree and ways of their motivation varied. Forty percent (40%) teachers motivated their students excellently whereas 60% did so in a good way.

Paudel (2012) carried out a research under the title of "Challenges of Teaching Short Story at Higher Secondary Level" The objective of her study was to identify the challenges and methods of teaching short story at higher secondary level. As the sample she included 20 high secondary schools of Kathmandu district, 30 students studying in same level, 2 English teachers from each school were selected purposively. In her study, she used questionnaire as the tool. She found that the students faced lots of challenges while learning short story.

Basnet (2014) studied in titled "Strategies Used by English Teachers in Teaching Short Stories" aiming to find out the strategies, problems and relevancy of teaching story at lower secondary level. She used observation checklist and diary recording as research tools. Her sample size was four teachers. She used judgmental non random sampling procedure. She found out that there was not any fixed strategy adopted by the teachers in teaching story at that level. The strategies were different from teacher to teacher. So, the classroom teaching was both student centred and teacher centred. She also found out that the preliminary and follow of activities were weak. Regarding the relevancy, she found that it was very much important to teach story at lower secondary level as it could contribute a lot to develop language skills, cultural enrichment and creativity of the students.

Although the research work mentioned above are related to short stories. None of the research has been carried out about the techniques of teaching short stories at secondary level. Therefore, this study will be the new in the department.

2.3 Implications of the Review for the Study

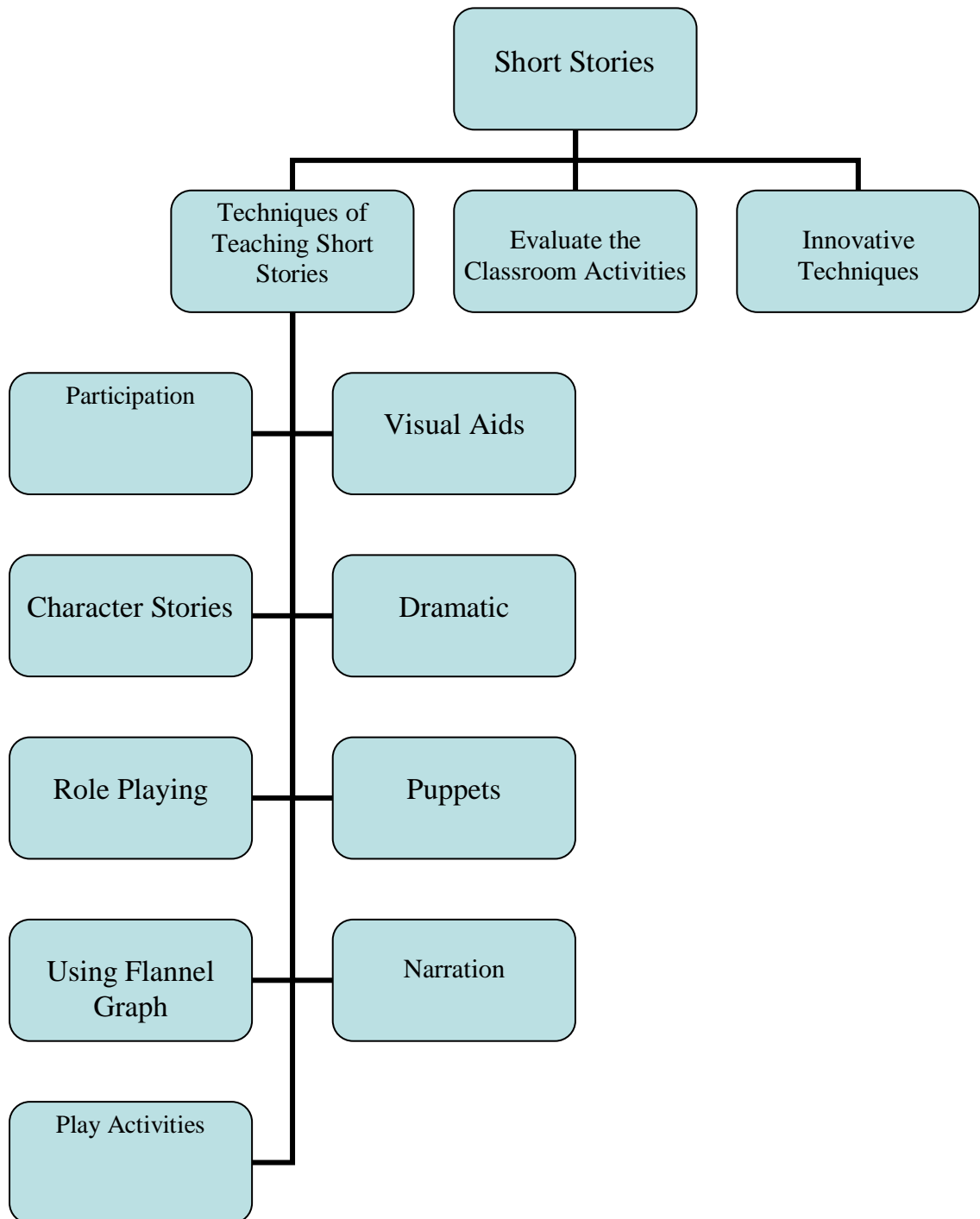
Out of six studies reviewed, all of them were conducted on the teaching short stories in the Department of English Education. These studies are to some extent related to my study. After reviewing these works I have got lots of ideas regarding the techniques i.e. which is teaching techniques, how they are used in the classroom, what sorts of teaching techniques are used most in that level, etc. in teaching short stories. Specially, I got information on the techniques, short stories from the study of Basnet (2014). They have used observation and set of questionnaire as the tool of data collection but observation checklist and diary writing were used in this study. Though

Basnet has conducted study on strategies in teaching stories at lower secondary level, it is on the strategies used by English teachers in teaching short stories at lower secondary level. I have got insights and information on the teaching techniques used in teaching stories which helps to formulate the theoretical concept of my study from Lazar (1993). He has provided the three stage activities/techniques for teaching short stories in the classroom. They are: pre-reading activities/techniques, while-reading activities/techniques and post-reading activities/techniques. And it is the most useful thing in my study for analysing the teaching learning situation of the short story in the real classroom practices. On the basis of his three stage activities/techniques.

I prepared the observation checklist to observe the classes of 2 purposively selected teachers. So I declare that the book of Lazar (1993) has significant role in my study.

2.4 Conceptual Framework

The study on "Techniques of Teaching Short Stories at the Secondary Level" was based on the following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfil the set objectives:

3.1 Design of the Study

To find out the techniques of teaching short stories at the secondary level, I followed qualitative research design in general and the case study design in particular.

3.1.1 Qualitative Research

Qualitative research is a field of naturalistic inquiry of a phenomenon, situation, human nature, etc. to penetrate into the multiple realities. It opposes the normative approach that human behaviour is essentially rule-governed, single and objective reality. The qualitative researcher is believer of the use of multiple methods or triangulation for subjective reality. My study is also qualitative in nature. I attempted to study my cases in natural setting by repeated measures with non-participant observation. I also tried to make my study evocative, descriptive, interpretive, analytic, and lively by utilising my own feelings and voices to document and present scenes, sights, smells and individuals as realistically as possible which I brought from field visit where my cases normally live and work.

Qualitative research is blossoming in recent years. Today, there is pressing need to show how the practices is going on. Denzin and Lincoln (2005, p. 3) have provided a long and elaborated definition of qualitative research. They say:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that

make the world visible. These practices transform the world. They turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretative naturalistic approach to the world. This means that qualitative researches study things in their natural settings, attempting to make sense or interpret phenomenon terms of the meanings people bring to them.

As I am an interpretive researcher; my effort here is not to predict what may happen in the future, but necessarily to understand the nature of the setting and ground reality of the cases from collected data thoroughly triangulating the descriptions and interpretations, not just in a single attempt but continuously throughout the period of study.

3.1.2 Case Study Approach

The main approach governing my research study is case study approach. It is not a methodological choice but a choice of what is to be studied as my study is qualitative in nature and case study fits comfortably into the description of case of my study. Merriam (1988) defines the term case study as:

The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon or social limit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning a handling multiple data sources (as cited in Nunan, 1992, p.77).

In order to collect data for in depth information I observed 15 classes of each 2 teacher to identify the techniques of teaching short stories at the secondary level. At the time of observation, I made diary writing to find the techniques.

Best and Kahn (1993) states, "Case studies are not confined to the study of individuals and their behavioural characteristics." (as cited in Kumar 1999, p. 113).

I chose case study approach to study the techniques of teaching short stories at the secondary level in natural setting through repeated classroom observations. We could study any case analytically, or holistically, entirely by repeated measures or hermeneutically, organically or culturally, and by mixed methods. Due to which case study is methodologically called 'hybrid' (Nunan 1992, p. 79).

3.2 Population, Sample and Sampling Strategy

English language teachers of secondary level of Pyuthan district were the population of the study. In doing so, two English language teachers were the sample of this study. The researcher used judgmental non-random sampling procedure to select two English teachers of secondary level.

3.3 Study Area/Field

The study area of the study was the academic field of Pyuthan district. The researcher carried out this research work in the secondary level in Pyuthan district.

3.4 Data Collection Tools and Techniques

In order to collect data I used non-participant observation. I used observation checklist and diary writing as recording devices.

3.5 Data Collection Procedure

After preparing the research tools, I visited the purposively selected secondary schools and talked to the authority to get permission to carry out the research and explained the purpose and process of research, and then I met the concerned teachers, explained the purpose of the research and requested them to permit me to observe their classes for 15 days. I observed the class of teachers while they taught story and tried to identify the techniques of teaching short stories at secondary level.

3.6 Data Analysis and Interpretation Procedure

The collected data were analysed and interpreted descriptively as well as analytically by using charts, tables and diagrams.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and Interpretation of the Results

The analysis and interpretation of data collected from the classroom observation and diary notes of classroom interaction have been presented in this chapter. This study primarily aims at finding out various types of techniques used by the English teachers in teaching short stories at secondary classes. This chapter is devoted to the analysis and interpretation of collected data from primary sources. The information is tabulated and discussed after direct classroom observation.

Tabulation of information and then its analysis is followed by result and interpretation using statistical tools like tables and percentage. All this statistical tools have made this analysis and interpretation of result comprehensive.

4.1.1 Analysis of Information Recorded in Diary

To find out technique adopted by teachers in teaching the short stories, the researcher did diary writing while they taught the short stories in the classroom. The activities done by the teachers were analysed descriptively.

Out of 15 observed classes of teacher '1' five were started through questioning like:

Which lesson we are going to read today?

Did you read the story of Zamindar? etc.

And 3 were started by cracking jokes like: A teacher taught abcd.....

Like this 'a' for Amar ko buba , 'b' for Bale ko buba, 'c' for Chandre ko buba 'm' for Mane ko buba and then he went. Next day next

teacher came and asked to the students 'a' for what , 'b' for what, 'c' for what and students replied like this 'a' for Amar ko buba, 'b' for Bale ko buba, 'c' for Chandre ko buba ,..... then teacher asked 'w' for what ? Then students did not read the 'w' for so they guess for a while and said 'w' for Mane ko buba uttano parchha. He always used the board to write the topic, unit and page number. He asked signpost questions in most of the classes. For example:

What couldn't the old man remember?

Why did he fight with Zamindar ?

Why did the writer feel uneasy and nervous?

Why did she get the job?

Why was the writer in a dilemma?

He always read the story first and asked to read the story to the students. He always translated the sentence wise meaning of the story in the Nepali language. He explained the story in simple the English language in all classes. He always asked the meaning of new vocabulary to the student's first like:

What is the meaning of the word 'abandon'?

Can you say what the meaning of the word 'disaster'?

Can you tell me what the meaning of the word 'irrigation' is?

Can you guess what the meaning of the word 'require' is? etc. and

then wrote the meaning on the board like this:

Abandon- give up

Disaster-sudden happen the cause

Irrigation- supply dry land with water

Require- demand, need

He always encouraged students to take part in interaction in the classroom like this: Please Sarita you stand up and ask the questions about the lesson Zamindar to Durga. (Sarita stood up and asked questions in this way)

Sarita: What couldn't the old man remember?

Durga: The old man couldn't remember 'how many generations of lotuses had bloomed and faded in the pond since he was born.'

Sarita : Why did he fight with the Zamindar?

Durga: Because the son of the landlord (Zamindar) had claimed his land.

Sarita: Who is Rani?

Durga: A cow.

Sarita: Who lost the legal fight and how?

Durga: Prodip Pal, because the judge had been bought (bribed).

Sarita: How did the Pals survive when they had no rice left?

Durga: lived on fruit and vegetables.

Sarita: What did Prodip Pal do to save his family from the disaster?

Durga: Mortgaged the land for a loan of four hundred pounds of rice.

Sarita: What was the bad sign?

Durga: The cow angry (cow loved by Lord Krishna)

He always asked students the meaning of the new vocabulary at first and encouraged them to tell the meaning and finally he himself wrote on the board. For example: At the time of teaching the word *attack* he taught like this: Can you guess the meaning of the word attack? Listen carefully I give one example The North Korea is ready to attack South Korea. Then tell me, what is the meaning of the word attack, in this sentence? Attack- to go and fights against something. At the time of teaching stories he took 70% of the time to talk and 30% of the time was given to the students. At the time of teaching new vocabularies he gave synonyms and antonyms of those words

in 7 classes. For example: while teaching the word 'silence'. He gave the antonyms and synonyms in this way:

The antonym of the word 'silence' is noise.

The synonym of the word silence is quite.

Teacher '2' started the class with asking questions about the previous lesson in all classes like this:

What did Suresh do at school and at home?

Why couldn't the teacher give Suresh her full attention?

Why did the teacher reprimand and punish Suresh?

What were the reasons for his bad behaviour?

What was the 'vicious circle' that Suresh was caught in?

He used the board to write the unit, page number and topic in all observed classes. He started the class with asking questions on the related topic in all classes like this:

Which topic /lesson we are going to read today?

Is it a story or poem?

He always used white board to write unit, page number and topic. He asked to guess about story by the help of topic and by reading first paragraph in five classes. He asked the signpost questions in seven classes. For example:

Why did Florence Nightingale go to Germany ?

Name the countries that assisted Turkey in the Cremean war.

Why was she called the "Lady with the lamp"?

Why did Florence Nightingale's parents oppose her decision to take up nursing?

At first, he read the story with the sentence wise explanation and translation into the Nepali language and then asked to the students to read the story in

all classes. He asked the meaning of the new vocabulary to the students first and encouraged them to tell the meaning and finally he himself told and wrote on the white board the meaning of the new vocabularies in all classes. For examples: While teaching the word comfortable, sank, trained, shrewdly, enjoyed, depressed and inventive. Teacher asked:

Rashma, what is the meaning of the word comfortable?

Yubaraj tell me a meaning of the word sank?

Isa can you tell the meaning of the word trained?

Nirmala, what is the meaning of the word shrewdly?

Devkala what is the meaning of the word enjoyed?

Bikash tell me meaning of the word depressed?

Shuman can you tell me the meaning of the word inventive?

And then teacher told who can say the meaning of the all above written word? Please stand up and say. After listening the answer of the students he himself told and wrote the meaning on the white board in this way:

Comfortable: cozy, homely, soothing

Sank: dropped

Trained: disciplined, drilled

Shrewdly: knowingly

Enjoyed: basked, loved, relished

Depressed: sad, unhappy

Inventive: able to make up new things for the first time

At the time of teaching stories he took half of the time to talk and same portion of the time was given to the students. He gave similar examples and illustration in Nepali and English both languages at the time of teaching new vocabularies in all classes. For example: At the time of teaching the inventive he gave this example:

Right brothers were the inventor of plane. They made the plane first time so they are called inventor of the plane.

Right dajubhile plane ko abiskar gareka thie Uniharule pahilopatak plane banae. Tesaile uniharulai planeko abiskarak bhaninchha.

He used prediction techniques in 7 classes by let the students to predict about the story by reading first paragraph of the story. He always asked the students to communicate with the teacher in classroom by asking those questions and compel them to answer those questions.

4.1.2 Analysis of the Teaching Technique Recorded in the Checklist

The researcher observed the classes of the English language teachers while they taught story. The technique applied by them is analysed and interpreted using simple statistical tool of percentage.

a) Pre –Reading Activities/Techniques

By the name it is clear that it is the first stage of teaching the story in class. Here, the following table deals with how teachers made the students prepare for the lesson and the task to be performed. Different activities performed by the teachers were evaluated in terms of four categories viz. excellent, good, average and poor. After the teacher's warm up if all the students were motivated to read then I ticked to the rank of excellent similarly, when most of the students got ready to read the short stories then ticked in the rank of good, and when half of the students got ready to read the stories then ticked in the rank of average but in the condition when the students do not show interest to read the short stories then I have ranked in poor. In this way I have put these 4 categories to all the given activities.

Table 1: Pre –Reading Activities/Technique Used by Teachers

S.N.	Activities/Techniques	Existing Condition			
		Excellent	Good	Average	Poor
1	Motivation	33.3%	66.7%		
2	Giving some general background	60%	26.7%	13.3%	
3	Describing	80%	20%		
4	Asking some question about the story for guessing answers	76.7%	23.3%		
5	Asking students for guessing the subject matter	26.7%	73.3%		
6	Teaching vocabulary of the story	90%	10%		

The above table shows that 33.3 % classes English teachers of class ten motivated their students excellently and in 66.7% classes of them motivated in a good way but the researcher did not find any classes motivating their students in average and poor way. Similarly, regarding the general background, he found in 60% classes, teachers gave general background of the story to their students in a excellent way, in 26.7% classes, teachers gave general background of the story to their students in excellent way, in 26.7% classes, teachers gave general background of the story to their students in a good way and in 13.3% classes of them gave the general background to their students in average way. But he did not find any teachers poor condition in providing general background of the story. Those teachers who gave general background in an excellent way, tried to elicit background from the student side as well through group discussion and on the basis of the responses made by the students, they elaborated the background. Majority of the teachers, in 80% classes of them, described the story in an excellent way.

The researcher found that in 20% classes, teachers described the story in a good way. Those teachers who did it.

In an excellent way described the events deeply with paying attention to the students' response. For excellent making students to guess the answer in 76.7% classes teachers tried to do so in an excellent way and in 23.3% classes of them did so in a good way. Those teachers who did so in an excellent way asked the students to guess the answers responded the students in an appropriate way. Students guessed the answers differently and teachers could get all of his student's response properly. But none of the classes were found in average and poor condition for this activity. As far as the subject matter is concerned, in 26.7% classes, teachers asked them to guess in an excellent way. Those teachers who did so excellently, let their students guess what they would expect of the story from its title, they asked their students to predict what the story was about by letting them read one or two paragraph silently in the class. He found that in 73.3% classes of them asked their students to guess what the story was about in a good way. But none of the classes were found in an average and poor condition regarding this activity. Regarding the pre-teaching of the vocabulary, He found that in 90% classes of the teachers taught the difficult vocabularies in an excellent way and in 10% classes of the classes taught the difficult vocabularies in a good way before teaching the story. But none of the teachers were found in average and poor condition regarding this activity.

Hence, it was found that the activities/techniques at pre-reading stage were satisfactory. Teachers made their students engage in different activities / techniques instead of doing all the things themselves.

b) While- Reading Activities /Techniques

The following table deals with the activities adopted by the teacher while teaching the story in class. This also deals with how the teacher presented the task to be performed, how they watched and evaluated their students' activities. As in the pre- reading activity, here also the same categories had been used in the same way to evaluate the activities / techniques of teaching the story.

Table No. 2. While Reading Activities/Techniques Used by Teachers

S.N.	Activities/Techniques	Existing Condition			
		Excellent	Good	Average	Poor
1	Helping students to understand the plot	6.7%	63.3%	30%	
2	Helping students to understand the character	23.3%	60%	16.7%	
3	Helping students to understand the setting	20%	53.3%	26.7%	
4	Helping students to understand the style	16.7%	75.3%	8%	
5	Helping students to understand the theme	90%	10%		
6	Helping students to understand the gist	100%			
7	Helping students with difficult vocabulary	80%	20%		
8	Translating it into Nepali language	43%	33.7%	13.3%	10%
9	Helping students with language and grammar	86.7%	13.3%		

10	Giving the summary of the story	30%	70%		
11	Giving more focus on techniques of teaching short story				
	• Narration	6.7%	63.3%	30%	
	• Participation	20%	63.3%	16.7%	
	• Visual aids	16.7%	33.3%	50%	
	• Character stories	20%	70%	10%	
	• Dramatic	13%	33.7%	50%	3.3%
	• Role playing	40%	43.3%	16.7%	
	• Play activities	33.7%	43.3%	23%	
	• Puppets	6.7%	43.3%	33.3%	16.7%
• Using flannel graph	3.3%	46.7%	40%	10%	

The above table shows that in 6.7% classes teachers helped their students to understand the plot of the story excellently. The researcher found that who excellently did it firstly; the teachers briefly introduced what the plot was and described the series of events given in the story with more examples and explanation. Similarly, he found in 63.3 classes, teachers helping their students to understand the plot in a good way. Those who did so did not introduce what the plot was to their students but they just described the events of the story with simple and clear language. It was also found that in 30% classes, teachers helped their students to understand the plot in an average way. Those who taught it averagely did not familiar their students about what the plot was and also did not taught it with explanation. He just helped his students to understand the gist by giving lecture on the series of events of the story.

Similarly, the researcher found that in 23.3% classes, teachers helped their students to understand the character in excellent way, in 60% classes, teachers helped their students to understand the character in a good way and in 16.7% classes of them taught it in an average way. Those teachers who did it in excellently way, firstly introduced briefly what the role played by the character and described it with many illustrations those teachers, who did it in a good way, firstly said what the character was.

Likewise, they taught about the character by comparing and making contrast with other people. And in 16.7% classes were found teaching the character in an average way. They just gave the role of the character to the students. Likewise; the researcher found that in 20% classes helped their students to understand the setting in an excellent way in 53.3% classes, teachers helped their students to understand the setting in a good way and in 26.7% classes, teachers helped their students to understand the setting in an average way. Those who taught them in excellent way taught what the setting was and described the setting of the story with examples and encouraged students to explain about the setting of the given story. Those teachers who did it in a good way taught when and where story was taken place with examples and who did it in an average way just said about the setting. But none of the teachers found in poor condition for this activity.

Similarly, the researcher found that in 16.7% classes, teachers helped their students to understand the style in an excellent way, in 76.7% classes, teachers helped their students to understand the style in a good way and in 6.7% classes of them taught in an average way. But none of the teachers found in poor condition for this activity. However he found that in 90% classes, teachers helped their students to understand the gist in an excellent way and in 10% classes of them taught in a good way. But none of the teachers found in average and poor condition for this activity. Regarding the difficult vocabulary, in 100% classes, teachers were found that they taught

difficult vocabularies to their students in an excellent way. Those who taught them in an excellent way taught the words with their contextual meaning. They encouraged their students a lot to get the meaning from the context first and if they were wrong, teachers told the meaning with context. In translating a story in Nepal, the researcher found that in 56.7% classes, teachers did it excellently and used the translation judiciously. They translated only those terms which the students were feeling difficulties with in 20% classes, teachers were found that they used the translation in a good way, in 13.3% classes, teachers did it in an average way and in 10% classes, teachers were found that they used the translation in a poor way; they translated the whole story into Nepali. Majority of the teachers i.e. in 66.7 % classes of the teachers emphasized on language and grammatical aspects of the story in an excellent way whereas in 33.3% classes of teachers emphasized the language and grammatical aspect of the story in a good way while teaching it into the class. But none of the teachers were found in average and poor condition for this activity.

Regarding the summary, the researcher found that in 86.7% classes, teachers summarized the story in brief at the end of the lesson whereas, in 13.3% classes of them summarized in an elaborative way. They often used mother tongue in summarizing the story. Similarly, the researcher found that in 30% classes, teachers used the communicative technique excellently and in 70% classes of them used it in a good way. Those teachers who did it excellently provided the majority of the class time for interaction to the students and encouraged them to take part in interaction one by one. Those teachers who did it in a good way make engaged the students in group interaction. But none of the classes were found in an average and poor condition for this activity. In 6.7 % classes, teachers used narration techniques excellently. The teachers found that who excellently did it firstly; the teachers used what the narration was and used it in the given story.

Similarly he found in 63.3% classes, teachers used techniques in good way and in 30% classes, teachers used this techniques in average way. It was found that 20% classes, teachers used participation techniques in an excellently way. Classes, i.e. in 63.3% teachers used these techniques in a good way.

Similarly, in 16.7% classes, teachers used these techniques in an average way. Classes i.e. 16.7% teachers used visual aids techniques excellently. classes i.e. 33.3% teachers used it in a good way. In 30% classes, teachers used it in an average way. The researcher found that in 20% classes, teachers used the character stories in excellently way. He found in 70% classes, teachers used these techniques in good way.

Similarly, in 10% classes, teachers used these techniques in an average way while teaching short stories. The data shows that in 13% classes, teachers used dramatic techniques excellently. The good percentage was in 33.7% classes, teachers used it in an average way and in 3.3% classes, teachers used it in poor way. In the role playing techniques, the researcher found that 40% classes, teachers used this excellently. Teachers i.e. in 43.3% classes used it in good way and in 16.7% classes, teachers used it in an average way.

Likewise, in 33.7% classes, teachers used play activities techniques excellently. Teachers' i.e. in 43.3% classes used it in good way and in 23% classes, teachers used it in an average way. Similarly, in 6.7% classes, teachers used puppets excellently teachers i.e. in 43.3% classes used it in good way, teachers i.e. in 43.3 classes used it in an average way and in 16.7% classes teachers used it in a poor way. The teachers found that in 3.3% classes, teachers used flannel graph excellently. Regarding this technique, in 46.7% classes, teachers used it in a good way, teachers i.e. in 43.3% classes used it in an average way and in 10% classes, percentage

teachers used it in a poor way. Hence, it was found that while reading situation was good.

c) Post –Reading Activities/Techniques

This is the stage at which the teachers clarify the ambiguities if the students are confused at some points. Directly or indirectly students' answers are checked by the teachers. The following table shows what and how the teachers clarified of the students, helped their students to make interpretation of the text, what kinds of follow up activities/techniques were adopted by them after they taught the story to the students.

Table 3: Post- Reading Activities/ Techniques Used by Teachers

S.N.	Activities/ Techniques	Existing Condition			
		Excellent	Good	Average	Poor
1	Interpretation of the main theme of the story	73.3%	20%	6.7%	
2	Helping students to understand narrative point of view	10%	40%	33.3%	16.7%
3	Writing activities	60%	40%		
4	Discussion	100%			

By the above table it is clear that in 73.3% classes, teachers interpreted the main theme of the story excellently. Those teachers who did it excellently first introduced what the theme was to their students and encouraged them to take part in interaction. Teachers i.e. in 20% classes interpreted the main theme of the story in a good way. Though they did not introduce what the theme was to their students, they taught the theme to their students with frequent interaction. Whereas the researcher found that in 6.7% classes of the teachers interpreted the main theme of the story in an average way. They themselves gave the central idea of the story to their students. It was found

that in 10% classes, teachers helped the students to understand the narrative point of view excellently, in 40% classes, teachers helped the students to understand the narrative point of view in a good way and asked them to interpret the story using their own language. Classes i.e. in 33.3% classes of them helped them to understand the narrative point of view in average way and in 16.7% classes, teachers helped the students to understand the narrative point of view poorly. As far as written activities are concerned, the researcher found in 60% classes, teachers involved their students in different kinds of written activities whereas in 40% classes of them were found that they let their students write the review of the story.

Similarly, the researcher found in 100% classes, teachers did the critical discussion about the story involving the students in it. And they let their students engaged in discussion to the given questions. Here, what the researcher found was the post- reading activities /techniques of the teachers were good.

4.2 Summary of Findings

Through the analysis of raw data, it has been found that most of the time in classes i.e. 70% time classes, teachers spend the time in lecturing and 30% time they involved the students in activities.

Similarly, it has been found that 33% classes were motivated excellently, whereas 66.7% were in good way. Likewise, it has found that 60% classes were given general background about the story in excellently; whereas 26% in good way and 13.3% in average. Likewise, in 90% classes, vocabularies were taught in good way. In the same way, 23.3% classes, teachers helped their students to understand the character in excellent way, 60% helped in good way and 16.7% in an average way.

Similarly, the researcher found in 16.7% classes students were helped to understand the style in an excellent way, 76.7% were found helped in a good way and 6.7% in an average way.

Likewise, in 62.3% class techniques were used in good way and in 30% classes, they were used in an average way, in 6.7% classes, they were used in excellent way. Similarly, in 73.3% class interpretation of the main theme of the story was done in excellent way, in 20% classes in good way and in 6.7% classes, it was done in average way.

In the some way, in 60% classes, students were guided in writing activities in excellent way and in 40% classes they were support in good way.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusions

On the basis of analysis and interpretation of the data following conclusions are drawn:

- It was found that the activities /techniques at pre- reading stage were satisfactory. Teachers made their students engage in different activities /techniques i.e. guessing about the story; brainstorming about the questions related to the story, etc. instead of doing all the things themselves.
- The researcher found that the activities /techniques presented by the teachers at while- reading stage were good. In this stage, teachers made their students active in doing all the activities /techniques like predicting about the story by reading the first paragraph rather than doing all the things themselves.
- It was found that the activities / techniques presented by the teachers at post- reading stage were also good. In this stage, teachers made their students active in doing all the activities /techniques like asking to summarise the story, to develop similar story, etc. rather than doing all the things themselves.
- The researcher found that among the above mentioned three activities/techniques the while- reading activities/techniques were practised most.

5.2 Recommendations

On the basis of conclusions the following recommendations have been suggested.

5.2.1 Policy Related

There should be the policy about the use of students centred methods while teaching stories in the classroom.

- Similarly, policy makers and curriculum designers should analyse the existing condition of teaching technique used in teaching stories 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.
- This study suggests the course designers of education to include moral and intellectual lesson giving types of short stories at secondary level.

5.2.2 Practice Related

- Teachers should be studious; they should find new and effective ways of teaching stories, and apply them in the 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 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 centre of the learning process.

5.2.3 Further Research Related

- This study was conducted only in Pyuthan district. So, the finding of this study may not be applicable in the urban area because of the teachers use different techniques in teaching short stories at secondary level. So, similar kind of research should be conducted in those urban areas as well.
- The sample of this study were only two secondary level English teachers thus to make more effective study on the techniques of teaching short stories further study can be conducted in more schools at different level.
- In this study, qualitative and quantitative (mixed) method was used to find out the techniques used by the English teachers in teaching short stories. So, further study can be conducted only in qualitative 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
Class Observation Form

Name of the school:
Name of the teacher:
Qualification:
Experience:

Class:
Date:

1. Pre-reading activities/techniques

S.N.	Activities/Techniques	Existing Condition			
		Excellent	Good	Average	Poor
1	Motivation				
2	Giving some general background				
3	Describing				
4	Asking some question about the story for guessing answers				
5	Asking students for guessing the subject matter				
6	Teaching vocabulary of the story				

2. While reading activities/techniques

S.N.	Activities/Techniques	Existing Condition			
		Excellent	Good	Average	Poor
1	Helping students to understand the plot				
2	Helping students to understand the character				
3	Helping students to understand the setting				
4	Helping students to understand the style				
5	Helping students to understand the theme				
6	Helping students to understand the gist				
7	Helping students with difficult vocabulary				
8	Translating it into Nepali language				

9	Helping students with language and grammar				
10	Giving the summary of the story				
11	Giving more focus on techniques of teaching short story <ul style="list-style-type: none"> • Narration • Participation • Visual aids • Character stories • Dramatic • Role playing • Play activities • Puppets • using flannel graph 				

3. Post-reading activities/techniques

S.N.	Activities/Techniques				
		Excellent	Good	Average	Poor
1	Interpretation of the main theme of the story				
2	Helping students to understand narrative point of view				
3	Writing activities				
4	Discussion				

Appendix - II
Short Stories of Class 10

- 1. The Story of Zamindar - Revision 1, Class 10, Page No. 29**
- 2. The Story of MS Pradhan - Unit 10, Class 10, Page No. 75**
- 3. The Story of Writer - Unit 10, Class 10, Page No. 81**
- 4. The Biography of Florence Nightingale - Unit 13, Class 10, Page No. 95**
- 5. How a Boy Manages to Persuade His Parents - Unit 14, Class 10, Page No. 104**
- 6. A Problematic School Boy - Revision 4, Class 10, Page No. 120**