

STRATEGIES USED IN TEACHING NOVEL

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

**Submitted by
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**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2013**

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1617

Ramesh Bhattarai

2013

DECLARATION

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

Date: 2013/12/20

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This is to certify that **Mr. Ramesh Bhattarai** has prepared this thesis entitled **Strategies Used in Teaching Novel** under my guidance and supervision.

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DEDICATION

Dedicated

To

My Parents who devoted their entire life to make me who I am today.

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ABSTRACT

The present study entitled ' **Strategies Used in Teaching Novel** ' is an attempt to find out strategies used by the lecturers of Bachelor level (B.Ed) while teaching novel. The main objective of the study was to find out the strategies employed by EFL teachers at the Bachelor level in teaching novel. Moreover, it also tried to discover the effective strategies for teaching different aspects of a novel, for example, vocabulary teaching, diving the text. The major tools of data collection were questionnaire and interview. The primary data was collected from 40 English teachers of bachelor level who were teaching English as major subject of Kathmandu and Lalitpur districts. They were selected purposively. The collected data were analyzed and interpreted using simple descriptive and statistical tools. The study found that the strategies mostly used in novel teaching were, contextualization, chapter division, summarizing, guessing the plot, characterization, video playing, and use of mother tongue occasionally, reading comprehension and project work assignment, simplification of plot. Moreover, most of the teachers focused on the language of the novel rather than plot. Among 12 strategies used by the teachers while teaching novel, 'Briefing the background of the novel' was the mostly used strategy whereas 'providing the books of Foreign writers' was the least used one. Furthermore, novels were found to be used for the enhancement of learner's linguistic competence and at the same time language related problems were found to be the one causing difficulty in novel teaching and learning.

The research consists of four chapters. The first chapter deals with the study of the general background, review of the related literature, objectives and significance of the study. Second chapter deals with the methodology that consists of sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study respectively. Similarly, third chapter deals with an analysis and interpretation of the data collection. The fourth chapter deals with the findings, recommendations and pedagogical implications. In the final part of the thesis, references and appendices have been included systematically.

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LIST OF SYMBOLS AND ABBREVIATIONS

B.Ed.	:	Bachelor of Education
Dr	:	Doctor
e.g.	:	For example
/	:	Slash
%	:	Percentage
ELT	:	English Language Teaching
ESL	:	English as Second Language
Etc	:	et cetera
M.Ed.	:	Master of Education
Mr.	:	Mister
Mrs.	:	Mistress
p	:	page
i.e.	:	That is
T.U.	:	Tribhuvan University
NO	:	Number
S.N.	:	Serial Numbers
Prof.	:	Professor

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CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. We cannot imagine the world without language. Although there is no single language in the world, the function of language is the same i.e. communication with each other. Language is species-specific possession of human beings. Due to language, the present world can be understood easily. It is the gift of nature to human beings that makes the mankind different from other creatures of nature. It is language, more obviously than anything else, that distinguishes human kind from the rest of the animal world. Human kind is the only species gifted with the power of speech. More recently, human have often been described as tool-making animal; but language itself is the most remarkable tool that they have invented, and is the one that makes most of the other possible.

Nothing in the world is constant. And language is not an exception. The language used 50 years ago differs from the language used these days: phonologically, syntactically, pragmatically and semantically. So, language has influenced and been influenced by the society it is used.

In this world, thousands of languages are spoken. Among them, English is an international language in the sense that it is spoken in most of the part of the world for communication. This is the age of the English language. English has become a major language for global communication and a threshold way to the world body of epistemology. The use of English is in newspaper, media, administration, international affairs, information technology, human rights, development and other related fields. It is the developed language in the world. Regarding this situation, Kachru (1985) estimated that there were between 320 to 380 million people speaking English as the first language and anywhere between 250 and 380 languages (as cited in Harmer 2008, p.13). In this way

the English speakers are growing day by day. Similarly, Harmer (2008) states, 'English is also of course a mother tongue for many people in the world'.

English is being taught directly and indirectly. We have long history of teaching and learning English. Different approaches, methods and techniques have been used to teach English from the beginning. As time changes the use of English also changes. It is a never ending process. In this regard, Richards and Rodgers (2003, p,8) clearly state that "the result is generally referred to as teaching method or approach, by which we refer to a set of core teaching and learning principles together with a body of classroom practices that are derived from them". Language teaching has been changed in its many aspects as time changed in time. Harmer (2008) writes, "Language is about communication, and perhaps that is why, Philosophies and techniques for learning language seem to develop and change in turn with the societies and which give rise to them. Teaching and learning are very human activities they are social just as human as they are linguistic (p. 9).

By analyzing the ideas given by aforementioned authors, we can reach to a conclusion that effective language teaching or learning depends highly on which strategies have been used to teach it. Learner friendly or context sensitive strategies implied by language teachers fosters language learning. Same is the case with teaching language through literature in general and novel in particular. How well the linguistic content of a novel has been acquired by the language learners is determined by which strategies have been used by the language teacher while exploiting the novel in language classroom.

1.1.1 Literature and English Language Teaching

Literature is the art of written works. It is a form of art. It is the expression of human nature and significant human experiences. It is a way of expression of thoughts, feelings and ideas in artistic and stylistic way. It is simply a work of art, which is especially found in the form forms of poems, essays, novels,

dramas and short stories. It expresses human feelings emotions and thoughts.

Lazar (1993, p.1) states:

- Literature is feelings and thoughts in black and white.
- Literature is the use of language to evoke a personal response in the reader or listener.
- Literature is a world of fantasy, horror, feeling, visions... put in to worlds.
- Literature means...to meet a lot of people, to know other different points of view, ideas, thoughts, minds...to know ourselves better.

Thus, literature represents a language or people: culture and tradition. But, literature is more important than just a historical or cultural artifact. Literature introduces us to new worlds of experience. We learn about books and literature; we enjoy the comedies and the tragedies of poems, stories, and plays; and we may even grow and evolve through our literary journey with books.

Similarly, focusing on emotive feeling of literature, Collie and Slater (1987, p.1) states that...literature, which speaks to the heart as much as to the mind, provides materials with some emotional color, that can make fuller contact with the learner's own life, and can thus counterbalance the more fragmented effect of many collections of texts used in the classroom.

Regarding this, Eagleton (1983) focuses on the quality of literature as: (as cited in Lazar 1993, p.2),

. . . one can think of literature less as some inherent quality or set of qualities displayed by certain kinds of writing all the way from 'Beowulf' to Virginia Woolf, then as a number of ways in which people relate themselves to writing. It would not be easy to isolate, from all that has variously been called 'literature', some constant set of inherent features.

On the other hand, in language teaching literature plays a vital role. It exposes a variety of input to the language learners. Literature is the part of language without which language will be incomplete. There is two way relation between language and literature. Literature plays a dominant role in the language class by providing different activities.

Hence, literature is not only the expression of feelings in different ways, but also a text that contains various phrases, culture specific vocabularies, context specific language use, and source of linguistic input. Moreover, literature is the best exemplification of experiment of stylistic elements and their effect. Every 'what ' of the world is expressed in different ' hows' and this is what, as a language teacher, helps one to best explore the linguistic creativity of the language learners. More relevant the selected literary text to language learner, for me, better and quicker the language learning.

1.1.2 Literature in the English Language Classroom

Literature plays the vital or significant role in the classroom by providing motivating materials and various communicative activities. Literature exposes a variety of inputs to the learners. It enhances different skills, abilities and proficiencies in language. According to Collie and Slater (1987, p.2) "Literature is a more significant part of a language teaching program me and using in such a way as to further the learner's mastery in four basic areas of listening, speaking, reading and writing". Thus, it is literature which helps the language learner to encounter with different varieties of languages, cultures and life styles of men.

The main aims of using literature in the classroom, according to Lazar (1993, p.3), are given below:

- a. One of our main aims in the classroom should be teach our students to read literature using the appropriate literary strategies. This involves them not in reading for some practical purposes, e.g. to obtain

information but rather in analyzing a text of what it might mean symbolically.

- b. It is essential to select texts for classroom use which may not be a part of traditional literary canon but which reflect the lives and interests of our students.
- c. Our main aim when using literature with our students is to help them to unravel many meanings in a text. Students often need guidance when exploring these multiple levels of meaning in a literary text to devise materials and tasks which help them to do this.
- d. Literature provides wonderful source materials for eliciting strong emotional responses from students. Using literature in the classroom is a fruitful way of involving the learners as a whole person and provides excellent opportunities for the learners to express their personal opinions, reactions and feelings.

Hence, most of the authors seem to have agreed to the fact that literature works as a tool for language learners to explore their capacity of using vocabulary in interesting context. Moreover, deviated form of language used in literature helps English language learners to be conscious about the right form and usages.

1.1. 3 Importance of Literature in Language Teaching

Linguistic competence in the learners can be best developed by exploiting the linguistic content of the text. Wide variety of language and vocabularies are found in a text which in turn are necessary for the learners to learn if a language is to be mastered. Artistic flavor combined with linguistic input can be given to the learners so that their communicative competence can be enhanced. No material is better in language teaching than the flavor and creativity found in a literary text. Lazar (1993, p.2) mainly focuses on some features of novel that make it worth being used in language classroom: authenticity, source of motivation, having educational values, stimulus for language acquisition, fun factor, having language awareness and so on.

Here, asking students to retell story from their own culture, for example, before getting them to read a story in English of similar to them, could be highly motivating. Literature exposes students to complex themes and fresh, unexpected use of language. A good novel or a short story may be particularly gripping in that it involves students in the suspense of unraveling the plot. A poem may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives. Literature can provide students with access to the culture whose language they are studying. By exposing our students to literature in English; it seems that we should be asking them to think about the range of culture from which literature in English is produced. Literature may provide a particularly appropriate way of stimulating acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language.

Hence, students acquire a great deal of new language almost in passing. In many countries around the world students have fairly limited access to spoken English, and written English often takes on primary importance for stimulating language acquisition. Literature may provide a particularly appropriate way of stimulating this acquisition, as it provides meaning and memorable contexts for processing and interpreting new language. Obviously, at lower levels, students may be unable to cope on their own with an authentic novel or short story in English. Any extensive reading we encourage them to do outside the classroom would probably need to be of graded material, such as graded readers. But at higher levels, students may be so absorbed in the plot and characters of an authentic novel or short story, that they acquire a great deal of new language almost in passing. The reading of literature then becomes an important way of supplementing the inevitable, and then students can acquire a great deal of new language by listening to it.

1.1.4 Use of Novel in the English Language Teaching

Novel is a form of literature. It is one of the genres of literature. It is an extended work of fiction. It is long imaginative and narrative work of art. It contains several characters, settings and subplots within the main plot. According to Abrams (1993) following are the features of novel, an extended narrative of fictional prose, which differentiates it from short story or novelette or novella:

- It permits a greater variety of characters.
- It has a relatively long and often complex plot.
- It permits ampler development of milieu.
- It has multiple characters.
- The story in the novel usually develops through the thoughts and actions of its characters.

According to Lazar (1993), language used in narratives in novel, wide range of vocabulary of novel, contextually attractive sentences etc. can be useful linguistic input for English language teaching. Moreover, Collie and Slater (1997) believe that stimulating language used in novel can be the best reading comprehension material in ELT classroom.

By analyzing the ideas put forward by different authors, we can conclude the elements of novel as: plot, characters, setting, style and theme.

1.1.5 Types of Novel

Abrams (2000) refers 'novel' as "a great variety of writings that have in common only the attribute of being extended work of fiction written in prose".

Generally there are the following types of novels:

- a) **Realistic Novel:** This type of novel represents complex characters, operates in a developed social structure and interacts with other

characters. It focuses on the customs, convention and ways of thinking and valuing social class.

- b) **Social Novel:** It emphasizes the influence of social and economic conditions of an era on shaping characters and determining events. Some realistic novels make use of events and personages from the historical past to add interest and picture sequences of narratives.
- c) **Historical Novel:** Historical novel began in 19th century by Sir Walter Scott. It took its setting, some characters and events from history but makes the historical events and issues more crucial for the central characters and narrative.
- d) **Nonfictional Novel:** It uses a variety of novelistic techniques, such as deviation from the temporal sequence of events and descriptions of participant's states of minds. It gives a clear description of recent happenings and people. It is not only based on historical events but often on personal interviews with the chief agents.
- e) **Psychological Novel:** It was written by Samuel Richardson for his Pamela. It was the story of a sentimental but shrewd young woman who got success in becoming the wife of a wild young gentleman.
- f) **Epistolary Novel:** It is written in the form of letters. Novelists have preferred alternative devices for limiting the narrative view point to one or another single character. The epistolary technique is still occasionally received in writing novel.

In conclusion, novels are found to be of six types. Authors have based the categorization of types of novels from point of view of subject matter, way of presentations, novelistic techniques, setting and so on. Novels are categorized differently by different scholars in different times.

1.1.6 Importance of Teaching Novel in EFL Classroom

Linguistic content, huge plot, literary flavor, etc which are found in a novel make it extremely useful in language teaching. Incorporating the ideas expressed by Lazar (1993), the importance of novel in language teaching can be summarized in the following points:

- Reading the text of the novel works as the stimulating linguistics input for the learner.
- Learners are exposed to wide varieties of language formal /informal, old/new.
- Learners can be familiar with wide range of vocabularies and their uses.
- Learners can get context specific meaning and culture, use of different forms of Language.
- Listening to different passages from the novel can be effective for learners to develop their listening for general conformation and listening for specific information.

Thus, by using novel in language classroom, as expressed above, we can teach: language functions, vocabularies, culture specific meaning of words, reading comprehension and so on.

1.1.7 Strategies for English Language Teaching

The word 'strategy' is derived from the ancient Greek word 'stragia' which means steps or actions taken for the purpose of wining war. Oxford (2007) says that the warlike meaning of strategy has fundamentally a plan that is intended to achieve a particular purpose.

Strategy is a plan of action designed to achieve a particular goal. It deals with 'how aspect' rather than 'what aspect '. In another words, it is a means to achieve objective. The strategies are the tools for active self-directed improvement needed for developing second language. The strategies in this sense can be defined as the techniques, methods, activities procedures and

tricks making all the students take part actively and interestingly in teaching learning process to fulfill the objectives.

Teaching strategies are the core part of effective teaching. On the basis of the specific principles and methods a teacher in the classroom applies certain strategies. The effectiveness of the teaching learning process depends on the sorts of strategy that are using in the classroom. In this regard Brown (1994, p.15) states:

One cannot teach effectively without understanding varied theoretical positions. This understanding forms principled basis upon which you can choose particular methods and strategies for teaching a foreign language and unless that primary basis is your own carefully and thoughtfully divided theory; you became a slave to one theory of thinking a puppet without self control.

Hence, strategies may differ from situation to situation and context to context and topic to topic. This is a changing process, it is not stable.

1.1.8 Strategies used in Teaching Novel

Generally, while teaching novels, most of the teacher use two kinds of strategies: strategies for language enrichment and strategies for deepening the students understanding of the novel. Use of strategies, however, differ according to the level of the students and kind of novel. In teaching novel in language classroom, following strategies are found to be used as described by Collie and Slater (1987):

- Prediction: what comes next in the plot of a novel?
- Guided writing : writing a letter or paragraph based on the novel.
- Cloze procedural : Filling the gap using the information of the novel.
- Retrospective writing: Reconstructed activities: Restructuring the details of the noel in different ways.

- Character portrayal : Describing the character of any character in the novel using adjectives.
- Correcting the language of certain character.
- Star diagram: Describing the plot and character in a particular figure of star to foster student's understanding and appreciation of words.
- Parallel reading : Reading the similar text and making comprism.
- A snowball summary: Developing the summary out of the novel into different parts, e.g. events, theme and the reaction of character.
- Summary comparison: Comparing different summaries produced by different learners.
- Oral review : Orally telling the summary with the help of some clues.
- Spot the speech: Identifying the speaker and what each quotation is about , without referring back to the book.

In this way, the abovementioned strategies are well included in language class while teaching novel. By this, teachers can be highly benefited linguistically and stylistically.

1.2 Review of Related Literature

Many studies have been done under the Department of English Education in the faculty of Education, T.U. Activities and strategies used in literature have been described, less study have been carried particularly about Strategies of teaching Novel in EFL classroom.

Jha (1999) has carried out research on "Teaching of English Through Literature". His objectives were to find out ways of teaching English through literature and to suggest some pedagogical implications for enhancing teaching learning process. The primary sources of this study were the lecturers involved in teaching English literature in Dhanusha district. The major tools of his study were questionnaires and interview. He came in conclusion with remarks that the literature is the indispensable part of language.

Similarly, Lamsal (2005) conducted a research on "A study on the Strategies used in Teaching Story at Secondary level". The objectives of the study were to find out the relevancy and strategies adopted in teaching stories at secondary level. The primary sources of his study were English Language Teachers of secondary level who were teaching the present compulsory English course book of grade 9 and 10. The researcher administered the questionnaire, interview and observation method to collect the data. He found out that the strategies practiced while teaching story were not systematic and fixed. He also found that teachers were not clear and confident with purpose.

Moreover, Raut (2007) carried out research on "A study on Strategies used in Teaching Vocabulary: A case of lower secondary Level English Teachers. The objectives of his study were to find out the teaching strategies that lower secondary school teachers use in teaching English vocabulary in terms of word meaning, word use, word formation. In his research it was found that most of the English language teachers read the passage loudly and explained the meaning of words in Nepali. Most of the teachers gave emphasis on word meaning and word use. Most of the English language teachers used the Nepali language in the classroom".

Moreover, Pokharel (2008) has carried out a research on "Strategies Used in Teaching Fiction". The main aim of his research was to find out the strategies used in teaching fiction at the Master level. The primary sources of his study were the lecturers involved in teaching English to the students of Master's level in Kathmandu. He used Observation and questionnaire as a major tools of his study to collect the data. He discovered that there were not any fixed strategies adopted in Master's level. There were varied teacher to teacher.

Additionally, Wasti (2008) carried out a research entitled "Teaching Strategies at Primary Level". The main objective of her research was to identify the most commonly used strategies in teaching primary level in public and private schools. She used questionnaire and observation checklist as the tools for

collecting data. The main finding of her research was that the use of pictures and translation were most preferable teaching strategy at primary level.

Another study was carried out by Shai (2011) on "Activities Used in Teaching Novel". The main aim of this study was to find out the activities used in teaching Novel and to find out uniformity between teachers' and responses regarding the activities used in teaching novel. According to his finding eight percent teachers gave historical, social and cultural background of the author and the text. It was found that they (respondents) were quite different in their responses regarding the activities used in the class while teaching novel.

Furthermore, Paudel (2012) has carried out a research entitled "A study on the Teaching strategies used in Teaching Drama" He did this study to find out the strategies applied in teaching drama by the secondary level teachers and to identify the relevancy of the teaching drama at secondary level. His finding was that no strategies followed the stages of drama teaching systematically and effectively. A very few teachers dealt with topic. Seventy percent teachers motivated the class interestingly and dealt with vocabulary effectively. It was found that the majority of the teachers helped the students to understand difficult vocabulary and grammar.

Although researches has been carried out on teaching strategies used in teaching drama, activities used in teaching novel, teaching strategies in fiction etc. all of which are related to literature teaching, no study has been done yet in strategies in teaching novel at bachelor level. Therefore, the present study aims to find out the strategies of teaching novel at Bachelor level by the teachers.

1.3 Objectives of the Study

The following were the objectives of the purposed study :

- a) To find out the strategies employed by EFL teachers at Bachelor level in teaching novel.
- b) To enlist some pedagogical implications.

1.4 Significance of the Study

Teachers have been using novel in language classroom for years though sufficient achievement has not got yet. This study tries to seek the answer to this question. This study give some hints or ideas to all the peoples involved in teaching and learning mainly students, teachers, textbook writers, syllable designers. In different courses of our education system we have included some novels, to exemplify, the Good Earth, Cather in the Rye. And teachers are having several problem to handle it, this research will help them whatsoever.

Here, exploring different strategies for teaching novel facilitates the language teachers in teaching language through literature in general and through novel in particular.

CHAPTER-TWO

METHODOLOGY

Survey design had been used by the researcher to find out the strategies used in teaching Novel by the teachers at bachelor level in Kathmandu and Lalitpur district of Kathmandu valley. To accomplish the study, the following methodological procedures were adopted:

2.1 Sources of Data

Both primary and secondary sources of data were used by the researcher to meet the objectives of the study.

2.1.1 Primary Sources

The primary sources of data were the bachelor level teachers teaching major English at bachelor level in different colleges of Kathmandu and Lalitpur district. Twenty colleges were selected and two teachers from each college were selected. Forty (40) teachers were purposively selected and given questionnaire as primary source.

2.1.1 Secondary Sources

The secondary sources of data were various books especially, Carter (1986), Collie, J and Slater, S (1987), Lazar (1993) Kumar, R. (2005), Abrams M.H (2000), Harmer. J (2008) Similarly, different Journals and related literatures, articles were also used as secondary source.

2.2 Sampling Procedure

The researcher selected 20 colleges of Kathmandu and Lalitpur District using purposive non-random sampling procedure. The researcher selected two teachers from each college (one for questionnaire and one for interview) and altogether 40 (20 for interview and 20 for questionnaire) teachers were

Selected using purposive non-random procedure. So, teachers from these 20 colleges were my study population. The colleges were both private and community TU affiliated colleges.

2.3 Tools for Data Collection

Questionnaire and interview were used by the researcher to collect the data (as mentioned in appendix). The questionnaire consisted of both open-ended and close-ended questions. The searcher had made 10 subjective and 20 objective type of questions including 8 questions for interview.

2.4 Process of Data Collection

The following procedures were followed to collect the required data:

- a) At first, the researcher visited the Twenty (20) different bachelor level colleges of Kathmandu and Lalitpur district and talked to the concerned authorities for the permission and build a rapport with college administration.
- b) The researcher purposively selected one teachers of English (ELT) from one college and talked with them about the purpose of my study and the questionnaire prepared.
- c) Then, researcher provided them the survey questionnaire and requested them to fill it . Once he gave the questionnaire and again went to collect them the next day. It took 3 to 4 days somewhere 10 days to collect the questionnaire along with responses in one college from the respondents.
- d) The process which the researcher followed continued up until he received responses from respondents.
- e) Similarly, the researcher took interview with selected teachers at collage.

2.5 Delimitations of the Study

The study had the following Delimitations:

- i) The study was limited to 20 colleges of Kathmandu and lalitpur districts.

- ii) Two teachers form each College were the sampling population for this study.
- iii) The total sampling population were only 40 teachers.
- v) Only purposive non- random sampling procedure was implemented during the collection of data.
- vi) Questionnaire and interview were the major tools for the collection of data.
- vii) This study was based on only in survey field.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data collected from primary sources. The study primarily was aimed to find out the strategies used in teaching novel at bachelor level.

3. 1 Subjective Analysis and Interpretation of the Strategies used by Teachers

The main objective of my study was to find out the strategies used by English teachers while teaching novel. The questionnaires were collected and analyzed in descriptive way with following seven sub-headings.

3.1.1 Effective and Fruitful Strategies

Teachers were provided with question regarding the effectiveness of strategies used in teaching novel. Different teachers viewed in various ways. Three teachers (T1,T2 and T4) said that home reading and chapter wise discussion worked well while teaching novel because home reading and chapter wise discussion helped the students to comprehend the basic ideas of novel properly. Similarly 4 four teachers (T11,T12,T14 and T16) said that contextualization of novel in to the related historical, political or social condition was found effective strategies in teaching novel. Moreover nine teachers (T3,T5, T7, T13, T15, T17, T18, T19 and T20) said briefing the background of novel which helps to students to picking up note, explanation of theme worked as effective strategies of teaching novel. For example T11 said, “*General background, Chapter wise discussion, Picking up note are effective*”. In the same way the 4 teachers (T6,T8,T9 and T10) opined that group work and pair work, interaction among students, breaking the novel in to several parts and description of them theatrical and critical aspect of novel worked well while teaching novel.

Thus, the data show that the majority of teachers (9) were favored on briefing the background of novel which helps to students to picking up note, explanation of theme. The data also shows that different teaching strategies like home reading, chapter wise discussion, thematic and critical description, summarization and note taking were found the effective strategies in teaching novel.

3.1.2 Division of Novel While Teaching and Learning

Responses from the teachers varied as how can novel be divided into readable parts both while teaching it by teachers. Seven teachers (T6,T10,T12,T14,T17, T19 and T20) focused on dividing the novel according to the elements of novel, via plot, setting, theme, style. For example T7 said that "*To teach a novel in a single class hour is merely impossible. Novel should first be divided into plot, characteristics, historical, political situation etc. And the novel should be taught topics or aspects wise*". Some others (5) teachers (T1,T5,T9,T15 and T16) focused on dividing novel chapter wise. They have suggested managing chapters according to the length. T16, for example has responded: "*Yes of course, It cannot be taught in single class hours so I divided the whole novel chapter wise and assign these different chapters to different groups of students to prepare and present in classroom under my guidance*".

In the same way 8 teachers (T2,T3,T4,T8,T11,T12,T13 and T18) have opined for studying the summary of the related portion that students can comprehend. Thus, all of them agreed on dividing the novel then studying it at single time.

Form this analysis it can be seen that the majority of teachers (8) have opined their view on reading summary of novel but minority of teachers (3) focused on dividing element wise.

3.1.3 Focus of Teaching Novel

Regarding this focus on teaching novel, 5 teachers (T3, T4, T11, T13 and T9) viewed that linguistic content should be focused while teaching novel. For example T3 put his view in this way '*Linguistic content rather than literary content*'. Similarly 9 teachers (T2, T5, T6, T12, T15, T16, T17, T18 and T20) focused on plot of novel. Plot is the important part of novel, so, plot has the main thing in their word. More over 2 teachers (T1 and T14) focused on plot and theme both should be focused on while teaching novel. The rest of the teachers (4) said (T2, T7, T8 and T10) style of novel should be focused while teaching. As shown in the above data majority of teachers (9) focused on plot while teaching novel.

Hence, nine teachers were found to be focusing on plot of the novel and five teachers on linguistic content of a novel while teaching novel.

3.1.4 Strategies Used to Enhance Vocabulary

To enhance the new vocabularies found in novel is dealt guessing from the context, analyzing the word, Teaching key vocabularies and pre-reading vocabularies according to the respondent teachers. Guessing the meaning from the context is highly followed by 9 teachers (T3, T5, T6, T9, T11, T13, T14, T18, and T19). Five (T2, T6, T15, T16, T17) teachers said 'analyze the word' is the better way of teaching vocabulary. Similarly, 4 teachers (T1, T10, T12, and T20) put their points, the key vocabularies of novel used in novel should be taught. In the same way 3 (T8, T12 and T13) teachers used pre reading vocabulary game (strategy) to teach vocabulary used in novel.

Thereby, nine teachers used guessing games and five teachers focused on word analysis to enhance vocabulary.

3.1.5 Self Reading Strategy (Autonomous Learning)

To fulfill the teaching outcomes self reading is best way of leaning something. Among 20 teachers, (T1 to T20) nine teachers (T2,T6, T14,T15,T16,T17 and T18) gave priority to self learning strategies by giving summary of the text, so the students can read and understand at home. In the same way, 7 teachers (T1, T3, T7, T8, T11, T13 and T20) talked about providing the similar text to generalize the text. For example T14 put his view in this way '*Providing the learners similar text, providing the learners clues providing the theme of the novel*'. The other teachers (4) talked about picturising the plot of the novel in class.

Therefore, nine teachers were found to be relying on self learning strategies, seven teachers focused on generalization.

3.1.6 Similarities or Difference in Teaching Novel and Other Genres of Literature

More or less, the teaching novel and other genres of literature are supposed to be the same, however some differences can be found slightly in teaching. Fourteen teachers (T3,T4,T6,T8,T9,T10,T12,T13,T14,T16,T17,T18,T19 and T20) saw the way of teaching novel and other genres of literature is the same. But the rest of the teachers (T1,T2,T5,T7,T11 and T15) gave their view differently. They said Novel is a little bit different than the other genres of literature.

Hence, fourteen teachers did not see the difference between novel teaching and teaching other genre, but six teachers seemed to be clear as what the differences in teaching novel and other genres are.

3.1.7 Characterization of Novel

So far the characterization of novel is concerned, seven teachers (T3, T4, T7, T9, T12, T14 and T15) opined for using picturization for characterization while

teaching novel. Similarly, four teachers (T1,T2,T5 and T8) focused on using graphics for characterization. Nine teachers (T10, T11, T13, T16, T17, T18, T19 and T20) opined for comparing and contrasting the role of characters for characterization. This idea becomes explicit from teachers responses where he said (T10) *'I would compare and contrast a character in the given socio-economic context'*.

Thus, what can be elicited from the aforementioned analysis is that majority of the teacher would prefer comparing and contrasting the characters according to their roles and effect for characterization.

3.2 Objective Analysis and Interpretation of the Strategies used by Teachers

The researcher has tried to discover the strategies used in teaching novel by distributing questionnaires to the purposively selected teachers. And then, he collected the required data with the help of close-ended responses from them. He counted their responses from the questionnaires collected and changed the numerical values into percentage, and then presented them in different tables in different heading.

3.2.1 Teaching Novel to EFL Learners

Teachers were provided the statement, 'Teaching Novel to EFL learners is as easy as it is for native user' followed by four alternatives: agree, undecided, strongly disagree. Their responses to the statement, tabulation and its interpretation are presented below:

Table No.1
Teaching Novel to EFL Learners

S.N	Responses	No. of Teachers	%
1	Agree	–	
2	Undecided	6	30
3	Strongly agree	-	-
4	Strongly disagree	14	70

Among the 20 teachers, six teachers (30%) of them undecided with the statement teaching novel to EFL learner is easy as it is for native users. Most of the teachers (14) (T1,T3,T4,T5,T7,T8,T10,T12,T13,T15,T16.T17,T18 and T20) (70%) strongly disagreed with this statement. This data shows that most of the teachers (14) have negative perception toward this statement.

3.2.2 Language Problems in Teaching Novel

Teachers were provided with the statement, 'Teaching Novel mainly contains language related problems' followed by four alternatives as shown in the table No.2. The responses to the statement, tabulation and its interpretation are presented in table below :

Table No.2
Language Problems in Teaching Novel

S.N	Responses	No. of Teachers	%
1	Agree	6	30
2	Undecided	3	15
3	Strongly agree	2	10
4	Strongly disagree	9	45

Among the 20 teachers, 6 teachers (T1, T2,T3,T6.T14 and 16) (30%) of them agreed on this statement 'Teaching Novel mainly contains language related problems'. Similarly 3 (T10,T15and T19) (15%) teachers undecided to this statement. Moreover, 2 (T9 and T13) (10%) teachers strongly agreed on it. And 9 teachers (T4,T5,T7,T11,T12,T17,T18 and T20) (45%) of the out of 20 numbers strongly disagreed to this statement.

Thus, majority of the teachers (9) did not find language related problems prevailing in novel teaching, and six of them found.

3.2.3 Pragmatic problems in Teaching Novel

Teachers were provided the statement, 'Culture, setting, context, variety of language used in novel creates problems in teaching novel' followed by four alternatives as shown in the table No.3. The responses to the statement, tabulation and its interpretation are presented in table below :

Table No.3
Pragmatic Problems in Teaching Novel

S.N	Responses	No. of Teachers	%
1	Agree	12	60
2	Undecided	-	-
3	Strongly agree	5	25
4	Strongly disagree	3	15

Among the 20 teachers, 12 teachers (T1, T2, T3, T4, T7, T11, T12, T14, T15, T16, T17 and T20) (60%) of them agreed to this statement culture, setting, context; variety of language used in novel create problems. Similarly, 5 teachers (T5,T6,T9,T18 and T19) (25%) strongly agreed to this statement. Moreover, 3 teachers (T8,T10 and T13) (15%) strongly disagreed to it.

Thus, culture, setting, context, and varieties of language used in novel were found to be creating huge problem in novel teaching for majority of the teachers (12) but not for three of them.

3.2.4 Insufficient Inputs Problems as Novel Teaching

Teachers were provided the statement 'Insufficient linguistic input for learner causes difficulty in teaching novel' followed by four alternatives as shown in the table No.4. The responses to the statement, tabulation and its interpretation are presented in table below:

Table No.4

Insufficient Inputs Problems as Novel Teaching

S.N	Responses	No. of Teachers	%
1	Agree	12	60
2	Undecided	1	5
3	Strongly agree	4	20
4	Strongly disagree	3	15

Among the 20 teachers, 12 (T1,T3,T4,T7,T11,T12,T14,T15,T16,T17,T18,T19 and T20), (60%) of them agreed to this statement insufficient linguistic input for learner causes difficulty in teaching novel. Similarly 1 (T2) (5%) teacher undecided to this statement. Moreover, 4 teachers (T5,T6,T8 and T13) (20%) teachers are strongly agreed on it. And 3 teachers (T7,T9 and T13) (15%) of the out of 20 numbers are strongly disagreed to this statement.

Hence, majority of the teachers (12) found that insufficient linguistic input for learners creates difficulty in teaching novel but three of them did not find.

3.2.5 Creating Environment As Teaching Strategy

Teachers were provided the statement ‘creating the environment of studying the books of foreign writer helps solving novel teaching problems’ followed by four alternatives as shown in the table No.5. The responses to the statement, tabulation and its interpretation are presented in table below:

Table No.5
Creating Environment as Teaching Strategy

S.N	Responses	No. of Teachers	%
1	Agree	11	55
2	Undecided	2	10
3	Strongly agree	3	15
4	Strongly disagree	4	20

Most of the teachers, (11) (T1,T4,T5,T6,T7,T13,T15,T16,T17 and T20) (55%) happened to agree with the statement that one of the ways of including structures into reading the getting the desired input is to create the environment to read/study novel. In the same way, 2 teachers (T8 and T19) undecided on this statement. Similarly 3 teachers (T2,T3 and T19) are strongly agreed on it. Lastly, 4 teachers (T9,T10,T11 and T28) strongly disagreed to it, i.e. 20 % of them .

Therefore, majority of the teachers (11) found that creating the environment to studying the novel eases teaching novel whereas minority (4) teachers did not find so.

3.2.6 Use of Video As Material

When asked ‘If use of novel related video material eases novel teaching’, followed by four alternatives which are mentioned on the table, the responses from the teachers varied quite interestingly, which has been attempted to show below with percent:

Table No.6
Use of video as materials

S.N	Responses	No. of Teachers	%
1	Agree	5	25
2	Undecided	4	20
3	Strongly agree	11	55
4	Strongly disagree	-	-

Among 20 teachers 5 (25%) teachers (T5,T7,T15,T17 and T20) have shown agreement to the aforementioned statement whereas 4 (20%) teachers (T11,T12,T13 and T19) have remained undecided, where 11 (55%) (T1,T2,T3,T4,T6,T8,T9,T19,T14,T16 and T18) teachers have showed their strong agreement which is clearly can be seen in the above table.

From the above analysis, it can be inferred that use of video materials makes teaching novel effective for majority of the teachers (16).

3.2.7 Home Reading

Teachers were provided the statement 'Home reading is one of the best ways of solving novel related problems' followed by four alternatives with for alternative as shown in the table No7. The responses to the statement, tabulation and its interpretation are presented in table below :

Table No.7
Home Reading4

S.N	Responses	No. of Teachers	%
1	Agree	12	60
2	Undecided	2	10
3	Strongly agree	2	10
4	Strongly disagree	4	20

Sixty percent (12) of teachers among 20 (T1,T2,T3,T4,T5,T7,T8,T9,T11,T17 and T18) have shown agreement to the aforementioned statement whereas 2 (T12 and T13) teachers (10%) of them have remained undecided, where, again 2 teachers (T14 and T16) (10%) have showed their strong agreement. Similarly 4 teachers (T6,T15,T19 and T20) (20%) among all, however, thought the other way around and disagreed strongly.

From this it can be inferred that providing learners with tasks to be completed at home eases teaching novel for majority of the teachers (14) but for four of them it does not.

3.2.8 Focus of Teaching Novel

Teachers were provided the statement, ‘Teaching novel to EFL learners must focus on teaching language of the Novel not the content’, followed by four alternatives as shown in the table No.8. The responses to the statement, tabulation and its interpretation are presented in table below:

Table No.8
Focus of Teaching Novel

S.N	Responses	No. of Teachers	%
1	Agree	6	30
2	Undecided	2	10
3	Strongly agree	2	10
4	Strongly disagree	10	50

Among the 20 teachers 6 teachers (T11,T13,T14,T15,T17 and T18) that is 30% of them are agreed on this statement, “Teaching novel to EFL learners must focus on teaching language of the novel not the content”. Similarly teachers (T3 and T20), (10%) teachers are undecided to this statement. Moreover, 2 (T6 and T7) (10%) teachers strongly agreed on it. And 10 teachers (T1,T2,T4,T5,T8,T9,T12,T16,T18 and T19) (50%) of the out of 20 numbers strongly disagreed on this statement.

Thus, while teaching novel, language of it was not found to be focused by majority of teachers (10) but language of novel was focused by eight of them.

3.2. 9 Use of Mother Tongue

When asked ‘Use of mother tongue in teaching English Novel helps occasionally’, followed by four alternatives which are mentioned on the table, the responses from the teachers varied quite interestingly, which has been attempted to show below with percent.

Table No.9
Use of Mother Tongue

S.N	Responses	No. of Teachers	%
1	Agree	10	50
2	Undecided	2	10
3	Strongly agree	2	10
4	Strongly disagree	6	30

Among the 20 teachers 10 teachers (T1,T2,T4, T5, T6, T7,T8,T9,T10 and T11) (50%) agreed on this statement ‘Use of mother tongue in teaching English novel helps occasionally’. Similarly 2 teachers (T19 and T20) (10%) undecided to this statement. Moreover, two teachers (T3 and 17) (10%) were strongly agreed on it. And 6 (T12,T13,T14,T15,T16 and T18) teachers (30%) out of 20 numbers strongly disagreed to this statement.

Therefore, majority of teachers (12) found that occasionally using mother tongue helps the comprehension of novel but six of them did not find so.

3.2.10 Division of Novel

When asked ‘Novel should be taught by dividing them into much coherent part for easiness’, followed by four alternatives which are mentioned on the table, the responses from the teachers varied quite interestingly, which has been attempted to show below with percent :

Table No.10
Division of Novel

S.N	Responses	No. of Teachers	%
1	Agree	14	70
2	Undecided	1	5
3	Strongly agree	5	25
4	strongly disagree	-	-

Among the 20 teachers, 14 (70%) (T1,T2,T4 T6,T7,T8,T10,T11,T12,T14, T15,T16,T19 and T18) of them agreed on this statement. Novel should be taught by dividing them into much coherent part for easiness. Similarly, only one (T3) teacher that is 5% of them is undecided to this statement. Moreover, 5 (T5,T9,T13,T17 and T20) teachers (25%) strongly agreed to it.

So, for majority of teachers (19) coherent division of novel while teaching it eases teaching novel

3.2.11 Reading Compression

Teachers were provided the statement ‘Teacher has to form the foundation of reading comprehension before teaching Novel’, followed by four alternatives as shown in the table No.11. The responses to the statement, tabulation and its interpretation are presented in table below:

Table No.11
Reading Compression

S.N	Responses	No. of Teachers	%
1	Agree	10	50
2	Undecided	4	20
3	Strongly agree	6	30
4	Strongly disagree	-	-

Among the 20 teachers 10 (T1,T2,T3,T5,T6,T7,T8,T12,T15 and T17) (50%) of them agreed on this statement, ‘Teacher has to form the foundation of reading comprehension before teaching novel’. Similarly 4 teachers (T10,T11,T18 and T20), (20%) were undecided to this statement. Moreover, 6 (T4,T9,T14,T14,T16 and T19), (30%) teachers strongly agreed to it.

Thus, it shows that, the majority of teachers (16) formed the foundation of reading comprehension before teaching novel

3.2.12 Project Work

Teachers were provided the statement 'Project work about novel is helpful solving problems in novel teaching,' followed by four as shown in the table below (No.12). The responses to the statement, tabulation and its interpretation are presented in table below :

Table No.12

Project work

S.N	Responses	No. of Teachers	%
1	Agree	13	65
2	Undecided	1	5
3	Strongly agree	6	30
4	Strongly disagree	-	-

Sixty-five percent (65%) (T2,T3,T4,T6,T7,T9,T11,T12,T13,T14,T17,T18 and T19) that is thirteen in number among 20 teachers agreed on this statement Project work about novel is helpful solving problems in novel teaching. Similarly, only one teacher (T1) (5%) is undecided to this statement. Moreover,6 (T5,T8,T10,T15,T16 and T20) (30%) teachers strongly agreed to it.

Hence, most of the teachers (19) agreed that project work about novel is helpful solving problems in novel teaching.

3.2.13 'How' of Teaching Novel

When asked 'In novel teaching, teaching 'how'(strategies) is more important than teaching 'what', followed by four alternatives which are mentioned on the table, the responses from the teachers varied quite interestingly, which has been attempted to show below with percent and number:

Table No.13
'How' of Teaching Novel

S.N	Responses	No. of Teachers	%
1	Agree	9	45
2	Undecided	6	30
3	Strongly agree	3	20
4	Strongly disagree	2	10

Among the 20 teachers, nine (T5,T6,T8,T11,T12,T13,T14,T16 and T17) (45%) of them agreed on this statement in novel teaching, 'teaching 'how'(strategies) is more important than teaching what'. Similarly, 6 teachers (T1,T3,T7,T9,T10 and T18) (30.%) undecided to this statement. Moreover 3 teachers (T2,T4 and T19) (20%) strongly agreed to it. And only 2 (T17 and T20) of them (10%) out of 20 numbers strongly disagreed to this statement.

Thus, majority of teachers (11) gave more emphasis on strategies of novel teaching rather than content but 2 of them thought vice-versa.

3.2.14 Appropriate Strategy

Teachers were provided the statement , ‘appropriate uses of strategies make novel teaching easier and more effective’ followed by four as shown in the table No.14.The responses to the statement, tabulation and its interpretation are presented in table below:

Table 14
Appropriate Strategy

S.N	Responses	No. of Teachers	%
1	Agree	12	60
2	Undecided	-	-
3	Strongly agree	3	15
4	Strongly disagree	5	25

Among the 20 teachers, 12 teachers (T1,T2,T3,T4,T6,T7,T8,T11,T14,T15,T17 and T18) (60%) of them agreed on this appropriate uses of strategies make novel teaching easier and more effective. Similarly, 3 teachers (T5,T9 and T20) (15%) teachers strongly agreed to this statement. On the other hand 5 teachers (T10,T12,T13,T16 and T19) (25%) teachers strongly agreed to it. And there was no any response about undecided.

All in all, majority (15) of the teachers agreed that selection of appropriate strategies affects teaching novel but 5 of them did not agree.

3.2.15 Child Focus Strategies

Teachers were provided the statement, ‘Strategies in Novel teaching are child focused’, followed by four alternatives as shown in the table No.15. The responses to the statement, tabulation and its interpretation are presented in table below :

Table 15
Child Focus Strategies

S.N	Responses	No. of Teachers	%
1	Agree	7	35
2	Undecided	4	20
3	Strongly agree	3	15
4	Strongly disagree	6	30

Seven teachers (T7,T8,T9,T11,T13,T14 and T15) among the 20, that is 35% of them agreed on this appropriate uses of strategies make novel teaching easier and more effective. Similarly, 4 teachers (20%) (T2,T5,T16 and T17) remained undecided to this statement. Moreover, 3 teachers (T10,T14 and T19) (15%) strongly agreed to it. And 6 teachers (T1,T4,T6,T10,T18 and T19) (30%) strongly disagreed to it.

Half of the teachers (10) agreed that Strategies in novel teaching are child focused but six of them did not agree.

3.2.16 Simplification of Plot

When asked ‘Simplification of plot is the most important strategies in teaching novel to EFL learners’, followed by four alternatives which are mentioned on the table, the responses from the teachers varied quite interestingly, which has been attempted to show below with percent.

Table No.16
Simplification of Plot

S.N	Responses	No. of Teachers	%
1	Agree	13	65
2	Undecided	-	-
3	Strongly agree	7	35
4	Strongly disagree	-	-

Among the 20 teachers, thirteen (T2 ,T4 ,T5, T7, T8, T10, T12, T13 ,T15, T16, T18,T19 and T20) (65%) of them agreed on this statement ‘Simplification of plot is the most important strategies in teaching novel to EFL learners’.

Similarly, 7 (T1,T3,T6,T9,T11,T14 and T17) (35%) teachers strongly agreed to this statement.

Thus, all the teachers agreed that plot of the novel should be explained in easy form for better understanding of novel.

3.2.17 Strategy as Energizer

Teachers were provided with the statement ‘Which of the following strategy works as the best energizer in teaching novel’, followed by four alternatives as shown in the table No.17. The responses to the statement, tabulation and its interpretation are presented in table below:

Table No.17
Strategy as Energizer

S.N	Responses	No. of Teachers	%
1	Jokes	12	60
2	Riddle	4	20
3	Star diagram	3	15
4	Puzzle	1	5

Among the 20 teachers, 12 (T1,T4,T6,T8,T10,T11,T12,T14,T16,T18,T19 and T20 (60%) of them favored on jokes on the statement. Similarly, four teachers (T1,T2,T3,T5) (20%) followed Riddle. Moreover, 3 teachers (T9,T13,T17) (15%) followed star diagram. And at last only one teacher, i.e.T15 (5%) liked puzzle.

It can be inferred that jokes, were followed by most of the (12) teachers as energizer.

3.2.18 Comprehension Strategy

Teachers were provided with the statement ‘Which of the following strategy helps learners to comprehend the plot of a novel’, followed by four alternatives as shown in the table No.18. The responses to the statement, tabulation and its interpretation are presented in table below:

Table No.18
Comprehension Strategy

S.N	Responses	No. of Teachers	%
1	Explanation	3	15
2	Linearization	2	10
3	Summary	11	55
4	Note taking	4	20

Three teachers (T7,T9 and T19) among the 20 (that is 15%) of them agreed on Explanation to this statement appropriate uses of strategies make novel teaching easier and more effective. Similarly, 2 teachers (T2 and T5) (10%) have showed their response on linearization. Moreover, most of the teachers i.e., 11 in number (T1,T3,T5,T6,T12,T13,T15,T16,T17,T18 and T20) (55%) agreed on summary. And 4 teachers (T4,T8,T10 and T14) (20%) of them believed on Note taking.

Thus most of the teachers (12) used summary as the best and appropriate strategy while teaching novel.

3.2.19 Similarities and Difference of Strategy

Teachers were provided the statement ' Strategies used to teach different novels are different, 'followed by three alternatives as shown in the table No.19. The responses to the statement, tabulation and its interpretation are presented in table below:

Table 19
Similarities and Difference of Strategy

S.N	Responses	No. of Teachers	%
1	Same	-	-
2	Different	13	65
3	Similar	7	35

Thirteen teachers (T3,T4,T5,T6,T6,T7,T8,T9,T10,T11,T12,T14 and T15) (65%) out 20 of them have said different on the Statement Strategies used to teach different. Similarly, remaining (7) (35%) teachers have showed their response on Similar on this statement. From this table it can be said that Strategies used to teach different are not the same they are different.

Hence, use of teaching strategies in teaching one novel vary from teaching another for most of the teachers (13).

3.3 Analysis of Interview

Based on the interview taken of 20 teachers and the answers they have given to 8 questions, mostly related to strategies of teaching novel, the researcher has condensed the question into topics and analyzed descriptively.

3.3.1 Fruitfulness of strategies

When asked, "Which strategy have you found most fruitful in novel teaching?", six teachers (T1,T3,T4,T8,T16 and T17) responded 'retrospective writing; five teachers (T5,T7,T10,T13 and T18) responded 'snowball summary; four teachers (T6,T9,T12 and T15) responded 'oral review; three teachers (T11,T16

and T18) responded ‘summary comparison’ and two teachers responded ‘star diagram’ as their most fruitful strategy. For example, T6 responded, “*Telling the students the review of the novel orally has been the most fruitful strategy for me*”.

3.3.2 Focus of reading

When asked ‘what do you focus while teaching novel, its content or its language?, Twelve teachers (T4 T6,T7,T8,T10,T11,T12,T14,T15,T16,T18 and T20) responded that they focus on content of the novel whereas eight teachers (T1,T2,T3,T5,T9,T13,T17 and T19) responded that they focused on language of the novel. T4, for example, responded, “*Content or the plot of the novel is what I focus during my teaching*”.

3.3.3 Different genre teaching

When asked ‘Teaching novel different from teaching other genres of literature? Fourteen teachers (T1,T2,T4, T6, T7, T8, T10, T11, T12 T14,T15,T16 T19 and T18) encapsulated that teaching novel and the other genre of literature was different whereas six (T3,T5,T9,T113,T17,T20) of them found it same. T1, for example, said, “*Novel teaching is different because of its length and composition*”.

3.3.4 Focus element to the question

Which elements of novel do you focus on while teaching?, Thirteen (T3,T5,T6,T8,T9,T12,T13,T15,T16,T17,T18,T19 and T20) teachers said that they focus on plot, five (T1,T2,T4,T10 and T14) teachers said that they focused on characters, and two (T11 and T7) of them said that they focused on setting. For instance, T3 said, “*Plot of the novel is the heart of it, so it should be focused*”.

3.3.5 Teaching whole or part

To the question, ‘ Do you teach the entire novel or the main parts of it?’ Twelve (T2,T3,T5,T6,T17,T11,T12,T13,T14,T15,T16,T20) teachers responded that they teach the whole novel but eight (T1,T4,T5,T7,T9,T17,T18 and T19) of them said that they teach only the main parts. *For example, T2 said, “To give complete meaning of the novel to the students ,the entire novel has to be taught”.*

3.3.6 Timing of vocabulary teaching

To the question, ‘When do you teach the vocabularies of novel, before teaching or while teaching?’ Thirteen (T1,T2,T3,T4,T5,T6,T10,T11,T12,T14,T16,T17 and T18) teachers responded that they teach vocabulary of the novel before teaching it, whereas seven (T7,T8,T9,T13,T15,T19 and T20) of them said they teach them while teaching novel. *To exemplify, T12 said, “Earlier the teaching of vocabulary, easier will it be for the students to understand novel” .*

3.3.7 Attracting learner’s attention

When asked, ‘Which strategies used by you gets learner’s maximum attention?’ Twelve (T3,T4,T5,T6,T7,T8,T13,T15,T16,T17,T18 and T19) teachers responded ‘Organization of parts, six (T1,T5,T9,T10,T11 and T14) of them responded ‘Star diagram’ and two (T1 and T20) of them responded a snowball summary as the strategy to attracts students’ maximum attention. *T2o, for example said, “Star diagram attracts students’ attention the most”.*

3.3.8 Enhancing comprehension ability

When asked, ‘Which strategy has been most useful in enhancing learner’s comprehension ability?’ Fourteen (T1,T5,T6,T10,T11,T12,T13,T14,T15,T16, T17,T18 and T20) teachers responded ‘snowball summary’, four (T2,T3,T4 and T20) teachers responded ‘star diagram me and two (T7 and T9) of them responded ‘retrospective writing as the best strategy to enhance learners

compression ability. *T12, for instance, “Snowball summary has been the most useful in enhancing learners’ comprehension ability”.*

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study.

4.1 Holistic Findings

Specially, this study was focused on to find out the strategies used by the lecturers in bachelor level in novel teaching (B.Ed. level). The main objective was to find out the strategies used by the teachers in this level. On the basis of study it has found that no single and same strategy is used by the teachers. Different strategies are practiced on this. To teach the same novel by different teachers used different type of strategies. They said that, single strategy does not work and not appropriate in all the situation, it depends up on the students' level, age, time and type of novel etc. Nearly 35 teachers out of 40 teachers agreed on the above mentioned situation and 5 teachers opined their view a little bit differently, they said there should be the similarity in teaching novel. Briefing background, dividing the novel into different part and focusing on language used in novel were some of the most common strategies. In the same way, chaptewise division, home reading, (by the students), encouraging group discussion were also frequently used strategies while teaching novel by the teachers.

The following strategies, which are used by the teachers, are as follows:

- Briefing background of the novel.
- Dividing the novel in to different parts.
- Chapter wise division /discussion.
- Giving the summary.
- Simplification of plot.
- Reading comprehension and project work.

- Use of mother tongue.
- Setting, and culture, should be created.
- Contextualization and guessing.
- Use of video materials.
- Focused should be given only to the language related problems.
- Providing books of foreign writers.

4.1.1 Findings from the Subjective Analysis

On the basis of presentation, analysis and interpretation of data, the findings of the study the major findings of the study have been summarized and presented below:

- I) Fourteen teachers (T3,T4,T6,T8,T9,T10,T12,T13,T14,T16,T17,T18,T19 and T20) were not clear as what the differences between teaching novel and teaching other genres of literature are, but four teachers were.
- II) Nine teachers (T3,T5,T7,T13,T15,T17,T18,T19 and T20) used the strategy of ‘briefing background’, five teachers used ‘breaking the novel into parts’, and four teachers (T11,T12,T14 and T16) used ‘contextualization’ as the effective strategy.
- III) Nine teachers (T3,T5,T6,T9,T11,T13,T14,T18 and T19) opted for using contextualization and guessing as best strategies to teach vocabularies of the novel.
- IV) Nine teachers (T2,T5,T6,T12,T15,T16,T17,T18 and T20) focused on content in general and plot of the novel in particular.
- V) Nine teachers (T2,T6,T14,T15,T16,T17 and T18) prioritized giving summary to the learners and asking them to read and analyze the novel independently was the strategies used by most of the teachers.

- VI) Seven teachers (T6,T10,T12,T14,T17,T19 and T20) divided novels on the basis of its elements.
- VII) Five teachers (T1,T5,T9 and T15 and T16) divided novel chapter wise to teach.

4.1.2 Findings from the Objective Analysis

- I. Fifteen teachers (T1,T2,T3,T4,T5,T6,T7,T8,T11,T14,T15,T17,T18,TT9 and T20) (75%) focused on appropriate strategies and ten teachers focused on child focused strategies in teaching novel.
- II. Fourteen teachers (T1,T3,T4,T5,T7,T8,T10,T12,T13, T15,T16.T17,T18 and T20) (70%) did not agree that teaching novel to EFL learners is as easy as to teach native users.
- III. Coherent division of novel into parts was found to be accepted by fourteen teachers (T1,T2,T4,T6,T7,T8,T10,T11,T12,T14,T15,T16,T19 and T18) (70%).
- IV. Simplification of plot was taken as the best strategy by 13 teachers (T2,T4,T5,T7,T8,T10,T12,T13,T15,T16,T18,T19 and T20) (65%).
- V. Twelve teachers (T1,T2,T3,T4,T5,T7,T8,T9,T11,T17 and T18) (60%) regarded home reading as one of the best strategy to solve the novel related problems.
- VI. Twelve teachers (T1,T2,T3,T4,T7,T11,T12,T14,T15,T16,T17 and T20) (60%) agreed that culture, setting, context, variety of language used in novel creates problems in novel teaching.
- VII. Twelve teachers (T1,T3,T4,T7,T11,T12,T14,T15,T16,T17,T18,T19 and T20), (60%) believed that giving insufficient linguistic input for learner is the one causing difficulty to teach novel.

- VIII. Twelve teachers (T5,T6,T8,T11,T12,T13,T14,T16 and T17) (60%) were found to be focusing on 'how' aspect of teaching novel and two teachers (T17 and T20 (10%) on 'what '.
- IX. Summarizing is found to be taken as best comprehension strategy by eleven teachers (T1,T3,T5,T6,T12,T13,T15,T16,T17,T18 and T20) (55%) and thirteen teachers (65%) opt for using different strategies for different novel.
- X. Reading comprehension and project work are regarded as foundation of teaching novel by ten teachers (T1,T2,T3,T5,T6,T7,T8,T12,T15 and T17) (50%) and thirteen teachers (T2,T3,T4,T6,T7,T9,T11,T12,T13, T14,T17,T18 and T19) (65%) respectively.
- XI. Eleven teachers (T1,T4,T5,T6,T7,T13,T15,T16,T17 and T20) (55%) regard reading books of foreign writers helps solve novel teaching difficulty.
- XII. Eleven teachers (T1,T2,T3,T4,T6,T8,T9,T19,T14,T16 and T18) (55%) found that the use of related video materials while teaching novel are regarded as helpful in teaching novel, most of the teachers agreed on it.
- XIII. Nine teachers (T4,T5,T7,T11,T12,T17,T18 and T20) (i.e.45%) believed that the language related problems are not dominating ones in novel teaching.
- XIV. Use of mother tongue in teaching novel helps occasionally is what ten (T1,T2,T4,T5, T6, T7,T8,T9,T10 and T11) (50%) teachers agreed on.
- XV. Eight teachers (40%) agreed that novel teaching mainly focuses teaching the language of it but ten teachers (50%) focused on content.

4.1.3 Finding from the interview

- 1) 'Snowball summary' was found to be the best strategy to teach novel .
- 2) Mostly, teachers focused on content, not language of the novel.
- 3) Most of the teachers taught novel differently than other genre.
- 4) Plot was found to be the most focused element of a novel while teaching.
- 5) Most of the teachers taught whole novel rather than main parts.
- 6) Vocabularies were taught before teaching novel by maximum teachers rather than while teaching novel.
- 7) Dramatization of the parts of the novel was the best strategy for attracting learners' attention for most of the teachers.
- 8) Snowball summary worked as the best comprehension enhancing strategy in novel teaching.

4.4 Recommendations and Pedagogical Implications

On the basis of the aforementioned findings of the study, the following recommendations have been made which contain some pedagogical implications.

- I) Teachers should provide sufficient linguistic inputs to the students .
- II) Teacher should create the environment of reading the books of foreign writers.
- III) Teacher should focuses on non-linguistic related problem.
- IV) Teachers should use novel related video materials and learns for home reading.
- V) Teacher should balance their focus on language and content of the novel
- VI) Teacher should divide the novel in to coherent parts.
- VII) Child focused reading compression, simplification of plot, summarizing, project work are the strategies that teacher should apply while teaching novel.
- VIII) Students should be encouraged to retell the summary of the novel for their oral practice and to be sure how much they have known about the novel.
- IX) All the teachers should focus on assigning their students to write the summary of each chapter of the novel to test them to what extent their students have understood the text.
- X) To enhance students' learning, they should be taught about the difficult grammatical aspects and the structure of the novel.

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APPENDIX: A
QUESTIONNAIRE TO THE ENGLISH TEACHERS

Dear sir /madam

The questionnaire is a research tool for gathering information for my research entitled "Strategies used in Teaching Novel at bachelor level" under the supervision of **Mr. Ashok Sapkota** the Teaching Assistant of the Department of English Education ,T.U Kirtipur. The data provided by you will be the great help for accomplishing my research. The information provided by you, will be kept highly confidential and used only for research purpose. Your response plays a significant role in the analysis and accomplishment of my research.

I eagerly wait for your kind cooperation.

Thanks,

Sincerely Yours

Ramesh Bhattarai

M.Ed. second year

University Campus, T.U.

Questionnaire for the Teachers

Name of the teacher:

Name of College:

Qualification:

Years of Teaching Experience at Bachelor Level:

Answer the following questions:

1. Effectiveness of teaching strategies in novel varies according to level and competence of learners". In your context which strategies have worked well while teaching novel at your classroom? Explain.

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2. A whole Novel cannot be taught in single class hours. How do you divide them and practice in class?

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3. Teaching Novel generally means either focusing on linguistic content or literary content. Which activity do you focus on while teaching novel?

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4. Believing on learner's autonomy, how do you provide learners with appropriate technique to use novel themselves as a form of self reading practice?

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5. Have you found any differences or similarities in teaching novel and other genres of literature? Specify your reasons.

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6) Which are the most fruitful strategies that you have used while teaching novel? Why do you think so?

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7. Which element of the novel do you focus on your teaching? Why do you think so?

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8. Which strategies do you use for the purpose of characterization?

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9. Vocabulary found in novel has been the hurdle (difficult) for the learners. How do you handle this problem while teaching novel.

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10. It is believed that to complete a full reading of novel takes a long time. In this situation, what can be done to save time and their effort of learners while reading long novel?

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11. Teaching Novel to EFL learners is as easy as it is for native user.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.

12. Teaching Novel mainly contains language related problems.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.

13. Culture, setting, context, variety of language used in novel creates problems in teaching novel.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.

14. Insufficient linguistic input for learner causes difficulty in teaching novel.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
15. Creating the environment of studying the books of foreign writer helps solving novel teaching problems.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
16. Use of novel related video material eases novel teaching.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
17. Home reading is one of the best ways of solving novel related problems.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
18. Teaching novel to EFL learners must focus on teaching language of the Novel not the content.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
19. Use of mother tongue in teaching English Novel helps occasionally
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
20. Novel should be taught by dividing them into much coherent parts for easiness.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
21. Teacher has to form the foundation of reading comprehension before teaching Novel.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
22. Project work about novel is helpful solving problems in novel teaching.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
23. In novel teaching, teaching 'how'(strategies) is more important than teaching what.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.

24. Section division and home reading are two best strategies in teaching novel.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
25. Appropriate use of strategies makes novel teaching easier and more effective?
a) Agree (b) undecided (c) strongly agree(d) strongly disagree
26. Strategies in Novel teaching are child focused.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
27. Simplification of plot is the most important strategies in teaching novel to EFL learners.
a) Agree (b) Undecided (c) Strongly Agree (d) Strongly Disagree.
28. Which of the following strategy works as the best energizer in teaching novel?
a) Jokes (b) Riddle (c) Star diagram (d) Puzzle
29. Which of the following strategy helps learners to comprehend the plot of a novel?
a) Explanation (b) Linearization (c) Summary (d) Note Taking
30. Strategies used to teach different novels are
a) Same (b) Different (c) Similar

Appendix- B
QUESTIONNAIRE FOR INTERVIEW

1. Which strategy have you found most fruitful in novel teaching?
2. What do you focus while teaching novel? Its content or its language?
3. Is teaching novel different from teaching other genres of literature?
4. Which elements of novel do you focus on while teaching?
5. Do you teach the entire novel or the main parts of it?
6. When do you teach the vocabularies of novel? Before teaching or while teaching?
7. Which strategies used by you gets learner's maximum attention?
8. Which strategy has been most useful in enhancing learners Comprehension ability?