

CHAPTER ONE

INTRODUCTION

The present study entitled "The Strategies Used by English Teachers in Teaching Short Stories at Lower Secondary Level" consists of background of the study, statements of the problem, rationale of the study, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background

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 bountiful extremely varied body of written materials. It has been taught from lower level to advanced level. But the purpose of teaching it is different. In advanced level stories are taught for critical appreciation where stories are analyzed from narrative point of view. Moreover stories are explained in terms of cultural background, characterization, by analyzing plot, setting and theme and other creative activities. However, at lower 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 6, 7 and 8 English textbooks, there are not long stories but very 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 number of ways through which stories can be presented. Some teachers are still adopting traditional strategies 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:

- 1) Pre-reading stage
- 2) While-reading stage
- 3) Post-reading stage

Though, theoretically the strategies of teaching 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 analyze the strategies adopted by the teachers in teaching short stories at lower secondary English classroom.

1.2 Statement of the Problem

Teaching strategies are the specific actions one takes or techniques one uses in order to teach. In fact, strategies are method 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. 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 theory we have studied many learner centered teaching methods i.e. strategies and techniques. But in real classroom practices their implementation is not recorded much.

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

Therefore, this study entitled "Strategies Used by the English Teacher in Teaching Short Stories at Lower Secondary Level" makes an attempt to find out the strategies used by English teachers in teaching short stories.

1.3 Rationale of the Study

Teaching and teaching strategies are the two inseparable part of the same coin. While teaching, we are using some strategies knowingly or unknowingly. Quality of teaching is determined by the quality of or types of teaching strategies used in the classroom. As far as possible, it is desirable to arrange the class according to the demands of the text and to employ appropriate strategy. The purpose of using specific strategy is to give the learners the choice of working models, or the choice of learning materials. Teacher implements different strategies within the classroom context to import multiple ways of delivering information to the learners. The success of teacher depends on the strategy that he adopts while teaching in the classroom.

Strategy is a cover term that includes various methods and techniques that language teacher use in order to teach their subjects to achieve the prescribed goal. Some of the prominent strategies are as follows:

-) Lecture
-) Case method
-) Discussion
-) Active learning

-) Co-operative learning
-) Integrative technology
-) Distance learning
-) Discovery technique
-) Problem solving

In case of teaching short stories, Lazar (1993, p. 83-84) has mentioned the three stage activities viz pre-reading activities, while-reading activities and post-reading activities.

Though, teachers have studied all the effective strategies to teach short stories they may not be successful in implementing that effectively. Whatever, strategies are studied they might be limited in theory. They are not applied in the real life classroom situation effectively. There is the use of only traditional and monotonous lecture method to teach short stories. Theory and practices do not match. So, the study entitled "Strategies Used by the English Teachers in Teaching Short Stories" is an attempt to explore the strategies for the lower secondary English teacher in Nepal.

The rationale of carrying out research on the 'Strategies used by the English teachers in teaching short stories' is to: identify the problems of the teachers in real classroom situation of the teaching short stories and also to provide authentic knowledge about the teaching learning process of the short stories at lower secondary level. It will be the evidence to formulate new theory of teaching short stories. As we know, research is the foundation for many other such researches, it can also be used in making decision in developing different theories of teaching short stories. It is the research that helps in planning and preparing different language teaching policies so that the present research also helps in planning and preparing different policies of teaching short stories. Furthermore, it will be used for the empirical and critical examination or evaluation of the existing situation and facts of the teaching short stories.

1.4 Objectives of the Study

The study had the following objectives:

- i. To find out strategies used by English teachers in teaching short stories especially at lower secondary level.
- ii. To suggest some pedagogical implications for enhancing teaching learning process of the short stories.

1.5 Research Questions

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

- a) What sorts of strategies are used in teaching short stories at lower secondary level?
- b) Do the teacher use pre- reading, while-reading and post- reading activities in the classroom?
- c) Which activities are practiced most?

1.6 Significance of the Study

This study was significant to the teachers who were teaching English in lower secondary level. It let them know whether the strategies adopted by them were adopted by others or not. It was significant to the students and teachers of English at lower secondary level to cope with the story teaching. It was useful to solve the problems arising in the field of teaching learning strategies in story teaching. Likewise, it was equally helpful to the textbook writers, subject experts curriculum designers, teacher trainers and others also who were directly or indirectly related in the field of pedagogy.

1.7 Delimitations of the Study

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

- I. This study was limited to the lower secondary level.
- II. This study was limited to identify the teaching strategies of teaching short stories only.
- III. This study was limited within four English language teachers.
- IV. This study was conducted only in Sarlahi district.

1.8 Operational Definitions of the Key Terms

Strategies: A plan that is intended to achieve a particular purpose.

Pedagogy: The Study of teaching methods.

Arbitrary: Not seeming to be based on a reason, system or plan and sometimes seeming unfair

Technique: A particular way of doing something

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of Related Theoretical Literature

Language is a powerful means of human communication through which we can express our ideas, desires, opinions, feelings, emotions and thoughts. It is the unique gift to human beings only so it differentiates us from other animals. Wilkins (1977, p.3) says that "Language is a system arbitrary vocal system which permit all people in given culture or other who have learned the system of that culture to communicate or to interact." From the above definition we can say that language is a social phenomenon. However, Chomsky (1957, p. 13) defines language from structural perspective as "A language to be a set (finite or infinite) of sentence, each finite in length and constructed out of a finite set of elements." This definition makes it clear that language is a set of structurally related elements for the encoding and decoding of the message. Because of this we simply can say that language has a unique place in communication as it is the most important channel from which one gains knowledge.

Since English being one of the most influential and dominant international languages, it spreads all over the world. English is a world language, so teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades. English is taught and learnt in many contexts and conditions of the world. The school and university programmes have included English as a subject for the academic sessions of

the schools and universities. So, the significance of the English in the present day world is being increased and Nepal cannot be an exception to it. It has become an inevitable asset through which the whole world can be viewed. As a result, English deserves a very important rank in our education system and is taught as a compulsory subject from primary level to higher level of education.

2.1.1 Literature and Language Teaching

Literature and language teaching are interrelated. The literary language is a variety of language; it is the most complex and popular form of language as it mirrors time, place, culture and society. It is true that without studying literature the language learning always remains incomplete. So, we can say that literature is the fragrance of language. According to Lazar (1993, p. 1), "Literature is a world of fantasy, horror, feelings, visions...put into words."

Similarly, for Silverman, et al. (1919):

Literature begins in the creative possibilities of human language and in the desire of human beings to use their language creatively. Though its origin lies in the joy of creation, literature can be intensely serious. It can use its formal beauty as the way of enabling us to contemplate the most painful and terrible aspects of existence, or as a way of celebrating those things we value most highly in life. In the end, literature enriches our lives because it increases our capacities for understanding and communication. It helps us to find meaning in our world and to express it and share it with others. And this is the most humane activity of our existence.

Literature is an art of writing and a medium to express thoughts, feeling and emotions reflecting the society. It is the true manifestation of human language.

The study of literature makes literature itself the content or subject of language course, while the use of literature as a resource draws on literature as one source among many different kinds of texts for promoting interesting language activities. Clearly, if it is the study of literature which is our aim then developing the 'literary competence' of our students is crucial. (Lazar, 1993, p. 14)

Language teaching is an art and it is the matter of pedagogy. Language teaching receives implication not only from linguistic pedagogy, psychology, sociology but also from literature. So we can say literature is also one of the strong medium in teaching and learning language.

2.1.2 Importance of Using Literature in Language Classroom

We have already discussed that literature and language teaching are very much closed to each other. For an L2 learner, to be competent enough in the target language, it is very much important to have the knowledge of literature. Literature provides knowledge regarding various cultures of the world, which enables students to gain useful and often surprising perceptions of the foreign culture. Language cannot be learnt effectively without learning its literature. Literature is a good source of developing students' overall capacity to infer meaning and make interpretations. Literature has been proved as an essential element for students in language classroom. So we cannot minimize the value of literature in language teaching.

Lazar (1993, p. 14-15) writes the following importance of using literature in language classroom:

-) It is very motivating.
-) It is authentic material.
-) It has general educational value.
-) It is found in many syllabuses.
-) It helps students to understand another culture.
-) It is a stimulus for language acquisition.
-) It develops students' interpretative abilities.
-) Students enjoy it and it is fun.
-) It is highly valued and has a high status.
-) It expands students' language awareness.
-) It encourages students to talk about their opinions and feelings.

Literature is a discipline that helps creative writers bring out their inner feelings, emotions, experiences, ideas and opinions in an artistic and aesthetic way that pleases and instructs the reader at once. So literature has provided an essential element in language classroom. Thus, importance of literature in language teaching is paramount.

2.1.3 Genre of Literature

Literature is a full-fledged discipline of language. It is complete in itself with its various genres. According to Silverman, et al. (1919), there are mainly four forms of literature: essay, poetry, story and play which has been described below:

) Essay

The word 'essay' was used for the first time by the French write Montaigne. He used the word to mean and attempt. In English literature, formal essays were for the first time written by Francis Bacon. He is said to be the father of English essay. His essays are full of aphorisms (wise remarks), quotations and illustrations.

An essay is a long piece of composition on a particular theme or topic. In its broadest sense, the essay is a written composition into any subject with a moderate length. Essay in its purest form uses words to express ideas, which are addressed by the writer to readers. Essays are intended to persuade the readers. However, essays have been written for all the purposes for which anyone writes – to express an opinion, to inform, to persuade, to entertain. Essays may be formal and informal, objective, subjective, narrative, dramatic, meditative, factual, expository, argumentative and so on.

Charles Lamb says, "Essays may be long or short, factual or fictional and practical or playful." According to Samuel Johnson, "An essay is an irregular, undigested composition."

Essay: "An short composition in pose that undertakes to discuss a matter, express a point of view, or persuade us to accept a thesis on any subject." – M.H. Abrams

Essay in its purest form uses words to establish ideas addressed directly by the essayist to the reader. On this basis we can see that its essential quality is persuasion.

) **Poetry**

Poetry means 'literature in its most intense, most imaginative and most rhythmic forms'. Poetry differs from prose most basically in being written in lines of arbitrary length instead of in paragraphs. In general, poetry's richness in imagery, particularly in metaphor, results in a far greater concentration of meaning than is ordinarily found in prose. Although the term poetry is commonly used for all composition in verse, it is also used more restrictively to identify serious verse composition of high quality, in contrast to light verse. The poets of each generation and their interpreters have had their own definition of poetry, their own sense of what poetry is and what poetry does:

Poetry is 'a speaking picture – with this end, to teach and delight' – Sir Philip Sidney.

The poem in its purest form uses words to express feelings, addressed by a speaker talking or thinking to himself or herself rather than to the reader. Its essential quality, then, is meditation.

) **Story**

Story in its purest form uses words to create a view of imaginary persons and events through the report of a storyteller to the reader. Its essential quality is narration.

) **Drama**

Drama is 'a composition designed to be performed in the theatre where the actors imitate the actions and utter the written dialogue.' It is also called a play. In other words, drama is generally a literary work written in dialogue to be performed before an audience by actors on a stage. Essential to all forms of drama are a story, action and develops the story, and actors who impersonate the characters of the story. In this sense, the term 'drama' identifies anything from tragedy to melo-drama, from high comedy to farce. More specifically, a drama is a serious, generally realistic play that, while not of the magnitude of a grand tragedy, cannot be categorized as a comedy. And in the broadest sense, drama refers to the composition and performance of plays. Dramatic conventions, the play story, characters, plot, dialogue are the essential elements to all forms of drama.

"The form of composition designed for performance in the theatre, in which actors take the roles of the characters, perform the indicated action and utter the written dialogue" is called drama. – M.H. Abrams (1993)

Play (drama) in its purest form uses words to create action through the dialogue of imaginary persons talking to one another rather than to the reader. Thus the essential quality of drama is interaction.

2.1.3.1 Short Story

A short story is a short work of prose fiction which usually depicts one character's inner conflict or conflict with others. It is a work of fiction in prose writing about imagined events and characters. A short story, unlike a poem does not depend on verses, meters or rhymes for its organization and presentation. A short story is often contrasted with a novel on the groups of length, magnitude and complexity. As the name suggests, a short story is shorter than a novel. Some short stories, however, can be quite long. If a short story is a long one, say fifty to one hundred pages, we call it a novella. (as cited in Awasthi, et al. 2010, p. 137).

According to Lazar (1993, p. 73), "A short story tells of one event in a very concentrated way."

American literature contains some of the world's best examples of the short story. Readers around the world enjoy the finely crafted stories of American writers such as O. Henry, Stephen Crane, Jack London, Mark Twain and Edgar Allan Poe. What makes these authors such remarkable short story writers? They are true master at combining the five key elements that go into every great short story: plot, character, setting style and theme.

Importance of Short Story in Language Classroom

According to Collie and Slater (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 to read 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.

2.1.3.2 Types of Short Story

According to Regmi (2003) short stories are categorized in the following types:

i. Myth

A myth is a short story which is not true and involves supernatural beings or at any rate supra human beings. It is traditional, short and popular. It is always concerned with creation. It explains how something came to exist. It is a part of mythology. In a myth the protagonist is a supernatural being. It may be true or invented. In fact, myths are fictitious tales preserved largely through oral transmission. In this regard, myths are like legends and fables. However, myths lack the historical framework of legends and the moral teaching of fables.

ii. Legend

A legend is a story, usually one that has come down to us from ancient times, so it may not be or seem realistic. It is traditional, short and popular. The message conveyed in a legend may be true or invented. It is a part of mythology. The difference is that in a myth, the protagonist is supernatural being, but in legend, the protagonist is a person rather than a supernatural being. The traditional story is usually not called a myth but a legend.

iii. Fable

Fables are usually a short and fairly simple story designed to illustrate a moral lesson. It is a short narrative in prose or verse which conveys a moral lesson. It is amusing. It intends to teach us morality. The characters are often animals or

non-human creatures or inanimate things. Most common is the beast fable in which animals are the characters. They act and behave like human beings.

iv. Parable

A parable is a short tale illustrating a moral lesson. It is a very short narrative about human beings. It is also amusing and conveys a moral lesson. A parable is often an allegory that parallels the situation to which it is being applied.

v. Folktale

A folktale is a narrative in prose. It is also traditional short and popular. The author of a folktale may be known or unknown. Generally, it is transmitted orally. It is also about supernatural beings who are not deities (gods and goddesses), but may be other supernatural beings, e.g. devil, demon, monster etc. They are found among people everywhere in the world.

vi. Fairy Tales

Fairy tales are the short stories about fairies or other mythical or magical beings. That tends to be the narrative in prose about the fortunes and misfortunes of hero and heroine who have experienced various adventures of more or less supernatural kind magic, charms, disguise and spells are of the major ingredients of such stories.

2.1.3.3 Elements of Short Stories

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

1. Plot

The systematic chain of events in a story is called plot. Each link in this chain helps to build suspense and to solve a problem. In other words, the plot stands for all the events in a story which are woven in such a way that they help the writer achieve some particular artistic or emotional effect at the end. Therefore,

the plot is a planned, logical series of events having a beginning, middle and end.

The short story can have a wide range of plot forms and structures. Broadly, speaking, we can distinguish three major parts of the plot viz; beginning (introduction of the problem) middle (development of the problem) and an end (resolution of the problem). In short:

The beginning introduces the problem.

The middle develops the problem.

The end resolves the problem.

2. Character

Abrams (1953) writes, "Characters are the persons represented in a dramatic or narrative work who are interpreted by the reader possessing with particular moral, intellectual and emotional qualities by inferencing from what the persons say and their distinctive ways of saying it the dialogue and from what they do the action". Thus a character is the person or sometimes even an animal who takes part in the action of a short story or in any literary work. There are two meanings for the word 'character'.

I. Persons in a Work of Fiction-Protagonist and Antagonist

Short stories use few characters. One character is clearly central to the story with all major events having some importance to this character he/she is the protagonist. The opponent of the main character is called the antagonist.

II. The Characteristics of a Person

In order for a story to seem real to the reader its characters must seem to be real. Characterization is the information the author gives the reader about the characters themselves. The author may reveal a character in several ways such

from his/her physical appearance, what s/he says, thinks feels and dreams; what s/he does or does not do; what others say about him/her and how others react to him/her, etc.

J Characters are convincing if they are consistent, motivated and life-like (resemble real people). They are of different types in short stories. An individual character may be round, many-sided and of complex personalities. Madden (2009), says "Characters range from familiar stereotypes, such as aggressive businessman and the lonely housewife, the archetypal characters, such as the rebel, the scapegoat, the alter ego and those engaged in some sort of search." (as cited in Awasthi et al. 2010, p.138)

Finally, we know the characters in the short story through the indirect method of (1) physical description (2) the character's thought, feelings and words, (3) the comments and reactions of others and (4) the action of the character and the direct method of the author's stated opinion about the characters.

3. Setting

The setting stands for the where and the when of a story. Put another way it refers to the location and the time in which a story takes place. Authors often use descriptions of landscape, scenery, buildings, seasons and weather to provide strong scene of setting.

For some stories the setting is very important, while for others it is not. There are several aspects of a story's setting to consider when examining how setting contributes to a story (some or all, may be present in a story).

- a) Geographical location (where the action of the story takes place)
- b) Time (when the story is taking place, e.g. historical period, time of the day, year etc.)
- c) The weather condition (is it rainy, sunny or stormy)

- d) Social condition (what the daily life of the character is like, whether the story contains local color (writing that focuses on the speech, dress mannerisms, customs etc. of a particular place) and
- e) Mood or atmosphere (what feeling is created at the beginning of the story, is it bright and cheerful or dark and frightening)

4. Style

In Layman's terms, the style refers to the way in which a story is written. It is often contrasted with the contents of the story. The style, according to Cuddon (1991), suggests "how a particular writer says things" (p. 922). Based on Abrams (1993, p. 203) and Cuddon (ibid) we can say that one has to focus on the following aspects a short story while analyzing its style:

-) Diction or choice of words;
-) Its sentence structure and syntax (whether they are periodic or non-periodic)
-) The density and types of its figurative language;
-) The pattern of its rhythm and other formal features;
-) Its rhetorical aims ad devices;
-) The shape of the paragraphs; and
-) Every conceivable aspects of the language and the way it is used.(as cited in Awasthi et al.2010,p.139)

According to language, styles can be scientific, expository, poetic, emotive, referential, journalistic etc.

5. Theme

The theme of a fable is its moral. The theme of a parable is its teaching. The theme of a piece of fiction is its view about life and how people behave so the theme in fiction is not generally intended to teach or preach. In fact, it is not presented directly at all. Readers have to extract it from the characters, action

and setting that make up the story. In other words, readers must figure out the theme themselves.

The theme is a controlling idea or central insight of the story. "It is the author's underlying meaning or main idea that he is trying to convey." It means that the theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually indicates what the writer is saying and he may use various figures of speech to emphasize his theme, such as symbol, allusion, simile, metaphor, hyperbole or irony.

2.1.3.4 Characteristics of the Short Stories

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

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

2.1.4 The Stories Included at Lower Secondary Level (VIII)

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

- i) The story of Icarus: It is in the unit three of Our English Book. It is the story about the person Icarus who is the son of Daedalus. It is divided into two parts: part one and part two. In part one Daedalus

makes wings of feathers and wax. And fastens the wings onto Icarus arms, and onto his own. And then they run and jump from the cliff and fly. In part two, they move their arms up and down. They began to soar high in the sky like eagles. They shout with joy and excitement. At last the wax softens and began to melt. The feathers fall out floated slowly down and Icarus falls and disappears into the silent sea. It is an example of legend.

- ii) Ellen's Mountain: It is in the unit seven of Our English Book. It is the story about a blind girl, Ellen and her work. It is the real story about the people who lived in the mountains of Scotland in the 1740s. This story is also divided into two parts. It is also an example of legend.
- iii) Up to Gokyo: It is in the unit eight of Our English Book. It is the story about the travel Namche to Gokyo. It provides information about the weather, environment and height of the Gokyo. It is an example of parable.
- iv) Monkey Tricks in Muktinath: Realistic adventure story: It is in the unit 13 of our English book. It is the story about the trick of monkey in Miktinath. It is an example of fable.
- v) The Wooden Horse: It is in the unit 16 of Our English Book. It is the story about the trick of Greek armies. It is an example of legend.
- vi) In Jajarkot: It is in the unit 19 of Our English Book. It is a real life personal story about the female named Kumari of Jajarkot district.

2.1.5 Teaching Strategies

In general 'strategy' refers to a plan for achieving a major goal. In other words, strategies are those specific tasks that we perform for a given problem. Oxford Advanced Learner's Dictionary (2010, p. 1528) defines strategy is "The process of planning something or putting a plan into operation in a skillful way." It means strategy is a plan before doing my action to conduct the particular action properly.

The strategies are the tools for active self-directed improvement needed for developing L₂ communicative ability. Teaching strategy is a pattern of the teaching acts that serves to attain certain outcomes and to guard against others. Strategy is an art which enables the teacher to create new thoughts, feelings, and ideas and transmit them to their learners so it is completely creative activities. It promotes creative skill, subject specific skills and ability to explore ideas and use the imagination.

Morton (1988, as cited in Cook 1992, p.31) says about four overall teaching strategies.

- a) The receptive strategy: This strategy relies primarily on listening.
- b) The communicative strategy: In this strategy, students learn by attempting to communicate.
- c) The reconstructive strategy: It is a teaching strategy in which the students participate in reconstructive activities based on a text.
- d) The elective strategy: It is a teaching strategy which combines two or more of the others.

2.1.6 Strategies of Teaching Story

There are various ways through which stories can be presented. Different scholars have given various strategies of teaching story. Different text requires different strategies any adequate teaching literary text goes beyond language teaching techniques. In case of short story, Brumfit and Carter (1986, p p.111-118) have given the following strategies of teaching story.

- a) Prediction: What comes next?
- b) Cloze procedure
- c) Summary: what is all about
- d) Forum: debating opposing view points
- e) Guided re-writing

a. Prediction

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

- a) The title can be omitted and after the story has been read, students can be invited to predict what it should be.
- b) At the end of first paragraph, students might be asked to predict what the story is going to be about. This can be an important stage in sensitizing students to the function of the opening of the story in an interpretation of the whole.
- c) In course of teaching the story, students might be asked to predict about the role of the characters as well.
- d) After the reading is over, the teacher might ask different questions to predict the probable answers.

b. Cloze Procedure

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

c. Summary

This is one of the important strategies of teaching the story. It is designed to focus attention on the overall point or meaning of the story. Students are asked to produce summaries of the text. Instructions need to be fairly precisely formulated while using this strategy otherwise there is a danger of committing

the here say of paraphrase by suggesting that there is a paraphrase able meaning to the story. And it is useful to impose a word limit for the summary.

d. Forum: Debating Opposite View Points

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

e. Guided Re-writing

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

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

1) Pre-Reading Activities

It is the first stage of teaching story in the class. 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.

- I. Helping students with cultural background
- II. Stimulating students' interest in the story
- III. 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.

- I. Helping students to understand the plot.
- II. Helping students to understand the characters.
- III. Helping student with difficult vocabulary.
- IV. 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:

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

2.2 Review of Related Empirical Literature

The research should draw knowledge from the previous studies since they provide foundation to the present study. No research has been carried out on

the strategies used by English teachers in teaching short stories at lower secondary level. That is why the researcher is interested to carry out research on the strategies of teaching short stories adopted by the English teachers at lower secondary level. However an attempt is made to review the literature related to the research topic in this section.

Lamsal (2006) carried out a research on "A Study on the Strategies in Teaching Story at Secondary Level" aiming to find out the strategies, problems and relevancy of teaching story at secondary level. He used observation checklist, questionnaire and interview as research tools. His sample size were 14 teachers and 60 students. He used simple random sampling procedure. He 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. Teachers were not adopting communicative approach. So, the classroom teaching was fully teacher centered. He also found out that the preliminary and follow up activities were too weak. Regarding the relevancy, he found that it was very much important to teach story at secondary level as it could contribute a lot to develop language skills, cultural enrichment and creativity of the students.

Khadka (2006) studied "Strategies Used in Teaching Short Stories at Primary Level". His objective of the study was to find out the strategies used in teaching story at primary level. He used judgmental non random sampling procedure and questionnaire, interview and observation were the research tools. He compared the strategies of teaching short stories at primary level on the basis of principle. His sample size was 60 students and 20 teachers. His finding was, narrating short stories are always better than teaching them in primary level.

Ghimire (2008) carried out a research on "Strategies Used in Teaching Short Story at Higher Secondary Level" aiming to find out the strategies and to identify the problems faced by the students while studying the story. She used non random judgmental sampling procedure and her sample size was ten teachers and forty students from ten none randomly selected higher secondary

schools. She used observation checklist and questionnaire as the research tools. Her main findings were almost all teachers motivated their students before teaching the story. But the degree and way of their motivation was varying. Twenty percent teachers motivated their students excellently whereas, 60% did so in a good way and 20% teachers were found in average condition in motivating the students. Regarding the plot, it was found that 60% teachers helped their students to understand the plot excellently with much more examples and 30% teachers helped them to understand the plot in a good way by dividing them into many groups and letting them discuss for getting the answer of given questions whereas, 10% teachers were found in poor condition in doing so.

Joshi (2008) studied entitled "Teaching Short Stories Interactively" finding out the effectiveness of teaching short stories by means of interactive method was the objective of this study. He used class observation checklist as his research tool and found that if the short stories are taught interactively the students' understanding level increases and students are motivated in learning easily.

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

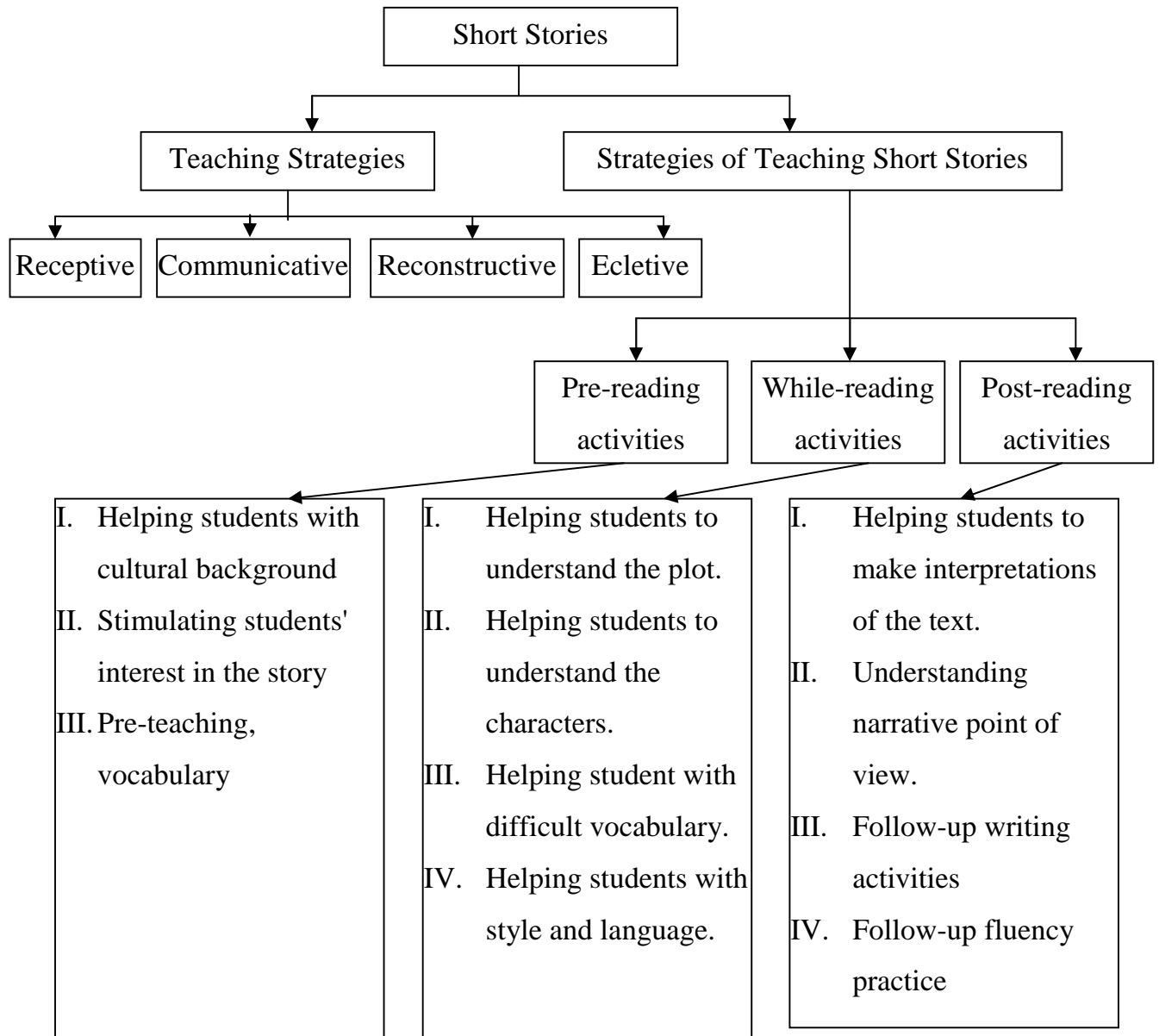
Although the research work mentioned above are related to short stories none of the research has been carried out about the strategies used by the English teacher in teaching short stories at lower secondary level. Therefore, this study will be the new in the department.

2.3 Implication of the Review for the Study

Out of five 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 strategies i.e. what is teaching strategies, how they are used in the classroom, what sorts of teaching strategies are used most in that level, etc. in teaching short stories. Specially, I got information on the strategies, short stories from the study of Lamsal (2006). 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 Lamsal has conducted study on strategies in teaching stories at 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 strategies used in teaching stories which helps to formulate the theoretical concept of my study from Lazar (1993). He has provided the three stage activities for teaching short stories in the classroom. They are: pre-reading activities, while-reading activities and post-reading activities. And it is the most useful thing in my study for analyzing the teaching learning situation of the short story in the real classroom practices. On the basis of his three stage activities I prepared the observation checklist to observe the classes of 4 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 "The Strategies Used by English Teachers in Teaching Short Stories at Lower Secondary Level" was based on the following conceptual framework.



CHAPTER THREE

METHODOLOGY

The following methodology was adopted to fulfill set objectives:

3.1 Design of the Study

To find out the strategies used by English teacher in teaching short stories at lower 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 behavior 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 utilizing 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 Nunan1992, p.77).

In order to collect data for in depth information I observed 10 classes of each 4 teacher to identify the strategies used by them in teaching short stories at lower

secondary level. At the time of observation I also made diary writing about the found strategies.

Best and Kahn (1993) states, “Case studies are not confined to the study of individuals and their behavioral characteristics.” (as cited Kumar1999, p.113)

I chose case study approach to study the strategies used by English teacher in teaching short stories at lower 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' (Nunan1992, p.79).

3.2 Population and Sample

English language teachers of lower secondary level of Sarlahi district were the population of the study. In doing so, four English language teachers were the sample of this study.

3.3 Sampling Procedure

I used judgmental non-random sampling procedure to select four English teachers of lower secondary level.

3.4 Tools for Data Collection

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 lower 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 request them to permit me to observe their classes for ten days. I observed the class of teachers while they taught story and tried to identify the strategies and significance of the teaching stories at lower secondary level.

3.6 Data Analysis and Interpretation Procedure

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

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Results and Discussions

The result and discussion 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 strategies used by the English teachers in teaching short stories at lower secondary classes. This chapter is devoted to the result and discussion of collected data from primary sources. The information is tabulated and discussed after direct classroom observation.

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

4.1.1 Results

-) On the basis a analysis of information recorded in diary, the researcher found that most of the lower secondary level English teachers taught the short stories at that level by using interaction method. They involved students in interaction mostly in the classroom.
-) It was found that the way of asking questions by the teacher to the students was very polite. They used very simple and understandable English language to ask questions.
-) The researcher found that the teachers made their students alert to listen him every moment by the help of asking questions after reading every sentences.
-) It was found that almost all teachers motivated their students before teaching the story. But the degree and way of their motivation was

varying because some of them motivated their students by cracking jokes and some of them motivated their students by asking questions.

-) The researcher found that most of the teacher used pre-reading, while-reading and post-reading activities in teaching short stories in the class room.
-) It was found that most of the teacher made their students predict about the story by reading the first paragraph.
-) It was found that most of the teachers teach short stories without materials.
-) Teachers' way of asking questions about the story for guessing the answers and for guessing the subject matter was good. Similarly, the teachers taught the vocabulary before teaching the story was also found in good condition, all of the teachers described the story in a good way. So, it seems that the pre- teaching activities performed by the teachers at this stage were good.
-) Most of the teachers helped their students to understand the character good condition.
-) A great number of teachers were still translating the whole story into the Nepali language. There were very few teachers who taught short stories in English language only.
-) It was found that almost all students were provided with different types of activities. Regarding the writing activity, 70% teachers were found that they asked their students to review the story and 25% teachers let the students to develop the similar story of their own.
-) After completing the story, 100% teachers did discussion on the questions given in the exercise one by one and made their students clear on the questions. To sum up, post- reading activities adopted by the teachers were good.
-) It was found that 30% teachers used the receptive strategy excellently, 62.5% of them used it in a good way and 7.5% teachers used it in an average way.

-) It was found that 40% teachers used the communicative strategy excellently and 60% of them used it in a good way
-) It was found that 37.5% teachers used the reconstructive strategy excellently, 60% of them used the reconstructive strategy in a good way and 2.5% of them used the reconstructive strategy in an average way and 37.5% teachers used the elective strategy excellently, 60% of them used t in a good way and 2.5% teachers used it in an average way.
-) It was found that 85% teachers made prediction excellently, 12.5% teachers made prediction in a good way and 2.5% teachers made prediction in an average way.
-) It was found that 25% teachers used forum debating opposite view point's excellently, 70% of them used this strategy in a good way and 5% teachers used this strategy in an average way. Regarding the cloze procedure, the searcher found that 35% teachers used this strategy excellently, 62.5% teachers used this strategy in a good way and 2.5% of them used this strategy in an average way.

4.1.2 Discussions

This section is concerned with the observation of 40 classes of lower secondary level English teachers. I observed 40 classes and did diary writing of 4 selected teachers (10 classes of each) at that time when they taught short stories. Here I tried to observe how the teachers taught and through what strategies they taught the short stories.

4.1.2.1 Analysis of Information Recorded in Diary

To find out strategies adopted by the 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 analyzed here descriptively.

Out of ten observed classes of teacher '1' seven were started through questioning like:

Which lesson we are going to read today?

Did you read the story of Icarus at home? etc.

And 3 were started by cracking jokes like: A teacher taught abcd....like this 'a' for Amarko buba , 'b' for Bale ko buba , 'c' for Chandreko buba...m for Maneko 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 Amarko buba , b for Baleko buba , c for Chandreko 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 Maneko buba uttano parchha. He always used the board to write the topic, unit and page number. He asked signpost questions in five classes. For example:

What warning did Daedalus give Icarus?

Is there a happy ending?

What is the party planning to do?

Where are they waiting? etc.

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 English language in all classes. He always asked the meaning of new vocabulary to the student first like:

What is the meaning of the word boast?

Can you say what the meaning of the word summit is?

Can you tell me what the meaning of the word glacier is?

Can you guess what the meaning of the word whisper is? etc. and then wrote the meaning on the board like this:

Boast - to say proud things about yourself

Summit - the top of a mountain

Glacier – a mass of ice which moves slowly down a mountain side

Whisper – speak very quietly

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

Anu: Who came from Greece Bhima?

Bhima: Daedalus came from Greece.

Anu: Who is very clever and very proud?

Bhima: Daedalus is very clever and very proud.

Anu: Who is Icarus?

Bhima: Icarus is the son of Daedalus.

Anu: Who made the wings?

Bhima: Icarus made the wings. (Teacher helped to tell correct answer in this way: Bhima try to think once more who made wings Icarus or Daedalus?)

Then Bhima corrected the answer herself like this: Daedalus made the wings.

At the time of teaching he took half of the time to talk and half of the time was given to the students. He gave some similar examples to teach new vocabulary in 7 classes. For example: At the time of teaching the word boast he said like this: I have passed Med. in English subject and I am only one person in this school who did masters in first division. Rests of all are with second division. And it is my boast. He used prediction strategy 6 classes like this: Can you tell me what is the story is about by reading the first paragraph? He used communicative strategy in all classes by giving more emphasis to the students to communicate. He always described the story.

Teacher '2' started the lesson by asking questions about the previous lesson in all classes observed. For example:

Who was blind?

How old was Ellen?

Who were there in Ellen's family? etc.

He always wrote the unit, page number and topic on the board .He asked signpost questions to the students in 4 classes like this:

What are the party planning to do?

Where are they waiting?

Who is not with them? Why? etc.

He always asked to read the story to the students first then he himself read, he did not translate the story in the Nepali language. He always explained and described the story in simple and understandable language. For example:

Then one night her brother, callum, came home. “Ellen, I have come for you”, he said. “We need you. Stewart, our commander, wants you to come”. So Callum took Ellen to the fighters’ camp. Stewart, the commander, spoke to her.

This is a part of the story Ellen’s mountain and he described it in this way: Do you know, what happened one night? Then listen carefully one night Callum came home. Who is Callum can you guess? Callum is Ellen’s brother. Where he came? He came at home. Then what he said at home? At home he said Ellen, I have come for you. We need you. Stewart, our commander, wants you to come. Do you know who the Stewart is? Students said Stewart is a commander. Yes, you are right Stewart is a commander. Whose commander? Callum’s commander. And what he wants? He wants Ellen to come to the camp. So Callum took Ellen where? Callum Took Ellen to the fighter’s camp. Who spoke to Ellen? Stewart, the commander spoke to Ellen.

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 60% of the time to talk and

40% of the time was given to the students. At the time of teaching new vocabularies he gave synonyms and antonyms of those words6 classes. For example: while teaching the word 'silence'. He gave the antonyms and synonyms in this way:

The antonyms of the word 'silence' is noise.

The synonym of the word silence is quiet.

He used prediction strategy in 7 classes like this: can you guess about the story by the help of title? He omits the title and asked students can you tell me the title of the story by reading it? etc. He used communicative strategy in 9 classes by let them to communicate and he asked questions to the students and let them answer in every sentences of the story. He always gave the summary of the story.

Teacher' 3" started the class with asking questions about the previous lesson in all classes like this:

Did you read the story of Icarus?

What was happened at last?

Can you summarize the story of Icarus in three sentences? etc.

He used the board to write the unit, page number and topic in all observed classes. He asked to guess about the story by the help of description of topic in 5 classes. For example while he was starting to teach the story Ellen's mountain he used this kind of strategy in the class first: Have you ever seen blind people? What can they do? He listened the answers of the students first and he himself told answer like this: in my neighbor, there is one blind boy. He can do many daily works that normal people can do. Such as he himself washes his clothes, looks after his goats, etc. And asked to the students then can you tell me which story we are going to read today? He asked the signpost questions in5 classes. For example:

Where the Ellen lived?
What is the party planning to do?
Where are they waiting?
Who is not with them? Why? etc.

At first, he asked to read the story to the students and then he himself read and explained in all classes. He always translated the sentence wise meaning of the story in the Nepali language. He always described the story in simple English language. He wrote the new words on the board at the time of student's reading and asked to them the meaning of those words after they finished reading and wrote the meaning of those new vocabularies on the board finally in all classes. For example: he wrote the words on the board difficult, dangerous, exciting, trip, porter and equipment. Asked some students one by one the meaning of above written words in this way:

Sonu what is the meaning of the word difficult?
Aasis can you tell me the meaning of the word dangerous?
Nisha can you guess meaning of the word exciting?
Shiba what is the meaning of the word trip?
Rites what is the meaning of the word porter?
Juna, can you tell me what the meaning of the word equipment is?

After listening the answer of the students he himself wrote the meaning on the board in this way:

Difficult- not easy,
Dangerous-likely to injure or harm somebody
Exciting- causing great interest
Trip- journey/tour
Porters - a person whose job is carrying people's bags.
Equipment – the things needed to do something

At the time of teaching stories he took half of the time to talk and the same portion of the time was given to the students. He gave similar examples and

illustrations at the time of teaching vocabularies in 8 classes in this way: while teaching the word valley he said Kathmandu is a valley. It is surrounded by hills and mountains every sides. Like this Gokyo is in the valley of Dudh Koshi. He used prediction strategy to teach short stories in 8 classes' .For example: He asked the students to read the written paragraph.

Daedalus , who came from Greece , built the great maze for Minos, king of Crete. He was very clever and very proud. He thought he was like a god. He had a son, Icarus .And then asked them to give title for this paragraph. He used communicative strategy in all classes like this: He asked questions to the students in every sentence and students were compelled to communicate with the teacher in this way:

T: Who came from Greece do you know?

Ss: Daedalus came from Greece.

T: Can you tell me who built the maze?

Ss: Daedalus built the maze.

T: who was Minos?

Ss: Minos was a king of Crete.

T: How was the Daedalus can you tell me?

Ss: Daedalus was very clever and very proud.

T: Who thought he was like a god?

Ss: Daedalus thought he was like a god.

T: Who had a son?

Ss: Daedalus had a son.

T: what was the name of son?

Ss: The name of son was Icarus.

Teacher '4' 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 story or poem? etc.

He always used the white board to write unit, page number and topic. He asked to guess about the story by the help of topic and by reading first paragraph in five classes. He asked the signpost questions in 7 classes. For example:

Is there a happy ending?

What warning did Daedalus give Icarus?

How did they start flying? etc.

At first he read the story with 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 example: While teaching the word inventive, powerful, cruel and proud .Teacher asked,

Renu what is the meaning of the word inventive?

Bikas tell me meaning of the word powerful?

Bibek can you tell the meaning of the word cruel?

Apsara what is the meaning of the word proud?

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:

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

Powerful- very strong

Cruel- unkind, hurting other people

Proud- thinking you are better than other people

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 word inventive he gave this example:

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

Right dajubhaile plane ko abiskar gareka thie. Uniharu le pahilopatak plane banae. Tyasaile uniharulai planeko abiskarak bhaninchha.

He used prediction strategy in 7classes 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 them questions and compel them to answer those questions.

4.1.2.2 Analysis of the Teaching Strategies Recorded in the Checklist

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

a) Pre-Reading Activities

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 No.1: Pre-Reading Activities Used by Teachers

S.N.	Activities	Existing Condition				Remarks
		Excellent	Good	Average	Poor	
1	Motivation	42.5%	57.5%	-	-	
2	Giving some general background	72.5%	25%	2.5%	-	
3	Describing	92.5%	7.5%	-	-	
4	Asking some questions about the story for guessing answers	82.5%	17.5%	-	-	
5	Asking students for guessing the subject matter	27.5%	72.5%	-	-	
6	Teaching vocabulary of the story	92.5%	7.5%	-	-	

The above table shows that only 42.5% English teachers of class eight motivated their students excellently and 57.5% of them motivated in a good way but the researcher did not find any teachers motivating their students in a average and poor way. Similarly, regarding the general background, she found that 72.5% teachers gave general background of the story to their students in a excellent way, 25% teachers gave general background of the story to their students in a good way and 2.5% of them gave the general background to their students in average way. But she 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, about 92.5% of them, described the story in an excellent way. The researcher found that 7.5% 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 82.5% teachers tried to do so in an excellent way and the 17.5% 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 teachers was found in average and poor condition for this activity. As far as the subject matter is concerned, only 27.5% 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 paragraphs silently in the class. She found that 72.5% of them asked their students to guess what the story was about in a good way. But none of the teachers were found in average and poor condition regarding this activity. Regarding the pre-teaching of the vocabulary, she found that 92.5% of the teachers taught the difficult vocabularies in an excellent way and 7.5% of the teachers 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 at pre-reading stage were satisfactory. Teachers made their students engage in different activities instead of doing all the things themselves.

b) While- Reading Activities

The following table deals with the activities adopted by the teachers 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 of teachers in teaching the story.

Table No. 2: While- Reading Activities Used by Teachers

S.N	Activities	Existing Condition				Remarks
		Excellent	Good	Average	Poor	
1	Helping students to understand the plot	2.5%	62.5%	35%	-	
2	Helping students to understand the Character	25%	65%	10%	-	
3	Helping students to understand the setting	17.5%	70%	12.5%	-	
4	Helping students to understand the style	15%	80%	5%	-	
5	Helping students to understand the gist	92.5%	7.5%	-	-	
6	Helping students with difficult vocabulary	100%	-	-	-	
7	Translating it into Nepali language	62.5%	17.5%	12.5%	7.5%	
8	Helping students with language and grammar	70%	30%	-	-	
9	Giving the summary of the story	92.5%	7.5%	-	-	
10	Giving more focus on receptive strategy	30%	62.5%	7.5%	-	
11	Giving more focus on communicative strategy	40%	60%	-	-	
12	Giving more focus on reconstructive strategy	37.5%	60%	2.5%	-	

13	Giving more focus on elective strategy	35%	60%	5%	-	
14	Helping students to make prediction	85%	12.5%	2.5%	-	
15	Helping students forum: debating opposite view points	25%	70%	5%	-	
16	Helping students with cloze procedure	35%	62.5%	2.5%	-	

The above table shows that only 2.5 percent 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, she found 62.5% 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 35% 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. She just helped her students to understand the gist by giving lecture on the series of events of the story. Similarly, the researcher found that 25% teachers helped their students to understand the character in excellent way, 65% teachers helped their students to understand the character in a good way and 10% of them taught it in an average way. Those teachers who did it in a excellent 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 10% teachers 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 17.5% teachers helped their students to understand the setting in an excellent way, 70% teachers helped their students to understand the setting in a good way and 12.5% 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 15% teachers helped their students to understand the style in an excellent way, 80% teachers helped their students to understand the style in a good way and 5% of them taught in an average way. But none of the teachers found in poor condition for this activity. However she found that 92.5% teachers helped their students to understand the gist in an excellent way and 7.5% 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, 100% 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, the teachers told the meaning with context. In translating a story in Nepali, the researcher found that 62.5% teachers did it excellently and used the translation judiciously. They translated only those terms which the students were feeling difficulties with, 17.5% teachers were found that they used the translation in a good way, 12.5% teachers did it in an average way and 7.5 percent 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. 70% of the teacher emphasized on language and grammatical aspects of the story in an excellent way whereas 30% 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 92.5% teachers summarized the story in brief at the end of the lesson whereas, 7.5% of them summarized in an elaborative way. They often used mother tongue in summarizing the story. In case of teaching strategies, the researcher found that 30% teachers used the receptive strategy excellently, 62.5% of them used it in a good way and 7.5% teachers used it in an average way. But none of the teachers were found in poor condition for this activity. Those teachers who did it excellently provided listening exposure to the students by encouraging them to tell the story themselves first. Those who did it in a good way provided the listening exposure to the students and encouraged them to listen the story said by him and who did it an average way just told the story. Similarly, the researcher found that 40% teachers used the communicative strategy excellently and 60% 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 teachers were found in an average and poor condition for this activity. The researcher found that 37.5% teachers used the reconstructive strategy excellently, 60% of them used the reconstructive strategy in a good way and 2.5% of them used the reconstructive strategy in an average way. 37.5% teachers used the elective strategy excellently, 60% of them used it in a good way and 2.5% teachers used it in an average way. But none of the teachers were found in poor condition for this activity. Regarding the prediction, the researcher found that 85% teachers made prediction excellently, 12.5% teachers made prediction in a good way and 2.5% teachers made prediction in an average way. Those teachers who did it excellently asked to the students to predict about the story by reading the first paragraph. Similarly, the researcher found that 25% teachers used forum debating opposite view points excellently, 70% of them used this strategy in a good way and 5% teachers used this strategy in an average way. Regarding the cloze procedure, the researcher found that 35% teachers used this strategy excellently, 62.5% teachers used this strategy in a good way and 2.5% of them

used this strategy in an average way. Hence, it was found that while reading situation was good.

c) Post- Reading Activities

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 the students, helped their students to make interpretation of the text, what kinds of follow up activities were adopted by them after they taught the story to the students.

Table No.3: Post -Reading Activities Used by Teachers

SN	Activities	Existing Condition				Remarks
		Excellent	Good	Average	Poor	
1	Interpretation of the main theme of the story.	92.5%	5%	2.5%	-	
2	Helping students to understand narrative points of view	7.5%	42.5%	35%	15%	
3	Writing activities	60%	40%	-	-	
4	Guided re-writing	50%	42.5%	5%	2.5%	
5	Discussion	100%	-	-	-	

By the above table it is clear that 92.5% 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. 5%teachers 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 2.5% 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 7.5% teachers helped the students to understand the narrative point of view excellently, 42.5% 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. Thirty five percent of them helped them to understand the narrative point of view in average way and 15% teachers helped the students to understand the narrative point of view poorly. As far as written activities are concerned, the researcher found that 60% teachers involved their students in different kinds of written activities whereas, 40% of them were found that they let their students write the review of the story. In case of guided re-writing activities 50% teachers involved their students in an excellent way and 50% of them involved their students in a good way. Those teachers who did it in an excellent way asked their students to write the news their own language which is given on the newspaper and helped them to write also. Similarly, the researcher found that 100% 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 of the teachers were good.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

5.1 Summary

This thesis entitled "Strategies Used by the English Teachers in Teaching Short Stories at Lower Secondary Level" was carried out to find out some of the basic strategies of teaching short stories. The main objective of the study was to find out the strategies used by the English teachers in teaching short stories at lower secondary level English classes.

This study consists of five chapters: The first chapter is introductory in nature. This chapter consist of introduction; background of the literature, it introduces literature in general. It also includes the statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. To sum up, this chapter clarifies the importance of carrying out the research entitled "strategies used by the English teachers in teaching short stories at lower secondary level."

The second chapter consist of review of related theoretical literature i.e. literature and language teaching, importance of using literature in language classroom ,genre of literature ,short story ,types of short story characteristics of short story, the short stories included at lower secondary level(viii),teaching strategies, strategies of teaching short stories, review of related empirical literature ,implication of the review for the study and conceptual framework. To sum up, this chapter provides information about the theory of teaching strategies used especially in teaching short stories.

The third chapter deals with design of the study; qualitative research ,case study approach ,population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure.

To sum up, this chapter gives information about the methodology used in this study.

The fourth chapter deals with results and discussions in broad i.e. results, discussions on the analysis of information recorded in diary, analysis of the teaching strategies recorded in the checklist. It is the real research chapter which includes findings of analyzed data.

The fifth chapter deals with summary, conclusions, implications in policy level, practice level and further research followed by references and appendices.

5.2 Conclusions

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

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

5.3 Implications

On the basis of conclusion, the following implications have been suggested:

5.3.1 Policy Level

-) Government should provide the training and seminars to the teachers of lower secondary level to make them familiar and practice the new teaching strategies of teaching short stories like teaching stories by brainstorming, co-operative learning, etc.
-) Economic status and financial incentives of teachers are indirectly connected to the teaching learning process of the teachers in the classroom. Therefore, to enhance teacher's performance, it is vital that their salary scale should be reviewed.
-) Similarly, policy makers and curriculum designers should analyze the existing condition of teaching strategies 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 lower secondary level.

5.3.2 Practice Level

-) 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 center of the learning process.

5.3.3 Further Research

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

Class Observation Form (I)

Name of the school:

Class:

Name of the teacher:

Date:

Qualification:

Experience:

1. Pre-reading activities

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

2. While-reading activities

S.N.	Activities	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 receptive strategy				
12)	Giving more focus on communicative strategy				
13)	Giving more focus on reconstructive strategy				
14)	Giving more focus on eclectic strategy				

3. Post-reading activities

S.N.	Activities	Existing Condition			
		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				