

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Language is the most powerful and advanced means of communication. Language has been defined as a voluntary vocal system of human communication. It is a unique gift to human beings only and is produced with the help of vocal apparatus. Language is a means of communication through which we can express our ideas, thoughts, feelings and so on. One cannot be a perfect human being if he does not possess language. It is God's special gift to the mankind without which human civilization would be possible to exist. There is language, indeed, which makes it possible and keeps human civilization alive and attributable.

According to Crystal (2003, p.255), "Language, at its most specific level refers to the concrete act of speaking, writing or signing in a given situation". If we analyze this definition we can say that language is a means of expressing one's ideas. Writing is an art that provides a chance to know and influence others. It is the last step of language skill and is taken as productive skill. The main aim of writing skill is to convey information accurately, effectively and appropriately.

In the same way, Wardaugh (2000, p.4) says

"Language is what the member of particular society speaks. Language is the expression of human personality. It is a form of social behavior that enables the individuals to cooperate with the others in the group".

English is the most widely used language it is often believed that one in every group of seven people can speak English. It is rich in its literature. Most of the books are written in English. Therefore, it has gained the status of international standard. English is used as a lingua franca to maintain communication among different linguistic communities in the world. English has dominated most of the areas in the world such as world politics, science and technologies, medicine, marketing and so on. Moreover, English is one of the five official languages of the UNO. This also may be the prime factor for English to be an international language. If we trace the history

of the English language it has become an international language as a result of political change in the 16<sup>th</sup> century in Europe.

Richards and Rodgers (2005, p.3) say: It has been estimated that some 60 percent of today's world population is multilingual. From a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair, then, to say that throughout history foreign language teaching has always been an important concern whereas, today English is the world's most widely studied foreign language, 500 years ago it was Latin and for it was the dominant language of education, commerce, religion and government in the western world. In the 16<sup>th</sup> century, however, French, Italian and English gained in importance as a result of political change in Europe and Latin gradually becomes displaced as a language of spoken and written communication

According to my view, language is a power vehicle of communication. Linguistically language has been defined as a voluntary vocal system of human communication. It is unique gift to human being only and is produced with the help of vocal apparatus. Language is a means of communication through which we can express our ideas, thoughts, feelings and so on. One cannot be a perfect human being if he does not possess language. We can say that 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 to 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 strategy is to facilitate learners towards target language and prepare them for better learning.

In case of teaching stories the teachers use the traditional teacher centered techniques. They might not have started to teach according to the learner's 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 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.

## **1.2 Statement of the Problem**

Literature is a full-fledged discipline of language. It is complete itself with its many genres. It includes various genres viz. story, poetry, drama, essay, novel etc.

Teaching strategies are the specific actions. According to Abrahms (1985, p.28) strategies are methods and techniques 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 controllable process that facilitate performance. We can say that 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 to learn it. In the classroom context of our country, the absence of appropriate techniques of acceptable literary interpretation often places the teacher in an awkward confrontation with challenging secondary level students. Selection of appropriate strategies in teaching story is difficult task.

## **1.3 Objectives of the Study**

The main objectives to carry out this research work are as follows:

- a) To find out the strategies adopted in teaching stories by Secondary Level English teachers.
- b) To find out the problems faced by English language teachers in teaching stories.

## **1.4 Research Questions**

The following questions are prepared to carry out the research work

- a) What are the strategies used by the English language teachers to teach stories?
- b) What are the problems faced by English language teachers in teaching stories?

## **1.5 Significance of the Study**

This research is invaluable for the department itself. Similarly, this study is significant for the students, teachers, textbook writers, syllabus designers and

researchers who are interested in teaching story. Further, it is also be beneficial for the people involved in the teaching learning activities of secondary level.

### **1.6 Delimitations of the Study**

This study had the following limitations:

- a) The study was limited to the private and government school of Morang district.
- b) Fifteen Secondary schools of Morang district were selected randomly for collecting data. The data were collected from the English language teachers who were teaching the present compulsory English course books of Grade 11 and Grade 12.
- c) The study was limited to identify the strategies used in teaching story at Grade 11 and Grade 12.

### **1.7 Operational Definition of the Key Terms**

**Strategies:** A careful plan or method for achieving particular goals usually over a long period of time. It is a procedures use in teaching-learning which serve as way of reaching a goal.

**Style:** Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands for various learning tasks.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **2.1 Review of Theoretical Literature**

When a researcher gets ready to carry out research work on a certain subject then there occurs the importance of review of literature. Because this review helps very much to understand the subject and overall things related to the research work while he/she is supposed to move on.

##### **2.1.1 Genres of Literature**

Literature is a full-fledged discipline of language. Literature is complete itself with its many genres. It includes various genres viz. story, poetry, drama, essay, novel etc. They are described as follows:

##### **i) Story**

The stories belong to fiction. They are short and simple enough by nature. They are the account of invented or imagined events set in a chronological order. The stories are those that can be categorized under myths, legends, fables, parables, folktales and so on.

##### **ii) Drama**

Drama is a piece of creative writing which is composed to be performed on the stage. Especially, drama is not written for reading purpose but to be performed on the stage and to give entertainment to the spectators. There are different elements of drama such as plot, character, dialogue, setting, conflict and theme. Drama can be categorized under tragedy, comedy, tragic-comedy, farce and one-act play.

##### **iii) Poetry**

Poetry is one of the forms of literature. It is a piece of creative writing which is generally composed in verse. The language of poetry is different from prose. It follows the prosodic features of the language. There are different forms of poetry such as epic, ballad, lyric, ode, elegy, sonnet, pastoral etc.

### **2.1.2 About Story**

Story is a prose fiction shorter in length, magnitude and complexity in comparison to a novel. Longer stories are called novella. Story differs from the poetry because they lack the qualities like verse, meter and rhyme of a poem. A story is a work of fiction that is usually written in prose, often in fiction, such as novellas and novels.

### **2.1.3 Elements of Stories**

A good story is supposed to combine the following elements:

a) Plot: A short story gets formed when many related 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. The popular three parts of a plot are beginning, middle and end. In the beginning of the story, we encounter a problem that gets developed in the middle and resolved at the end. Plot can be of different types with different features. According to Madden, few examples are: seemingly plot-less story, complicated plots by flash backs and forwards, frame plots (plot within plot), plot with sub plots, double plots, plot with foreshadowing, reversals of fortune, digressions, abrupt transition etc.

b) Characters: Person in dramatic or narrative work or any kind of art is called characters. They are supposed to have moral, intellectual and emotional qualities. They exhibit it through dialogue (that they speak) and action (that they do) in the story. The main character who is central to all events. His role has a special importance in the story.

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.

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 the story. 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 style (allusion, symbols) etc. Such theme can be of various types.

#### **2.1.4 Strategies in Teaching Stories at Secondary Level**

In secondary level stories are taught for general purpose i.e. for developing reading habit, to enrich vocabulary power, to make them familiar with creative word and so on.

There are number of ways through which stories can be presented. Some teachers are still adopting with traditional methods and some teachers are trying to follow communicative way but they are incapable to handle the problem in the classroom. The very divergence situation can be found. This is due to different factors such as lack of raining and skills, incompetent with subject matter, problems with physical environment, overcrowded classroom, lack of interest and so on. In this regard, Lazar, (1993) there is no any watertight or stereotypic formula to teach stories as such but generally stories can be presented through three stages.

They are: a) Pre-reading stage

It is the first stage of teaching stories in the class. The teacher helps the students with cultural and historical background of the story and the author, stimulating students 'interest and pre-teaching of vocabularies are the major pre-teaching activities. The following task and activates are useful for pre-teaching activities of stories.

Reading or listening or watching videos about author's life.

Reading, listening or watching videos about the cultural and historical background of the story.

Predicting the genres of the story like folk, modern, humorous, and psychological.

Predicting of the theme based on titles or some lines.

Group discussion about the theme, title, character.

Brainstorming with the lexical sets.

Matching important words of the story and their dictionary definitions.

Discuss the language of the story.

Preparing the glossary.

#### b) While-reading activities

At this stage the teacher presents the task to be performed. The teacher helps the students to understand the plot, characters, and difficult vocabularies. The following tasks can be useful for 'while-reading' activities of story:

Provide the student with an overall question to check their understanding of the gist of the story.

Students write the brief summary of the plot.

Students provide title for each of the paragraphs.

Students are given the series of jumbled sentences to reorder.

They guess the meaning of the context.

They write the textual analysis of the story.

#### c) Post-reading activities

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 them and produce similar ones.

Provide a general question to debate.

They speculate about the possible symbolic association of lexical sets.

They write letters describing the events of the story.

Furthermore, they describe characters.

They write a review of the story.



They compare the story with other stories.

Furthermore, they discuss the story about the world views or value of the text.

Likewise, they may role play or act out the scene of the story.

### **2.1.5 Stories at Secondary Level English Curriculum**

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

#### **Objectives**

The specific objectives of this course are:

To give a short remedial link course as a kind of bridge or refresher course between English at the secondary and higher level.

To teach English for functional, academic and communicative purpose and

To provide students interesting reading materials for information, knowledge and pleasure.

The contents of this paper are:

- a. A remedial or refresher course
- b. Core course

The prescribed materials in this component expose students to various interesting topic of global interest and common human concern. The contents include seven stories along with other topics in the book. They are:

The Selfish Giant

The Oval Portrait

God Sees the Truth but Waits

The Wish

Civil Peace

Two Little Soldiers

## An Astrologer's Day

(Source: CDC Curriculum (2020))

Compulsory English XII is the continuous of Class XI English. It builds on to the language skills and communicative competence introduced in the previous year.

### General Objectives

The general objectives of this course are:

To provide students techniques in the use of English for academic and communicative purposes.

To train them in the functional notional and grammatical areas of English language use.

To make them see relationship between structures and meaning and

To teach them structures in the context.

### Specific Objectives

To teach students language use and function.

To enable them to establish a link between structures and meaning.

To provide them with more examples of language in the context and

To engage them in more fruitful reading.

The contents of this paper can be divided into two components.

### Core English

#### Extensive Reading and Writing.

The prescribed materials in these components expose students to various interesting topics of global interest and common human concern. The contents include five poems along with other topics in the book, The Heritage of words. They are:

About Love

A story

The Last Voyage of the Ghost ship

The tell-tale heart

Hansel and Gretel.

The Gingerbread House

Gretel

The Little Brother and the little sister

The Boarding House

(Source: HSEB curriculum, 2002)

## **2.2 Review of Empirical Literature**

I have planned to carry out the research work on 'Strategies used in teaching story at secondary level' so I have taken help of the thesis which are done before by seniors and some books written by different authors.

Lazar (1993) published the literature book on the topic of "Literature and language teaching", in this book strategies are goal directed and consciously controllable process that facilitate performance. We can say that 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 to 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 strategy is to facilitate learners towards target language and prepare them for better learning

Khadka (2005) carried out a research on "Teaching drama at secondary level "problems and prospects", the objectives of the study were to analyze strategies and complexities of drama teaching in secondary level and find out the contribution of drama in developing language aspects and skills. He developed tools to collect data for that he distributed questionnaire to the English language teacher, questionnaire to the students and class observations of the English language teachers. He found that poor teaching strategies applied by the English language teachers and also found that there were a lot of complexities in drama teaching but it could contribute a lot to develop language skills and aspects.

Singh (2005) carried out a research on "A study on teaching literature at higher secondary level. "The objectives of the study were to find out the relevancy and strategies of teaching literature at higher secondary level. In order to fulfill those

objectives, he develops tools to collect data for that he distributed questionnaire to the English language teacher, questionnaire to the students and class observation of the English language teachers. The researcher found poor and faulty strategies used by the English language teachers while teaching literature in higher secondary level.

Lamsal (2006) has carried out a research on “A study on the strategies of teaching story at secondary level”. The main purpose of this study was to identify the strategies and problems of teaching story and to find out the relevance of teaching story at this level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English teacher, questionnaire to the students and class observation of the English language teachers. The researcher found out that the majority of teachers were found acquainted with the teaching strategies which created a lot of problems in teaching story. Despite the problems, teaching poetry in the school level helps more in language learning, bridges the curriculum gap, motivates the students, expands language awareness and gives pleasure to the students.

In the same way, Kafle (2008) conducted a research entitled ‘A Study on the achievement in guided writing. “The main purpose of his study was to find out and compare the students’ guided writing achievement and to find their weakness and strength in writing. For this study, 60 students of class ten of Kathmandu valley, ten students from each school were taken. He used test items as the tools for data collection. He found that the achievement of girls was better than of boys and that private schools’ achievement was better than of public school.

Likewise, Baniya (2009) conducted research on “Teaching Techniques Used by English Teachers”. The major objectives of his study were to find out teaching techniques used by English teachers. He surveyed among the English teachers using different techniques to teach English. Twenty teachers were selected as informants in that research and it was to found that most on teachers used traditional methods and techniques in their class room.

In the same way, Acharya (2010) conducted research on “Strategies in Teaching Writing Composition at Higher secondary Level. “The main objectives of his study were to find out the strategies adopted by the teachers in teaching writing composition. He surveyed among the higher secondary English teachers of Sunsari

district with the help of questionnaire and observation checklist and found that there were not any fixed strategies in teaching writing composition at grade XII.

The strategies used at this level were different from teachers to teachers and from one subject matter to another. It was also found that the strategies they had theoretically mentioned in the questionnaire were not being in class practically and properly.

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.

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 centered and teacher centered. 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.

Sharma (2019) carried out a research entitled "activities used in teaching short stories at bachelor level" to explore the effectiveness of using activities for teaching short stories to the students studying at bachelor level under Education Faculty at Tribhuvan University Nepal used by teachers employing qualitative research design. One hundred and twenty students of bachelor level were taken as the population in this study. The research participants were observed using a set of questionnaires to collect relevant information to fulfill its purpose. The finding showed that teachers use deductive teaching activities while teaching short stories. However, students believe that stories should be taught with the help of effective, engaging activities. All

of the students were interested in teaching literature with the use of student-centered methods of teaching, although they were taught through the use of the deductive method of teaching at bachelor level.

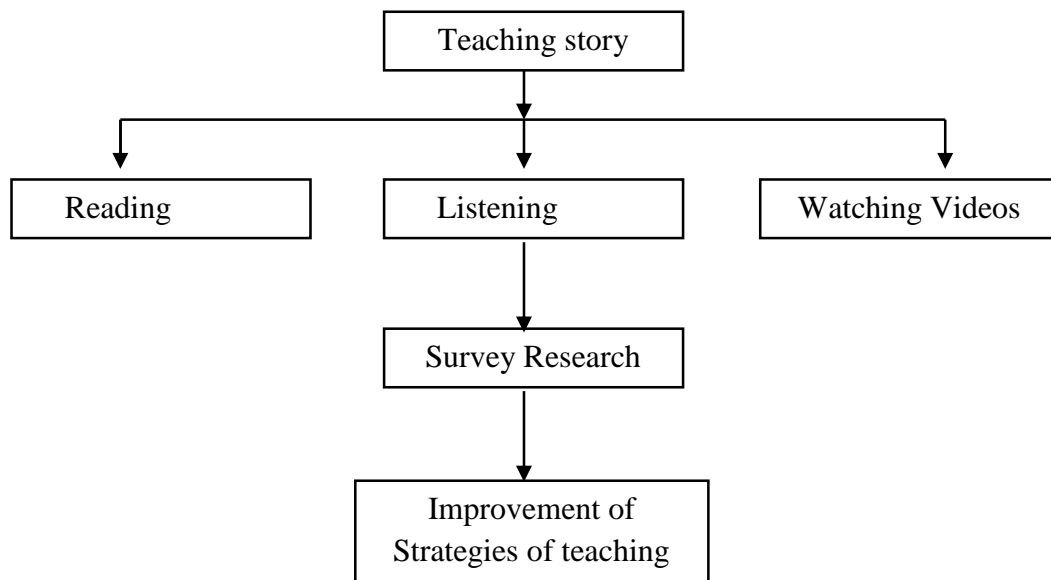
These studies are to extend related to my study. After reviewing these works I have got a lot of ideas regarding the good strategies for teaching story at secondary level. The researcher has to perform the natural survey because such type of research is to be done in natural environment in natural setting. Classroom setting is an example of natural situation.

### **2.3 Implications of the Review for the Study**

I have got lots of ideas of objectives, research questions, methodological procedure and other things too in order to complete my research in this form. I have consulted the books of Harmer(2007), Thornburg (1999), Wright, Betteridge and Buckby(2006)and other books too in order to develop my theoretical insight of my study. I have understood that the real act of the related story and visualization are very important for developing students' perception on story. I have reviewed various researches done by many researchers to come to the conclusion regarding my research work. After reviewing these works, I have got lots of ideas regarding the strategies used in teaching story at secondary level students. In order to conduct those researches, they had used they had used survey research and I also have followed the same survey research design. These all studies have provided me insights and information about the use of strategies for teaching story which help me to explore the practical concepts on my study.

## 2.4 Conceptual Framework

Theoretical/Conceptual Framework is plan which is already made in the researcher's mind. He/she moves ahead according to this plan so it is very important in this purpose also. The researcher has designed a conceptual framework by the help of article, literature and available sources which will help to carry out research work in future. The conceptual framework for the study is presented as follows:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

#### **3.1 Design and Method of the Study**

This study was based on quantitative 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 populations 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.

#### **3.2 Sources of Data**

The researcher had used both primary and secondary sources of data to obtain the objectives of the study. The sources of data for the study are as follows:

##### **3.2.1 Primary Sources of Data**

This study was mainly based on the primary sources of data. The primary sources of data for this study were collected through the English Language Teachers of Secondary Level who are teaching the present compulsory English course books of Grade 11 and Grade 12.

##### **3.2.2 Secondary Sources of Data**

Related books, journals, articles and unpublished research works along with websites were used as the secondary sources of data. In order to collect the secondary sources of data the researcher has consulted Thornburg (1999), Khadka (2005), Singh (2005), Lamsal (2006), Wright, Betteridge and Buckby (2006), Harmer (2007), Kafle (2008), Baniya (2009), Acharya (2010), Puri (2011), Upreti (2012), Basnet (2014), Sharma (2019), Lyons (1981) and Carter & Long (1986). The researcher has also gone through reports from internet materials from different universities websites



like Oxford, Cambridge, British council etc. Curriculum Development Centre (CDC) and the department of English Education in T.U.

### **3.3 Population, Sample and Sampling Procedure**

Here the researcher has discussed the population, sample and sampling strategy.

#### **3.3.1 Population**

The population for the purpose of this study includes secondary (class XI and XII) level English teachers in Morang district. The researcher was staying and studying at Morang district during his research. It was convenient to collect data from his native place so Morang district was selected.

#### **3.3.2 Sample Population**

The researcher selected fifteen secondary schools (Public as well as private) of Morang district. The data for the study were collected from the 20 English teachers who were teaching the compulsory English course books of Grade 11 and 12 from those selected schools.

#### **3.3.3 Sampling Procedure**

The researcher purposively selected fifteen secondary schools (Public and Private) of Morang district because of the convenience to the researcher as his working and studying area. The data was collected from the English teachers who are teaching the compulsory English course book of Grade 11 and Grade 12 from those Schools in order to get fresh and recent data on their practices. (See appendix I and II)

### **3.4 Tools for Data Collection**

In order to collect the data, the researcher used the following tools:

Questionnaires to the English language teachers and multiple options to the English language teachers. (see appendix I and II)

### **3.5 Data Collection Procedures**

The researcher had adopted the following step wise methodological procedures to collect the required data.

At first, the researcher visited the selected schools, talk to the authority, build rapport with them and explain them the purpose of the study to get their permission to consult English language teachers.

After getting permission from the authority, the researcher had consulted with the English language teachers, build rapport with them, explain them the purpose of the research and request them to fill up the questionnaire.

After allocated time is covered, the researcher collected the filled-up questionnaire from the teachers.

Finally, the researcher thanked to the School authority and English language teachers.

### **3.6 Data Analysis Procedures**

The collected data were analyzed, tabulated, interpreted both qualitatively and quantitatively; and presented using tables. Especially percentile has been used for quantitative data and other qualitative data has been analyzed descriptively. Other tools like tables and charts have been used to analyze the collected data.

### **3.7 Ethical Considerations**

Ethical consideration is one of the main aspects of the research. During my study I took the informed consent with respondent to maintain confidentiality regarding the information of respondents. I have not used the data for the sake of other purpose without the permission of the respondents except for my research. I have not made any manipulation in collected data. I have not done any harm to informants while collecting data and have not been analyzed data subjectively rather I have paid attention on accuracy, honesty, truthfulness of data in my study. I have given the proper credit to the authors of books, journals, articles and research works to avoid the risk of plagiarism.

## 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. The questions were constructed being based on the objectives of the study. The primary sources of data were collected from twenty secondary level English teachers teaching in different schools of Morang district. The questionnaire also contained a list of the possible strategies adopted by the English language teachers in teaching stories.

This study was carried out to find out the strategies adopted in teaching stories at the secondary level and to find out problems faced by the teachers in teaching stories. For this purpose, the collected data were analyzed and interpreted under the following sub headings:

- ) Analysis of close-ended questions
- ) Analysis of multiple choice option questions

#### 4.1 Analysis of Close-ended Questions

The responses by the English teachers on close ended questions on strategies used by them while teaching stories at secondary level have been analyzed below:

##### 4.1.1 Teaching Stories from General Background

The teachers were asked whether they start teaching stories by telling the general background information of the author of the story or not. Their responses regarding the statement were found as follows:

**Table 1: Teaching Stories from General Background**

Responses									
Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%	No.	%
17	85	3	15	-	-	-	-	-	-

Table 1 shows that, Majority of the teachers, i.e. 17 (85%) teachers strongly agreed with the statement that they started teaching stories by telling the general background information of the author of the story, while few number of teachers i.e.3 (15%) teachers agreed with statement. None of the teachers were neutral, disagree and strongly disagree that they start teaching stories by telling the background of the author. 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.

From the table 1, it can be concluded that all of the teachers started teaching stories by telling the background information of the author of the story.

#### 4.1.2 Describing the Title of the Story in Effective Way

The teachers were asked describing the title of the story is effective way to make students fully understand the story. Their responses regarding the statement were found as follows:

**Table 2: Describing the Title of the Story in Effective Way**

<b>Responses</b>									
<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>	
No.	%	No.	%	No.	%	No.	%	No.	%
18	90	2	10	-	-	-	-	-	-

Table 2 shows that, Majority of the teachers, i.e. 18 (90%) teachers strongly agreed with the statement that describing the title of the story is effective way to make students fully understand the story, while only few number of teachers i.e. 2 (10%) teachers agreed with statement. None of the teachers were neutral, disagree and strongly disagree that describing the title of the story is effective way to make students fully understand the story.

From the table 2, it can be concluded that all of the teachers were positive to the statement that describing the title of the story is effective way to make students fully understand the story. As per survey, 90% of the teachers strongly agreed that

describing the title of the story can be the best way to make students fully understand the story. Upreti (2012) has been carried out the research on “teaching short stories: challenges and issues “.As of his research, it was concluded that most of the teachers start teaching stories by describing the title of the story.

#### 4.1.3 Introduction of the Characters Before Teaching Story

The teachers were asked whether they give high priority to the introduction of the characters before starting the story or not. Their responses regarding the statement were found as follows:

**Table 3: Introduction of the Characters Before Teaching Story**

Responses									
Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%	No.	%
10	50	10	50	-	-	-	-	-	-

Table 3 shows that, exactly half of the teachers, i.e. 10 (50%) strongly agreed with the statement that they give high priority to the introduction of the characters before starting the story, while in the same number of teachers i.e. 10 (50%) teachers agreed with statement. None of the teachers were neutral, disagree and strongly disagree that they give high priority to the introduction of the characters before starting the story.

From the table 3, it can be concluded that all of the teachers give high priority to the introduction of the characters before starting the story. Lamsal (2006) has carried out a research on “A study on the strategies of teaching story at secondary level”. The main purpose of this study was to identify the strategies and problems of teaching story and to find out the relevance of teaching story at this level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English teacher, questionnaire to the students and class observation of the English language teachers. The researcher found out that the majority of teachers were found acquainted with the teaching strategies which created a lot of problems in teaching story. Despite the problems, teaching story in the school level helps more in language learning, bridges the curriculum gap, motivates the students, expands language awareness and gives pleasure to the students.

#### 4.1.4 Showing the Video of the Related Story

The teachers were asked whether they show the video of the related story before teaching the story. Their responses regarding the statement were found as follows:

**Table 4: Showing the Video of the Related Story**

Responses									
Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%	No.	%
15	75	3	15	2	10	-	-	-	-

Table 4 shows that, three fourth of the teachers, i.e. 15 (75%) strongly agreed with the statement that they show the video of the related story before starting the story, while few number of teachers i.e. 3 (15 %) teachers agreed and only few number of teachers, i.e. 2 (10%) were neutral with statement. None of the teachers disagreed and strongly disagreed that they shows the video of the related story before starting the story.

From the table 4, it can be concluded that most of the teachers they shows the video of the related story before starting the story. The research work conducted by Basnet (2014) also concluded that most of the teachers strongly agreed with the statement that they show the video of the related story before starting the story. But, as per our survey, researcher concluded that most of the teachers strongly agreed with the statement but only few are applying in the classroom.

#### 4.1.5 Translating the Story into Nepali Language

The teachers were asked about translating the story into Nepali language helps the students understand the story easily and their responses regarding the statement were found as follows:

**Table 5: Translating the Story into Nepali Language**

Responses				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

No.	%	No.	%	No.	%	No.	%	No.	%
17	85	3	15	-	-	-	-	-	-

Table 5 shows that, majority of the teachers, i.e., 17 (85%) strongly agreed with the statement that translating the story into Nepali language helps the students understand the story easily, while a few numbers of teachers i.e., 3 (15 %) teachers agreed with the statement. None of the teachers were neutral, disagreed and strongly disagreed that translating the story into Nepali language helps the students understand the story easily.

From the table 5, it can be concluded all of the teachers agreed that translating the story into Nepali language helps the students understand the story easily. The professional educators of English in Nepal mostly rely on traditional approaches of teaching English-lectured method and grammar translation method owing to large number of students in postsecondary educational institution.

Bista (2011) besides, teaching English depends on several educational factors e.g. classroom, course, teachers, curriculum, need of the society, and cultures in Nepal. Instructors of English as a second or foreign language (ESL/EFL) find it difficult to implement necessary lesson plans in the classroom. From high school to university English classes, educators face a similar challenge both affected by physical and technical facilities.

#### 4.1.6 Involving Students to Read the Whole Story

The teachers were asked whether they involve some students to read the whole story or not and their responses regarding the statement were found as follows:

**Table 6: Involving Students to Read the Whole Story**

<b>Responses</b>									
<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>	
No.	%	No.	%	No.	%	No.	%	No.	%
10	50	10	50	-	-	-	-	-	-

Table 6 shows that, exactly half of the teachers, i.e. 10 (50%) strongly agreed with the statement that they involve some students to read the whole story, while in the same number of teachers i.e. 10 (50%) teachers agreed with statement. None of

the teachers were neutral, disagree and strongly disagree that they involve some students to read the whole story.

From the table 6, it can be concluded that all of the teachers involve some students to read the whole stories. Lamsal (2006) has carried out a research in the Department of English Education, faculty of Education on “A study on the strategies of teaching story at secondary level”. The main purpose of this study was to identify the strategies and problems of teaching story and to find out the relevance of teaching story at this level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English teacher, questionnaire to the students and class observation of the English language teachers. The researcher found out that the majority of teachers were found acquainted with the teaching strategies which created a lot of problems in teaching story Upreti (2012) has been carried out the research on “teaching short stories: challenges and issues “.As of his research, It was concluded that most of the teachers starts teaching stories by describing the title of the story.

#### 4.1.7 Involvement of the Students to Act the Different Characters

The teachers were asked that making involvement of the students to act the different characters of the story in the classroom is one of the effective ways of teaching story and their responses regarding the statement were found as follows:

**Table 7: Involvement of the Students to Act the Different Characters**

Responses									
Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%	No.	%
8	40	12	60	-	-	-	-	-	-

Table 7 shows that, nearly half of the teachers, i.e., 8 (40%) strongly agreed with the statement that involvement of the students to act the different characters of the story in the classroom is one of the effective ways of teaching story, while more than half of teachers i.e. 12 (60%) teachers agreed with statement. None of the teachers were neutral, disagree and strongly disagree that involvement of the students to act the different characters of the story in the classroom is one of the effective ways of teaching story. 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 fifteen English teacher of 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.

From the table 7, it can be concluded that all of the teachers had positive view that involvement of the students to act the different characters of the story in the classroom is one of the effective ways of teaching story. All of the teachers made involvement of the students to act the different characters

#### 4.1.8 Teaching Story Through the Video

The teachers were asked about students get benefit while teaching story through the video and their responses regarding the statement were found as follows:

**Table 8: Teaching Story Through the Video**

Responses									
Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%	No.	%
20	100	-	-	-	-	-	-	-	-

Table 8 shows that, All of the teachers, i.e. 20 (100%) strongly agreed with the statement that students get benefit while teaching story through the video. None of the teachers were agreed, neutral, disagree and strongly disagree that the students get benefit while teaching story through the video. Lamsal (2006) has carried out a research on “A study on the strategies of teaching story at secondary level”. The main purpose of this study was to identify the strategies and problems of teaching story and to find out the relevance of teaching story at this level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English teacher, questionnaire to the students and class observation of the English language

From the table 8, it can be concluded that all of the teachers strongly agreed that students get benefit while teaching story through the video. All of the teachers viewed that students get benefit while teaching story through the video. As per survey it is concluded that most of the teachers are using videos in actual class room

but some of them, even they wanted to use, but due to the lack of the necessary materials they were unable to carry the actual use of videos as per the story demands.

#### 4.1.9 Teachers Give More Priority to the Vocabulary

The teachers were asked whether they give more priority to the vocabulary to make them fully understand the story or not and their responses regarding the statement were found as follows:

**Table 9: Teachers Give More Priority to the Vocabulary**

Responses									
Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
No.	%	No.	%	No.	%	No.	%	No.	%
10	50	10	50	-	-	-	-	-	-

Table 9 shows that, exactly half of the teachers, i.e. 10 (50%) strongly agreed with the statement that they give more priority to the vocabulary to make them fully understand the story, while in the same number of teachers i.e. 10 (50%) teachers agreed with statement. None of the teachers were neutral, disagree and strongly disagree that teachers give more priority to the vocabulary to make them fully understood the story.

From the table 9, it can be concluded that all of the teachers give more priority to the vocabulary to make them fully understand the story. All of them used to teach vocabulary while teaching stories. As per survey it is found that all the teachers gave higher priority to the vocabulary while teaching story. It is impossible to make the students fully understand the story without making them perfect regarding the actual meaning of the words found in the story.

Lazar (1993) clearly mentioned the amount of unfamiliar vocabulary in a story should be a prime factor in determining whether or not the story is selected for classroom use. Students should be able to extend their vocabulary while reading without feeling the need to look up the meaning of every second word on the page. It is best to choose a text where students will not feel overwhelmed by unfamiliar language. Two strategies can be useful in helping students with any vocabulary they don't know. The first is to encourage students to read for gist rather than detail. This

can be done by setting homework tasks which demand an overall comprehension of the chapter, for example, summary writing. You might even accustom inexperienced readers to this way of reading by asking them to read a chapter for homework, underlining only those unfamiliar words which they feel is crucial to their basic comprehension of the chapter. Which words they chose and the reasons for choosing them could then be discussed in class. A second strategy for helping students with vocabulary is to give students some kind of glossary to use while reading. This could provide the meaning of important words in the text, either in English or in the mother tongue.

#### 4.1.10 Satisfaction in the Use of Videos While Teaching Story

The teachers were asked whether they were satisfied in the use of videos while teaching story or not and their responses regarding the statement were found as follows:

**Table 10: Satisfaction in the Use of Videos While Teaching Story**

<b>Responses</b>									
<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>	
No.	%	No.	%	No.	%	No.	%	No.	%
16	80	2	10	2	10	-	-	-	-

Table 10 shows that, majority of the teachers, i.e. 16 (80%) strongly agreed with the statement that they were satisfied in the use of videos while teaching story, while in the same number of teachers i.e. 2 (10 %) teachers agreed and were neutral with statement. None of the teachers disagreed and strongly disagreed that they were satisfied in the use of videos while teaching story.

From the table 10, it can be concluded that most of the teachers were satisfied in the use of videos while teaching stories. Lamsal (2006) has carried out a research on “A study on the strategies of teaching story at secondary level”. The main purpose of this study was to identify the strategies and problems of teaching story and to find out the relevance of teaching story at this level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English teacher, questionnaire to the students and class observation of the English language teachers. The researcher found out that the majority of teachers were found acquainted with the teaching strategies which created a lot of problems in teaching

story. Despite the problems, teaching story in the school level helps more in language learning, bridges the curriculum gap, motivates the students, expands language awareness and gives pleasure to the students.

From all relevant review we come to the conclusion that showing videos during teaching short stories at secondary level is one of the best ways to make students better understanding about the story.

## 4.2 Analysis of Multiple Options Questions

The selected English language teachers were asked 13 different multiple options questions to know the strategies used by them to teach stories at secondary level. The responses by the English teachers on multiple option questions on strategies used by them while teaching stories at secondary level have been analyzed below:

### 4.2.1 Start of Teaching Story in the Classroom

The teachers were asked generally how they start of teaching story in the classroom with five different multiple options and their responses regarding the options were found as follows. The teachers were found starting teaching stories by telling background information of the story, describing the title of the story and showing videos of the related story in the classrooms.

**Table 11: Start of Teaching Story in the Classroom**

S.N.	Responses	Number	Percentage
1	Telling background information of the story	17	85
2	Describing the title of the story	15	75
3	Showing videos of the related story	15	75
4	Describing the different characters of the story	-	-
5	Telling the word meaning	-	-

*(Answers were given in multiple types)*

Table 11 shows that, majority of the teachers, i.e., 17 (85%) start of teaching story in the classroom by telling background information of the story, while in the same number of teachers i.e. 15 (75 %) teachers start of teaching story in the classroom by describing the title of the story and showing videos of the related story. 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 stories.

From the table 11, it can be concluded that most of the teachers start of teaching story in the telling background information of the story. They also describe the title of the story and show the related videos in the classroom if possible. As per survey it is found that most of the teachers they use different methods such as telling the back ground of the story, describing the title of the story ,showing the videos simultaneously while starting teaching story.

#### **4.2.2 Teaching Vocabulary**

The teachers were asked when they teach vocabulary while teaching stories with four different multiple options and their responses regarding the options were found as follows:

**Table 12: Time of Teaching Vocabulary While Teaching stories**

<b>S.N.</b>	<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
1	During while reading stage	15	75
2	At post reading stage	5	25
	Total	20	100

Table 12 shows that, majority of the teachers, i.e. 15 (75%) teach vocabulary during while reading stage and one fourth number of teachers i.e. 5 (25 %) teach vocabulary at post reading stage while teaching stories in the classroom.

From the table 12, it can be concluded that most of the teachers teach vocabulary during while reading stage and only few of the teachers teach vocabulary at post reading stage. As per the research conducted by Basnet (2014), she concluded that teaching vocabulary during while teaching stage will be suitable to make students clear regarding the story.

#### 4.2.3 Materials Used for Teaching Stories

The teachers were asked what kind of teaching materials they use in teaching stories and their responses regarding the options were found as follows:

**Table 13: Materials Used for Teaching Stories**

S.N.	Responses	Number	Percentage
1	Pictures	7	35
2	Computer/laptop	7	35
3	Videos	6	30
4	Sound system	6	30
5	Projector	5	25
6	Flash cards	3	15

*(Answers were given in multiple types)*

Table 13 shows that, more than one third of the teachers, i.e. 7 (35%) use computer/laptops and pictures in teaching stories. In the same way, nearly one third of teachers i.e. 6 (30 %) use videos and sound system, one fourth of the teachers, i.e. 5 (25%) use projector and few number of teachers, i.e. 3 (15%) use flash cards while teaching stories in the classroom.

From the table 13, it can be concluded that laptops, pictures, videos and sound system were used by the teachers in teaching stories. Basnet (2014) also concluded that most of the teachers strongly agreed with the statement that they show the video of the related story before starting the story. But, as per our survey, researcher

concluded that most of the teachers strongly agreed with the statement but only few are applying in the classroom.

#### 4.2.4 Methods of Teaching Stories

The teachers were asked which of the following are common methods of teaching stories at this level with four multiple options and their responses regarding the options were found as follows:

**Table 14: Methods of Teaching Stories**

S.N.	Responses	Number	Percentage
1	Role play	10	50
2	Videos showing of the related story	-	-
3	Audio listening of the related story	-	-
4	Translating the story into Nepali language	10	50
5	Total	20	100

Table 14 shows that, exactly half of the teachers, i.e. 10 (50%) use role play as the common method of teaching stories at secondary level. In the same way, in the same number of teachers, i.e. 10 (50%) use translating the story into Nepali language as the common method of teaching stories at secondary level. From this table it can be concluded that role play and translating the story into Nepali language as the common method of teaching stories at secondary level. 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.

#### 4.2.5 Involvement of Students While Showing Videos During Teaching Stories

The teachers were asked how many students involve while showing videos during teaching stories with four multiple options and their responses regarding the options were found as follows:

**Table 15: Involvement of Students While Showing Videos During Teaching Stories**

S.N.	Responses	Number	Percentage
1	All of them	20	100
2	Most of them	-	-
3	Some of them	-	-
4	Few of them	-	-
5	Total	20	100

Table 15 shows that, all of the teachers, i.e. 20 (100%) said that all of students involve while showing videos during teaching stories.

From the table 15, it can be concluded that all of students involve while showing videos during teaching stories. 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.



As per previous most of the researches and survey it is concluded that most of the teachers agreed to the use of the videos while teaching short stories for better understanding for the students but due to the lack of videos showing materials in all schools it is impossible to teach using videos in all places.

#### **4.2.6 Availability of Well-Equipped Classroom to Teach Stories**

The teachers were asked do they have well equipped classroom to teach stories by showing videos with two multiple options 'yes' or 'no' and their responses regarding the options were found as follows:

**Table 16: Availability of Well-Equipped Classroom to Teach Stories**

<b>S.N.</b>	<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
1	Yes	2	10
2	No	18	90
5	Total	20	100

Table 16 shows that, only few of the teachers, i.e. 2 (10%) said that they have well equipped classroom to teach stories by showing videos. On the other hand, most of the teachers, i.e. 18 (90%) said that they do not have well equipped classroom to teach stories by showing videos. As per survey it is concluded that most of the teachers have normal class room to show videos but only few have well equipped classroom to show videos. Upreti (2012) has been carried out the research on "teaching short stories: challenges and issues ".As of his research, it was concluded that most of the teachers starts teaching stories by describing the title of the story.

From the above table it can be concluded that most of the teachers do not have well equipped classroom to teach stories by showing videos.

#### 4.2.7 Frequency of Showing Videos While Teaching Stories

The teachers were asked how often they show videos while teaching stories with five multiple options and their responses regarding the options were found as follows:

**Table 17: Involvement of Students While Showing Videos**

S.N.	Responses	Number	Percentage
1	Frequently	10	50
2	Always	5	25
3	Sometimes	2	10
4	Rarely	2	10
5	Never	1	5
6	Total	20	100

Table 17 shows that, exactly half of the teachers, i.e. 10 (50%) said that they show videos frequently while teaching stories. In the same way, one fourth of the teachers, i.e. 5 (25%) show always videos while teaching stories. Likewise, in the same number of teachers, i.e., 2 (10%) show videos sometimes and while teaching stories and the remaining 1 (5%) never show videos while teaching stories. Singh (2005) carried out a research on “A study on teaching literature at higher secondary level. “The objectives of the study were to find out the relevancy and strategies of teaching literature at higher secondary level. In order to fulfill those objectives, he develops tools to collect data for that he distributed questionnaire to the English language teacher, questionnaire to the students and class observation of the English

language teachers. The researcher found poor and faulty strategies used by the English language teachers while teaching literature in higher secondary level.

From the table 17, it can be concluded that half of the teachers frequently show videos while teaching stories, exactly one fourth of the teachers show videos always while teaching stories and only few teachers never show videos while teaching stories in the classroom.

#### 4.2.8 Involvement of Students on Role Play

The teachers were asked that, do students involve in the acting of the different role of the different characters as per the demand of the stories during while reading stage with three multiple option, their responses regarding the options were found as follows:

**Table 18: Frequency of Involvement of Students on Role Play**

S.N.	Responses	Number	Percentage
1	Sometimes	9	45
2	Frequently	1	5
3	Never	10	50
4	Total	20	100

Table 18 shows that, exactly half of the teachers, i.e. 10 (50%) said that students never involve in the acting of the different role of the different characters as per the demand of the stories during while reading stage. In the same way, nearly half of the teachers, i.e. 9 (45%) said that students sometimes involve in the acting of the different role of the different characters as per the demand of the stories during while reading stage and only few number of teachers i.e., 1 (5%) said that students frequently involve in the acting of the different role of the different characters as per the demand of the stories during while reading stage. 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 20 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.

From the table 18, it can be concluded that half of the students involve in the acting of the different role of the different characters as per the demand of the stories during while reading stage.

#### 4.2.9 Translating the Stories into Nepali Language

The teachers were asked how often they translate the stories into Nepali language with four multiple options and their responses regarding the options were found as follows:

**Table 19: Frequency of Translating the Stories into Nepali language**

S.N.	Responses	Number	Percentage
1	Always	2	10
2	Sometimes	7	35
3	Frequently	1	5
4	Never	10	50
5	Total	20	100

Table 19 shows that, exactly half of the teachers, i.e. 10 (50%) never translate the stories into Nepali language. In the same way, more than one third of the teachers, i.e. 7 (35%) sometimes translate the stories into Nepali language, only few number of teachers i.e., 2 (10%) always sometimes translate the stories into Nepali language and only few number of teachers, i.e. 1 (5%) frequently translate the stories into Nepali language. Singh (2005) carried out a research on “A study on teaching literature at higher secondary level. “The objectives of the study were to find out the relevancy and strategies of teaching literature at higher secondary level. In order to fulfill those objectives, he develops tools to collect data for that he distributed questionnaire to the

English language teacher, questionnaire to the students and class observation of the English language teachers. The researcher found poor and faulty strategies used by the English language teachers while teaching literature in higher secondary level.

From the table 19, it can be concluded that half of the teachers translate the stories into Nepali language and the remaining half of the teachers never translate the stories into Nepali language. As per survey it is concluded that 50% of the teachers translate the story into Nepali language that means half of the teachers translate into Nepali language.

#### 4.2.10 Use of Techniques in Teaching Stories

The teachers were asked how often they use pair work, group work and problem-solving techniques in teaching story with four multiple options and their responses regarding the options were found as follows:

**Table 20: Frequency of Use of Techniques in Teaching Stories**

S.N.	Responses	Number	Percentage
1	Always	10	50
2	Sometimes	7	35
3	Frequently	3	15
4	Never	-	-
5	Total	20	100

Table 20 shows that, exactly half of the teachers, i.e. 10 (50%) always use pair work, group work and problem solving techniques in teaching stories. In the same way, more than one third of the teachers, i.e. 7 (35%) sometimes use pair work, group work and problem solving techniques in teaching stories, only few number of teachers i.e., 3 (15%) frequently use pair work, group work and problem solving techniques in teaching stories. 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 questionnaire as the research tools. His sample size was 20 English teacher of secondary level. He used judgmental non-random sampling procedure.

From the table 20, it can be concluded that all of the teachers use pair work, group work and problem solving techniques in teaching stories.

#### 4.2.11 Activities While Teaching Stories

The teachers were asked which activity they focus more on while teaching stories with six multiple options and their responses regarding the options were found as follows:

**Table 21: Activities Focus More on While Teaching Stories**

S.N.	Responses	Number	Percentage
1	Asking questions	20	100
2	Telling answers	20	100
3	Explaining the stories	20	100
4	Summarizing the stories	20	100
5	Critical analysis of the stories	17	85
6	Presenting the characterization	15	75

*(Answers were given in multiple types)*

Table 21 shows that, all of the teachers, i.e. 20 (100%) more focus on asking questions, telling answers, explaining the stories and summarizing the stories on while teaching stories. In the same way, most of the teachers, i.e. 17 (85%) more focus on Critical analysis of the stories and majority of teachers i.e., 15 (75%) more focus on presenting the characterization in teaching stories. Singh (2005) carried out a research on “A study on teaching literature at higher secondary level. “The objectives of the study were to find out the relevancy and strategies of teaching literature at higher secondary level. In order to fulfill those objectives, he develops tools to collect data for that he distributed questionnaire to the English language teacher, questionnaire to

the students and class observation of the English language teachers. The researcher found poor and faulty strategies used by the English language teachers while teaching literature in higher secondary level.

From the table 21, it can be concluded that all of the teachers focus more on while teaching stories.

#### 4.2.12 Giving Moral of the Stories

The teachers were asked how often they tell the main moral of the stories with five multiple options and their responses regarding the options were found as follows:

**Table 22: Activities Focus more on While Teaching Stories**

S.N.	Responses	Number	Percentage
1	Always	20	100
2	Frequently	-	-
3	Sometimes	-	-
4	Never	-	-
5	As per the demand of the lesson	-	-
6	Total	20	100

Table 22 shows that, all of the teachers, i.e. 20 (100%) tell the main moral of the stories in while teaching stories. Lamsal (2006) has carried out a research on “A study on the strategies of teaching story at secondary level”. The main purpose of this study was to identify the strategies and problems of teaching story and to find out the relevance of teaching story at this level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English teacher, questionnaire to the students and class observation of the English language

From the table 22, it can be concluded that all of the teachers give the main moral of the stories to the students.

#### 4.2.13 Explaining and Analyzing the Main Theme of the Stories

The teachers were asked how often do they explain and analyze the main theme of the stories with four multiple options and their responses regarding the options were found as follows:

**Table 23: Explaining and Analyzing the Main Theme of the Stories**

S.N.	Responses	Number	Percentage
1	Always	20	100
2	Sometimes	-	-
3	Frequently	-	-
4	Never	-	-
5	Total	20	100

Table 23 shows that, all of the teachers, i.e. 20 (100%) explain and analyze the main theme of the stories while teaching stories. Lamsal (2006) has carried out a research on “A study on the strategies of teaching story at secondary level”. The main purpose of this study was to identify the strategies and problems of teaching story and to find out the relevance of teaching story at this level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English teacher, questionnaire to the students and class observation of the English language

From the table 23, it can be concluded that all of the teachers explain and analyze the main theme of the stories while teaching stories.



### **4.3 Findings of the Study**

The findings of the above analysis are presented as follows:

- i. It was found that all of the teachers in the study area started teaching stories by telling the background information of the author of the story.
- ii. All of the teachers viewed that describing the title of the story is effective way to make students fully understand the story.
- iii. In the study area, all of the teachers give high priority to the introduction of the characters before starting the story.
- iv. Majority of the teachers show the video of the related story before starting the story.
- v. In the study area, all of the teachers agreed that translating the story into Nepali language helps the students understand the story easily.
- vi. It was found that all of the teachers involve some students to read the whole story.
- vii. All of the teachers had positive view that involvement of the students to act the different characters of the story in the classroom is one of the effective ways of teaching story.
- viii. All of the teachers strongly agreed that students get benefit while teaching story through the video.
- ix. All of the teachers give more priority to the vocabulary to make the students fully understand the story.
- x. Among the total, majority of the teachers were satisfied in the use of videos while teaching story.
- xi. Out of total, most of the teachers start of teaching story in the classroom by telling background information of the story.

- xii. Most of the teachers teach vocabulary during while reading stage.
- xiii. Laptops, pictures, videos and sound system were mostly used by the teachers in teaching stories.
- xiv. It was found that, role play and translating the story into Nepali language as the common method of teaching stories at secondary level.
- xv. In the study area, all of students involve while showing videos during teaching stories.
- xvi. Most of the teachers do not have well equipped classroom to teach stories by showing videos.
- xvii. Most of the teachers frequently show videos while teaching stories.
- xviii. Out of total, half of the students involve in the acting of the different role of the different characters as per the demand of the stories during while reading stage.
- xix. Out of total, half of the teachers translate the stories into Nepali language and the remaining half of the teachers never translates the stories into Nepali language.
- xx. All of the teachers use pair work, group work and problem solving techniques in teaching stories.
- xxi. All of the teachers focus more on while teaching stories.
- xxii. All of the teachers give the main moral of the stories to the students.
- xxiii. All of the teachers explain and analyze the main theme of the stories while teaching stories.

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Summary**

This thesis entitled "Strategies of Teaching Stories at Secondary Level" was carried out to find out the strategies adopted in teaching stories by Secondary Level English teachers as well as to find out the problems faced by English language teachers in teaching stories. This study consists of five chapters. The first chapter consists of introduction, statement of the problem, significance of the study, objectives of the study, research questions and delimitations of the study. The second chapter consists of review of related theoretical literature, review of related empirical literature and conceptual framework. The third chapter deals with design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. The fourth chapter deals with results and discussions. It is the real research chapter which includes findings of analyzed data. The fifth chapter deals with conclusions and recommendation in policy level, practice level and further research followed by references and appendices.

#### **5.2 Conclusion**

On the basis of the findings the following conclusions have been made:

In pre-reading stage all of the teachers started teaching stories by telling the background information of the author, describing the title of the story and introducing the character of the story. Majority of the teachers show video of the related story before starting the lesson and most of them start teaching story by telling the background information of the story.

In while-reading stage all of the teachers give high priority to the vocabulary, translating the story into Nepali language, involvement of the students to act different characters, use pair work, group work and problem solving techniques.

In post-reading stage all of the teachers involve in review the story and explain the main theme and moral of the story.

### **5.3 Recommendations**

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

#### **5.3.1 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 stories by brainstorming and cooperative learning.
- ) There should be the policy about the use of students centered methods while teaching stories in the classroom.
- ) Similarly, policy makers and curriculum designers should analyze the existing condition of teaching techniques and strategies used in teaching stories to make the teaching learning process of stories more effective.
- ) 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 stories at secondary level.

#### **5.3.2 Practice Related**

- ) 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.
- ) Teachers should be laborious; they should find new and effective ways of teaching stories and apply them in the ELT classroom.
- ) Story is an interesting genre of literature, it should be taught by the following three stages: pre, while and post- teaching activities strictly.
- ) Teachers should be studious; they should find new and effective ways of teaching stories and apply them in the classroom.
- ) While teaching vocabulary of 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.

### **5.3.3 Further Research Related**

- ) This study was conducted only in Morang district. So, the finding of this study may not be applicable in the other areas because the teachers use different techniques in teaching 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 twenty secondary level English teachers thus to make more effective study on the strategies of teaching stories further study can be conducted in more schools at different level.
- ) In this study, quantitative and descriptive method was used to find out the strategies used by the English teachers in teaching stories.
- ) However, I would not like 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 Teachers

Dear Teachers,

I am Khemraj Bastola, an M. Ed student at the department of English Education, Janta Multiple Campus, Itahari, and Sunsari, Nepal. This survey questionnaire has been designed to collect teachers' perspectives to accomplish my research entitled 'Strategies of Teaching Stories at Secondary Level' as a partial fulfillment of Master's Degree in English Education under the guidance of Mr. Kamal Raj Dahal, Head of the Department of English Education, Janta Multiple Campus, T.U., Itahari, and Sunsari. This study aims to find out the strategies for teaching stories. I would like to request you to read the statements carefully and give your response on each statement by putting a tick mark in the column which corresponds to the degree of agreement listed (**SA: Strongly Agree, A: Agree, N: Neutral, DA: Disagree, SDA: Strongly Disagree**). Please state your perceptions based on your own feelings, attitudes and experiences.

Thank you for your patience and co-operation .

Researcher

Khemraj Bastola

Teacher's Name:

Date:

Contact no:

Qualification:

Gender:

Training: Yes ( ) No ( )

Experience:



S.N.	Statements	SA	A	N	DA	SDA
1	Start teaching stories by telling the background information of the author					
2	Describing the title of the story is effective way to make them fully understand the story.					
3	Teachers give high priority to the introduction of the characters before starting the story					
4	Teachers show the video of the related story					
5	Translating the story into Nepali language helps the students understand the story easily					
6	Teachers involve some students to read the whole story					
7	Involvement of the students to act the different characters of the story in the classroom is one of the effective ways of teaching story.					
8	Students get benefit while teaching story through the video.					
9	Teachers give more priority to the vocabulary to make them fully understand the story.					
10	You are satisfied in the use of videos while teaching story.					

## Appendix II

### Questionnaires for the Teachers

School's Name:.....

Teacher's Name:.....

Tick the options which are true for you (Multiple options can be chosen)

1. Generally how do you start of teaching story in the classroom?
  - a. Telling background information of the story.
  - b. Describing the title of the story.
  - c. Describing the different characters of the story.
  - d. Showing videos of the related story.
  - e. Telling the word meaning
  - f. If any.....
2. When do you teach vocabulary while teaching short stories?
  - a. Before starting to teach stories
  - b. During pre-reading stage
  - c. During while reading stage
  - d. At post reading stage
  - e. It depends on .....
3. What kinds of teaching materials do you prepare in teaching stories at this level?

a. Projector	b. Pictures
c. Sound system	d. Flash cards
e. Videos	f. Cutouts
g. Computer	h. Drawings
i. Laptop.	

j. Among them which one is most common for you?.....
4. Which of the following are common methods of teaching stories at this level?
  - a. Role play
  - b. Videos showing of the related story
  - c. Audio listening of the related story

- d. Translating the story into Nepali language
  - e. If any.....
5. How many students involve while showing videos during teaching stories?
    - a. All of them
    - b. Most of them
    - c. Some of them
    - d. Few of them
    - e. None of them
    - f. If any explanation.....
  6. Do you have well equipped classroom class room to teach stories by showing videos?
    - a. Yes
    - b. No
  7. How often do you show videos while teaching stories?
    - a. Always
    - b. Frequently
    - c. Sometimes
    - d. Rarely
    - e. Never
    - f. If any explanation.....
  8. Students involve in the acting of the different role of the different characters as per the demand of the stories during while reading stage.
    - a. Some times
    - b. Frequently
    - c. Never
    - d. If any explanation.....
  9. You translate the stories into Nepali language.
    - a. Always
    - b. Frequently
    - c. Sometimes
    - d. Never
    - e. If any explanation.....
  10. How often do you use pair work, group work and problem solving techniques in teaching stories?

- a. Always
- b. Frequently
- c. Sometimes
- d. Never
- e. Which one is more common to you? .....

11. Which activity do you focus more on while teaching stories?

- a. Asking questions
- b. Telling answers
- c. Explaining the stories
- d. Summarizing the stories
- e. Presenting the characterization
- f. Critical analysis of the stories
- g. Which one is most common to you? .....
- h. If any .....

12. How often do you tell the main moral of the stories?

- a. Always
- b. Frequently
- c. Sometimes
- d. Never
- e. As per the demand of the lesson

13. How often do you explain and analyze the main theme of the stories?

- a. Always
- b. Frequently
- c. Sometimes
- d. Never
- e. If any explanation.....

S.N	Name of teachers	Name of School	Remarks
1	Bhupendra Dahal	Sikshadeep Secondary School	
2	Kabita Timsina	A1 Quality Secondary School	
3	Mira Oli	St.Joseph Secondary School	
4	Durga Kumar Pradhan	Sikshadeep Secondary School	
5	Narendra Neupane	Pokhariya Secondary School	
6	Tara Shrestha	Sikshadeep Secondary School	
7	Mishan Dhamala	Janta Secondary School	
8	Mahesh Nepal	Adarsha Secondary School	
9	Homnath Dhakal	A1 Quality Secondary School	
10	Arbind Yadav	Sikshadeep Secondary School	
11	Subash Bista	Arpan Secondary School	
12	Parshuram Subedi	Pokhariya Secondary School	
13	Shrawan Shah	Saraswati Secondary School	
14	Parmananda Chaudhary	Merryland Secondary School	
15	Bibash Chaudhary	BKVM Secondary School	
16	Chintamani Rijal	Janta Namuna Secondary School	
17	Bedhu Khatiwada	Gograha Secondary School	
18	Ambika Prasad Rijal	Naragram Secondary School	
19	Jhapak Prasad Luitel	Karmabir Secondary School	
20	Dik Bastola	Satya Narayan Secondary School	