Strategies Used in Teaching Short Stories at Secondary Level in Dang District

A Thesis submitted to the Department of English Education

in Partial Fulfillment for the Master of Education in English

Submitted by

Khum Raj Panday

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following research guidance committee:

Dr. Gopal Prasad Pandey   …………………

Associate Professor and Head   Chairperson

Department of English Education

Bhim Prasad Wasti   ………………

Associate Professor   Member

Department of English Education

T.U., Kritipur

Prof. Dr. Bal Mukanda Bhandari   ……………….

Department of English Education   Member

Date: 03/01/2023

Evaluation and Approval

This thesis has been evaluated and approved by the following Thesis Evaluation and Approval Committee.

Signature

Dr. Gopal Prasad Pandey ....

Associate Professor and Head Chairperson

Department of English Education

Dr. Lok Raj Regmi

Mahendra Ratna Campus, Tahachal

Department of English Education ....

Tribhuvan University, Kirtipur Expert

Bhim Prasad Wasti ....

Associate Professor Member

Department of English Education

T.U. Kritipur

Date:23/01/2023

Declaration

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

Date……………

…………………..

Khum Raj Panday

Dedication

Dedicated to

My parents and teachers who always boosted me at today's position.

Abstract

The present study entitled '**Strategies Used in Teaching Short Stories at Secondary Level in Dang District'** is an attempt to explore strategies used in teaching short stories by the English language teachers. The main objective of this study was to find out the main strategies employed by teachers at secondary level in teaching short stories. Moreover, it has also found out most favored strategies by teachers and main problems that lie in teaching short stories. The researcher used a random purposive sampling procedure to select forty English teachers from twenty from government and twenty from institutional schools of Dang district. The major tools of data collection were class observation checklists and questionnaires. The data obtained was analyzed descriptively and interpreted using simple statistical tools. After analyzing the data collected through class observation checklist and questionnaires, it has been found that most of the English teachers motivated students underlying difficult words, finding out meanings and pronouncing words, asking students to read story(silently and loudly), describing about topic and writer of the story, using pictures and posters related to the story, question answer, providing feedback, group work, group discussion. Likewise the problems faced by teachers while teaching short story were uncontrolled classroom because of unwanted gossip of students, language problem(they couldn't express the event though they have already read or heard), students didn't understand English in community based Nepali medium school, students did not focus on grammatical aspect, they focus only listening to the story, sometime students couldn't understand story because they are extracted from other story and students felt uninterested because it is less communicative.

The research consists of five chapters. Chapter one is an introductory chapter. This chapter includes background of the study, statement of the problem, rationale of the study, objectives of the study, research questions/hypothesis, significance of the study, delimitations of the study and operational definition of the key terms. Second chapter deals with review of related literature, implications of the review for the study and theoretical/conceptual framework. Similarly, the third chapter deals with the sources of data, sampling procedure, data collection tools, procedure of data collection, data analysis and interpretation. The fourth chapter deals with analysis of data and interpretation of the result, summary of the findings. The fifth chapter includes conclusions and recommendations in policy related, practice related and further research related level. In the final part of the thesis, references and appendices have been included systematically.

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List of Symbols and Abbreviations

%	Percentage
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
i.e.	That is
L2	Second Language
LAD	Language Acquisition Device
SLA	Second Language Acquisition
S-R-R	Stimuli, Response, Reinforcement
T.U.	Tribhuvan University

The present study entitled "**Strategies Used in Teaching Short Stories at Secondary Level in Dang District** "tries to endeavor the grounded strategies for teaching short stories at secondary level. This chapter consists of the background of the study, statement of the problem, objectives of the study, rationale of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the study

Generally, teachers are found of adopting numerous of strategies while teaching. This study focuses on "strategies adopted in teaching writing skills". The term 'strategy' is easy to say but difficult to define. It is a general plan or set of plans intended to achieve something, especially over a long period.

Strategies refer to both general approaches and specific actions or techniques used to learn the second language it is problem – oriented: the learner employs strategies to overcome particular learning problem. Ellis(1985, P.532).

In the same way teaching strategy is the art of planning to the teaching activities in the best –way to gain advantage or achieve quality education especially in teaching learning activities. Each and every activity done in the classroom by the teacher in the language classroom to obtain predetermined objective is regarded as the teaching strategy. It refers to activity for achieving a major goal. Teaching strategy is a means to achieve objective. It is also pattern of 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, feeling and ideas and transmit them to their learners so, it is completely creative activity. It prompts creative skills, subject specific skills and ability to explore ideas and use the imagination.

Strategy is the plan designed for a particular purpose. It is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Foreign or second language learning strategies are specific actions, behaviors, steps or techniques students use often continuously to improve their

apprehending internalization and using a second language. The word strategy was firstly introduced in the war of Europe. It was used as a diplomatic plan to win one's enemies. Gradually, this term started to be in social science and at last it arrived up to teaching and learning too. For academic purposes, strategies mean a working plan of a teacher before they enter their classroom to fulfill the objectives of the lesson. Both strategy and method are orderly presentation of language materials to achieve the designed objectives of a lesson.

There are a number of approaches, methods, techniques and strategies through which stories can be presented. Some teachers have been adopting traditional techniques and some are trying to follow communicative ways or student oriented methods/ techniques but it is seen that they are not being successful in handling the problems in the classroom. This is because of the lack of training, skills, problems and physical environment, overcrowded classrooms, lack of interest and motivation in both teachers and students. After the completion of every story, teachers should evaluate the students' performance and provide feedback. How much his/her class was effective and how did he/she teaches are shown by the result/grades that students have obtained/Moreover, there is not clear cut formula to teach short stories as such but generally stories can be presented through three stages (Lazar, 1993, p.83). They are pre-reading stage, while-reading stage and post-reading stage.

Literature involves various genres via poetry, essay, drama, story and novel. Among these, short stories are one of the important genres in teaching and learning languages. In the New English Curriculum of secondary level (class 9 &10) in Nepal, short stories have been included to be taught. At this juncture, the present research aims to explore the strategies employed by secondary level English teachers.

Statement of the problem

Teaching is a job in that a teacher needs to deal with heterogeneous students to mitigate their individual needs and interests addressing various expected as well as unexpected classroom problems. English language is not our mother tongue. As it is used as foreign language in the context of Nepal, teaching English is not an easy task. Though there are different techniques of teaching writing story, teachers are still confused which techniques to use while teaching writing EFL context. The use of short stories in the language classroom increases students' language awareness,

motivation, personal reflection and cultural understanding. Unfortunately, little attention is given to teach short stories in the classroom. In the context of Nepal, most of the English teachers do not implement the typical strategies used in teaching stories. They have been teaching stories randomly. From that teaching and learning cannot be effective. In the light of the researchers' observations and experiences in the field of teaching short stories, insufficient number of language instructors use short stories in their language classroom without using appropriate strategies, they teach the short stories very surface.

This study will raise the different issues regarding the strategies of English teachers while teaching short stories at secondary level (9 &10). Whether the English teachers use different strategies while teaching short stories in their classroom or not at secondary level will be analyzed. Some teachers know the strategies to teach but they don't implement them in the classroom because of their carelessness. Here, I will try to find out the strategies used in teaching short stories and some pedagogical implications in teaching through short stories. Different strategies can be used in teaching stories but in the context of Nepal,

Therefore we can say easily that the effectiveness of the teaching and learning process depends on the sort of strategy that we use in the classroom. So every teacher should apply innovative, modern strategies and they have to update their knowledge. Although, strategies differ from situation to situation, context to context and topic to topic, the best or successful teachers are those who teach and act accordingly to the situation.

Objectives of the study

The objectives of this study were as follows:

a) To find out the existing strategies used in teaching short stories at secondary level.

b) To identify the main problems that lie in teaching stories.

c) To suggest some pedagogical implications.

Research Questions

The following research questions were as follows:

a) What are the existing strategies used in teaching short stories at secondary level?

b) What are the most preferred strategies used by the teachers?

c) What are the problems faced by teachers while teaching short stories?

Significance of the study

The researcher will carry out research work entitled "Strategies Used in Teaching Short Stories at Secondary Level in Dang District" which studies the teaching strategies and problems of teaching and learning short stories. It will also find out whether ELT teachers apply the new innovative students' centered strategies while teaching short stories or not.

That's why this research will be beneficial for the English language teachers. It is also significant to language learners to develop language skills as well as to develop vocabulary. So, from this study all people who are directly or indirectly involved in the field of teaching like language/ ELT teachers, course book designers, policy makers, curriculum designers, experts, syllabus designers will be beneficial to the students and teachers of secondary level to deal with teaching a story.

Delimitations of the Study

This study had limited to the secondary level. It had limited to teaching short stories. This study was delimited to forty English teachers in both community and institutional schools of Dang district by using random purpose sampling procedure. Observation checklists and questionnaires were used only as a tool to elicit the data.

Operational Definition of the Key Terms

Short story: A short story is a work of prose fiction which tells of one event in a very concentrated way. It has a plot and characters that are somehow connected with each other. It is fiction writing about imagined events and characters.

Strategy: Strategy is the particular trick, plan or action which is used in the classroom to make the teaching learning activities very effective.

SLA: Second Language Acquisition

Pre: Activities before reading

While: Current reading activities

Post: After reading activities

Bilingual: Speaking two language fluently

LAD: Language Acquisition Device

CLT: Communicative Language Teaching

CHAPTER II

REVIEW OF THEORETICAL, EMPIRICAL LITERATURE AND CONCEPTUAL FRAMEWORK

Review of related literature and conceptual framework are necessary for any research work. This section broadly deals with the literature or theory related to this research. It also deals with implication of those literature or researches for the present study and the conceptual framework developed from the discussed theory and focus of the study. In this section, the researcher goes through the different sources available related to the proposed study. Generally, this section includes review of the related theoretical literature, review of related empirical researches, implication of the review for the study and conceptual framework.

Review of Theoretical Literature

Each and every study is based on or carried out on the basis of related area. Review of related literature is the central and most important part of any research program. It is a written summary and critique of research relating to a particular issue of question. Reviewing the related literature makes the body of knowledge and acquaints the researcher with the available literature in the area of study. It further provides the information about the methods and procedures other researchers have used in such similar studies.

A literature review includes the study of books, scholarly articles and any other sources relevant to areas or research or theory and provides a description, summary and critical evaluation of these works in relation to the research problem being investigated. The purpose of this form is to examine the corpus or theory that has accumulated in regard to an issue, concept, theory and phenomena. The theoretical literature review helps to establish what theories already exist, the relationship between them, to what degrees the existing theories have been investigated and to develop new hypotheses to be tested often this form is used to help, establish a lack of appropriate theories or reveal the current theories are inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework.

The theoretical review may consist of simply a summary of key sources, but it usually has an organizational pattern and combines both summary and synthesis. It is often of the important information of the sources, but a synthesis is a re-organization or a reshuffling of that information in a way that informs how you are planning to investigate a research problem. Therefore, to enrich my theoretical framework, following theoretical literature are reviewed:

Approaches

An approach is a general term referring to the idea or concept. It is the general perception of language and its teaching and learning. It is a set of ideology/beliefs. It includes the basic assumptions or common thoughts of a group of scholars.

According to H.D Brown (1994, p.22) there are three approaches to language teaching and learning. They are:

Behaviorist Approach. Language is fundamental part of total human behavior, and behaviorists have examined it as such and sought to formulate constant theories of language acquisition. A behaviorist might consider effective language behavior to be the production correct responses of stimuli.

Behaviorist claimed that the child may acquire frames of a phrase structure grammar and learn the stimulus-response equivalences that can be substituted within each frame: imitation was an important if not essential aspect of establishing stimulus-response association. This theory is based on S-R-R principle (Stimuli, response, reinforcement). According to them a language behavior is the production of correct responses to stimuli. This principle defines language is a habit formation. Learners acquire language bit by bit that means part to whole through imitation, practice, memorization, repetition and drilling. Reinforcement should be immediate in this principle. First language items are given to children and they read, memorize these and show the response and again reinforcement will be given to them.

The Nativist Approach. On the other end of the theoretical continuum we find generative theories of language learning, with their typical rationalistic approach-asking deeper questions, looking for clearer explanations of the mystery of language acquisition.

Generation means prediction enumeration. The nativist approach to the analysts of language opened a new perspective in linguistics and language teaching. It is a system of underlying rules these rules are finite in number and are used to produce both actual and potential sentences. According to this approach, language acquisition is innately determined that we are born with a built in device. The father of generativist, Chomsky claims that every human child comes in this world with LAD that is language acquisition device which is also called universal grammar. So, nativist approach says that if we apply this in language teaching, then if focuses on the creativity of the learners during instruction.

Functional Approach. Functional/ Pragmatic approach focuses on the use of language.Budwig (1995) produced a useful survey of broadly functionalist approaches to the study of child language development. She bought together a wide range of perspectives on the relationship between form and function in child language, and on development in this relationship over time. One language form has different meanings and different meanings are conveyed by single form. That's why participation, context, goal of language use are very important in this approach.

Methods

There are different methods and approaches popular at different times to teach language. Many ELT experts and linguists have been introducing new principles and methods one after another. According to J.C Richards and T.S Rodgers (2001) there are two methods of teaching. They are:

According to J.C. Richards and T.S. Rodgers (2001) there are two methods of teaching. They are:

Direct Method. This method is known as natural method. According to this method, foreign language could be taught without translation or use of the learners' native language, meaning is conveyed directly through demonstration and action. Frank said that "A language could be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teacher must encourage direct and spontaneous use of foreign language in the classroom.

Therefore according to this method vocabulary and sentences are taught everyday through demonstration, objects, pictures and ideas. Pronunciations, grammar, both listening and speaking are emphasized.

The Grammar Translation Method. This is the traditional method of language teaching and learning, whereas teachers use translation method to teach language. Grammar is taught deductively. First, teachers teach rules and students practice, memorize and learn sentences or grammar. Student's native language is the medium of instruction and teachers focus on accuracy, reading and writing. In this method teachers and students translate foreign language into mother tongue and understand it.Similarly J. Harmer (2010, pg.68) mentioned other four methods of teaching. They are:

Communicative Language Teaching (CLT). To make teaching learning fruitful, effective and to remember in long run every teachers should strictly follow communicative language teaching. According to Harmer(2010), the role play and simulation, puzzle, constructing poem or story together are the examples of CLT. For these activities truly communicative students should have a desire to communicate something. They should have a purpose of communicating, they should be focused on the content of what are saying or writing rather than on a particular language form, they should use variety of language rather than just one language structure. The teacher will not intervene to stop the activity and the materials that he or she relies on will not control.

Task-based Learning (TBL). In task based learning instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve and when the task has been completed teacher discusses the language that was used, making corrections and adjustments. Willis (1996) as cited in Harmer (2010, pg.71) there are three basic stages: the Pre-task, the Task cycle and the Language focus. In pre-task stage, the teacher explores the topic with the class and may highlight useful words and phrases, helping students to understand the task instructions. The students may hear a recording of other people doing the same task. During the task cycle stage, the students perform the task in airs or small groups while the teacher monitors from a distance. The students then plan how they will tell the rest of the class what they did and how it went, and they then report on the task either

orally or in writing and compare notes on what has happened. In the language focus stage, the students examine and discuss specific features of any listening or reading text.

The Lexical Approach. This approach is discussed by Dave Willis (1990) and popularized by Michael Lewis (1993,1997), based on a assertion that 'language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks.' These are the lexical phrases, lexical chunks and other word combinations like collocations, idioms, fixed and semi-fixed phrases. Lewis proposes that fluency is the result of acquisition of a large store of these fixed and semi-fixed pre-fabricated items which are available as the foundation for any linguistic novelty or creativity.

Teachers and students in dialogue together. Many teachers believe that language is co-constructed between teachers and students. Teachers and students engage in dialogic relationship. According to this approach student learn language because they get to express what they want to say.

Procedures

Harmer (2010, pg.64) presents the following procedures of language teaching.

Presentation. First teacher presents the subject matter, show pictures and so on and asks students about the content or picture.

Practice. Then after students practice the subject matter through drills, repetition and become habitual.

Production. The knowledge and skills that students develop from the presentation and practice are presenting here.

Strategies

Teaching Strategies. Strategies are plan, methods, action, behaviors, steps or techniques designed for a particular purpose, such as achievement of a goal or solution to a problem. It is said that teaching is like the job of boatman who moves the boat always between the corners of the lake. Teaching is the most complicated task in the world. So, in this regard H.D. Brown (1994, p.2) while teaching, a teacher should

be careful about who to teach? What to teach? How to teach? And when to teach? According to him 'who' indicates learners. Here teachers should know the answer of the following questions.

a. Who are these learners?

b. Where do they come from?

c. What are their native languages?

d. What are their levels of education?

e. What are their socio-economic levels?

f. Who are their parents?

g. What are their intellectual capacities?

h. What sort of personalities do they have?

'What' indicates subject matters? The language teacher needs to understand the system and functioning of the second language and differences between the first and second language of the learner, its morphemes, words, sentences and discourse structures. How' means to strategies, style. 'When' indicates time and 'Why' answers the questions of objectives of the teaching.

According to Brown (1994, p.3)'why' indicates:

a. Why are learners attempting to acquire the second language?

b. What are their purposes?

c. Are they motivated by the achievement of a successful career? Or by passing a foreign language requirement? Or by wishing to identify closely with culture and emotional, personal or intellectual reasons?

According to Brumfit and Cater(1996, pg.110) as cited in the thesis of K.C. (2016) there are four strategies of teaching language. They are:

a. Prediction: What comes next?

b. Summary: What is all about?

c. Forum: Debating opposing viewpoints?

d. Guided rewriting

Similarly, as mentioned in K.C. (2016) Mortion (1988,pg. 34) talked about four overall teaching strategies:- the receptive strategies which relies primarily on listening. The communicative strategy in which students learn by attempting to communicate, the reconstructive strategy in which the students participate in reconstructive activities based on a text and the elective strategy which combines two or more of other.

J.C. Richards and Rodgers (2001, p.12) purposed different principles for teaching oral language.

a. Never translate: demonstrate

b. Never explain: act

c. Never make a speech: ask questions

d. Never imitate mistake: correct

e. Never speak with single words: use sentences

f. Never speak too much: make students speak much

g. Never use the book: use your lesson plan

h. Never jump around: follow your plan

i. Never go to fast: keep the pace of student

j. Never speak too slowly: speak normally

k. Never speak too quickly: speak naturally

l. Never speak too loudly: speak naturally

m. Never be impatient: take it easy

According to Brown (1994, pg.15), the best method is one which you have derived through very own careful process of formulation, try-out, revision and

refinement. You cannot teach effectively without understanding varied theoretical positions. Without any methods and techniques teacher becomes a slave to one way of thinking, a pupet without self-control. There is no easy and quick method is guaranteed to provide success. Every learner and teacher is unique. Teaching is most complicated job in the world because students are coming from different cultural, educational, religious and economical background. So every teacher should understand the age, interest, previous knowledge, motivation and level of the students. Teacher should use lesson plan everyday to make teaching and learning effective, interesting and fruitful. Teachers should make annual and weekly plan by distributing whole subject matter along with lesson plan. While teaching teachers can follow different techniques or methods. Some of the popular Students centered methods are following.

Discussion: Teacher should involve students in different activities. Teacher can give questions to solve as well as some contemporary topic for discussion and writing which develop student's creativity and knowledge.

Problem solving: In this method students are given some questions/issues to solve. Then students discuss with friends, search in different sources and solve problems.

Project work: Project work will be given to an individual, in peer as well as in group. It develops cooperation, confidence, harmony among the students and students' creativity, studying and searching habits as well as it broadens their mind.

Group work: Teacher gives work in group. This method is similar to project work.

Games: Games are the good and effective way to teach language. Teacher can play different games to teach students.

Teachers' Role

While teaching teacher should play the role of facilitator, role model, actor, motivator, friend, manager, controller, organizer, participant, prompter, resource person, teaching aid, comprehensible input, language model. According to J. Harmer (2010) following are the roles of teachers;

Motivator: The principal role of teacher is to motivate the students, creating the right conditions for the generation of ideas, persuading them about the usefulness of the activity and encouraging them to make as much effort as possible for maximum benefit.

Resource: Teacher should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestion in a constructive and tactful way.

Feedback provider: Teachers should respond positively and encouragingly. When offering correction, teachers will choose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

Controller: When teachers act as controllers, they are in the charge of the class and of the activity taking place and are often 'leading from the front.' Controller takes the register, tell students things, and organize drills, read aloud.

Prompter: The teacher helps the students at that time they get lost or can't think of what to say next. Teacher's support without disrupting the discussion or forcing students out of role will eliminate the sense of frustration.

Participant: The teachers can participate in discussions or role-plays themselves. They have to maintain creative atmosphere and ensure the engagement of the students.

Tutor: When students are working on longer projects, such as process writing or preparation for a talk or a debate, we can work with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations, we are combining the roles of prompter and resource – in other words, acting as a tutor.

Similarly, Rebecca L. Oxford (1990, pg.10), parent, instructor, director, manager, judge, leader, evaluator, controller, doctor are the roles of teachers.

From above mentioned techniques of teachings and roles of teachers, we can say that the best teachers should play the role of facilitator, build rapport with his/her

students and try to find out everything about him/her for best teaching and learning. Teacher should use different techniques according to the nature of subject matter.

Learning Strategies

According to L. Oxford, (1990, pg. 1) strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. There are two types of strategies. One is learning and another is teaching strategies. According to O'Malley, "learning strategies are the special thoughts or behaviors that individuals used to help them comprehend, learn, or retain new information. It focuses on the application of learning strategies to second language acquisition by students learning English as second language as well as by students learning foreign language." According to him following are the learning strategies.

Metacognitive Strategies

Planning

Advance organizers. Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle.

Directed attention. Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.

Functional planning. Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.

Selective attention. Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and linguistic markers.

Self-management. Understanding the conditions that help one learn and arranging for the presence of those conditions.

Monitoring. To give the different directions from external.

Self-monitoring. Checking one's comprehension during listening or reading or checking the accuracy and appropriateness of one's oral or written production while it is taking place.

Evaluation. To give feedback after judging.

Self-evaluation. Checking the outcomes of one's own language learning against a standard after it has been completed.

Cognitive Strategies

Resourcing. Using target language reference materials such as dictionaries, encyclopedias, or textbooks.

Repetition. Imitating a language model, including overt practice and silent rehearsal.

Grouping. Classifying words, terminology, or concepts according to their attributes or meanings.

Deduction. Applying rules to understand or produce the second language or making up rules based on language analysis.

Imagery. Using visual images to understand or remember new information.

Auditory representation. Planning back in one's mind the sound of a words, phrase, or longer language sequence.

Keyword method. Remembering a new word in the second language by identifying a familiar word in the first language that sound like or otherwise resembles the new word, and generating easily recalled images of some relationship with the first language homonym and new word in the second language.

Elaboration. Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.

Transfer. Using previous linguistic knowledge or prior skills to   assist comprehension or production

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Inferencing. Using a available information to guess meanings of new items, predict outcomes, or fill in missing information.

Note taking. Writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading.

Summarizing. Making a mental, oral, or written summary or new information gained through listening or reading.

Recombination. Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

Translation. Using the first language as a base for understanding and/or producing the second language.

Social Mediation

Question for clarification. Eliciting from a teacher or peer additional explanations, rephrasing, examples, or verification.

Cooperation. Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.

According to Rebecca L. Oxford there are two types of learning strategies. They are;

Direct Strategies. Direct strategies include:

Memory strategies: Creating mental linkages, applying images and sounds, reviewing well and employing action are memory strategies.

Cognitive strategies: Practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output are the cognitive strategies.

Compensation strategies: Guessing intelligently, overcoming limitations in speaking and writing are compensation strategies.

Indirect strategies. Indirect strategies include;

Metacognitive strategies: Centering your learning, arranging and planning your learning, evaluating your learning are metacognitive strategies.

Affective strategies: Lowering your anxiety, encouraging yourself, and taking your emotional temperature are affective strategies.

Social strategies: Asking questions, cooperating with others and empathizing with others are social strategies.

Activities

According to Lazar (1993, p.83) there are generally three stages of teaching short stories. They are:

Pre-reading stage. In this stage teacher should do following activities.

a. Helping students with cultural background.

b. Stimulating student interest in the story.

c. Pre-teaching vocabulary

While-teaching activities. Teachers should do the following activities in this stage.

a. Helping students to understand the plot

b. Helping students to understand the characters

c. Helping students with difficult vocabulary

d. Helping students with style and language

Post-reading activities. In this stage the teacher can perform the following activities.

a. Helping students to make interpretations of the text.

b. Understanding narrative point of view

c. Follow-up writing activities

d. Follow-up fluency practice

To teach short stories Lazar (1993) has mentioned following activities to teach the stories.

Activity -1. Divide students into two groups. Group A look at Word List 1, Group B look At Word List 2.Discuss what the words on each list mean in the context of the story. Students can use their dictionaries to help them. When they have finished, explain the meaning of the words to the students in the other group.

Activity 2. Think about the situation of the story, where characters are

Experiencing what? Help students to imagine that they are the members of that group/family. Where are they? And what are they hearing or experiencing? Tell students to write two /three paragraphs based on their thoughts.

Activity 3. Think about different situation, and discuss them with your partner. Give reasons for the advice that you (students) give each person in that situation.

Activity 4. Encourage students to think about events in their own country. Teacher will tell and give example about some countries.

Activity 5. Read the text again and summarizing the main point of each paragraph in the story.

Discussion of some questions in pair or group

Activity 6. Read the story and answer the related questions.

Activity 7. Give reasons for different task and situations of the story.

Activity 8. Look at the last few paragraphs of the story and discuss the questions in pair or group.

Activity 9. Divide students into two groups. Group a read Extract A and Group B read Extract B. Then answer the questions.

Activity 10. Give reason and answers of the related questions.

Activity 11. Tell students to read some statements which describe the main characters in the story and check the meaning of any words that you don't know in your dictionary. Then decide whether you agree or disagree with the statement.

From the above-mentioned activities, we can say that while teaching short stories every language teacher should play the different roles of teachers go through different activities and procedures. They focus on the student-centered methods. In the context of Nepal some teachers sacrifice many things to develop different language skills on students and some are just wasting their time as well as students' time. So, before teaching every language teacher should make and follow annual, weekly and daily lesson plan because these are the clear roadmap to reach in our destination.

Story

According to G. Lazar (1993, p.73), "Short story is a work of fiction, it involves imagination. It tells one event in a very concentrated way and it is about people who don't really exist and it has a plot and characters that are somehow connected with each other. 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 is always contrasted with a novel on the grounds of length, magnitude and complexity. It is shorter than a novel. A short story has the following elements.

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. Therefore, the plot is a planned, logical, series of events having a beginning, middle and the end. Where beginning is the introduction of the problem, middle is development of the problem and an end is the resolution of the problem.

Character. According to M.H. Abrams (1993), "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 inferences 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 a person, sometimes even an animal who takes part in the action of short story. There are few characters in short stories. One character is center of the story having some importance is called protagonist and the character opposed to the main character is called antagonist.

Setting. The setting stands for the where and when of the story or the location and time in which story takes place. Setting includes the following things.

a. Geographical location: Where the action of the story takes place

b. Time: When the story taking place. For example historical period, time of the day, year.

c. Social conditions: Daily life of the characters like speech, dress, mannerism, customs.

d. The weather conditions: The sunny, rainy, cloudy or stormy

e. Mood or atmosphere: Feeling created at the beginning of the story like it is bright and cheerful or dark and frightening.

Style. In layman's term the style refers to the way in which story is written. It is often contrasted with the contents of the story. According to Abrams (1993, p.203) and Cuddon (ibid), one has to focus on the following aspects of story while analyzing its style:

a. Dictation or choice of words

b. Its sentence structure and syntax

c. The density and types of its figurative language

d. The patterns of and other formal features,

e. Its rhetorical aims and devices

f. The shape of the paragraphs; and

g. Every conceivable aspect of the language and the way it is used. It is not pres

Theme. The theme of a fable is its moral. The theme of a parable is its teaching. The theme in fiction is not generally intended to teach or preach and it is not presented directly. Readers have to extract it from the characters, action, and setting. Theme is the central idea or author's underlying meaning or main idea that he/she is

trying to convey. Writers may use various figures of speech to emphasize theme, such as symbol, allusion, simile, metaphor, hyperbole or irony.

Therefore, every language teacher should brainstorm students to arouse their curiosity in learning. Teachers should strictly follow three stages of teaching .My study entitled "Strategies Used in Teaching Short Stories at Secondary Level in Dang district" makes an attempt to find out the strategies used in teaching short story and suggest some pedagogical implications.

Types of Short Stories

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

Myth

Myth is unknown narrative originated in the ancient legends of a race or a notion that explains the origin of life, religious beliefs and the forces of nature as some kind of supernatural occurrences that counts deeds of traditional superheroes.

Fable

It is usually a short and simple story that exemplifies as abstract moral thesis or principle of human behavior. The main characters in fable are often animals and they exhibit human frailties. In other words, animals talk and act like the human types they represent.

Legend

A popular story handed down earlier times whose truth has not been ascertained. It is a short story a part of fact and part fiction, about the life and deeds of a saint a folk hero or a historical figure. Legend are also transmitted orally from generation to generation.

Fairy Tale

It is a type of story that is related to fairies or mythical or magical beings. It belongs to fold literature and is a part of the oral tradition. It tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine who has experienced with various adventures of a more or less supernatural kind.

Parable

A short story that uses familiar event to illustrate a religious or ethnical situation. According to Abrams (1985), A parable is a very short narrative about human beings presented so as to stress the tacit analogy, or parallel, with a general lesson that the narrator is trying to bring home to his audience.

Review of Empirical Literature

Researches have been done under the Department of English Education in the faculty of Education T.U. However, none has published any research work finding the strategies used in teaching short stories. Though there are some researches related to activities and strategies used in teaching short stories. Some works or researches that are related to this topic are reviewed, which are presented below.

K.C. (2010) has carried out a research entitled, "Activities in Teaching Short Stories." The objectives of his study were to find out various strategies used in teaching short stories at lower secondary level and to suggest some pedagogical implications. He used questionnaires and class observations. This research concludes that most of the teachers started their class without strong motivation and teaching learning materials. While teaching, teachers were active and students were passive. Teachers did not use communicative method of teaching and co-operative learning. And follow-up activities adopted by the teachers in teaching were teacher centered.

Chaudhary (2011) carried out a research entitled "Teaching Short Stories at Higher Secondary Level". He consulted the books related to how to teach short stories at higher secondary level. He found that narrating the plot while teaching rather than engaging the students to brainstorm their opinion about the story really hampers their creativity and comprehension skills, and encouraging them to find out the meaning themselves becomes long lasting. Although the research work mentioned above is related to short stories, none of the research has been carried out on the challenges faced by

major English teachers of higher secondary level while teaching short stories. Therefore, this seems different from others.

Joshi (2011) carried out a research entitled "Effectiveness of Using Technology in Teaching Short stories". This study was carried out to find out the effectiveness of using technology (laptop, powerpoint presentation, multimedia, projector and use of internet) in teaching short stories. He gave a set of questionnaires to the students after he taught the short stories without using technology. Again he gave a set of questionnaires after he taught them by using technology and compared the answers. His finding was, teaching short stories with technology is more effective than without using technology.

Bist (2013) conducted a research on "Strategies Used for Comprehending Short Story by Students of Grade Eleven." His aim was to find out the strategies used for comprehending short story by students of grade eleven of Kailali district and suggest some pedagogical implications. The study found out that students comprehend the story by using synonym, antonym, definition, guessing, asking teachers, exemplification, gesture, avoidance, translation and explanation.

Bhattarai (2013) has carried out research on "Strategies Used in Teaching Novel". His objectives were to find out the strategies employed by the EFL teachers at Bachelor level in teaching novel and to suggest some pedagogical implications. The primary sources of his study were the bachelor level teachers teaching in different colleges of Kathmandu and Lalitpur district. The major tools of his study were questionnaire and interview. He came to conclusion with remarks that snowball summary is the best strategy to teach novel.

Jaishi (2013) carried out a research based on "Strategies Used in Teaching Short Story at Grade Eight in Bajura District." The objective of this story is to find out the strategies used in teaching short stories at grade eight and suggest some pedagogical implications for enhancing teaching learning process of the story particularly at grade eight. He used judgmental non –random sampling procedure to select ten English teachers teaching at lower secondary level of different schools in Bajura district. Questionnaire and observation were used to collect data from the respondents. This research concludes that almost all the teachers motivated their students before teaching the short story. But the degree and ways of their motivation was varying. 20% of teachers motivated their student excellently where as 60% did so in a good way and 20% teachers were found in average conditions in motivating the students. Similarly, most of English teachers of

lower secondary level used pre, while and post reading activities in teaching short story in ELT classroom.

Pandey (2015) carried out a research on "Techniques of Teaching Short Stories at the Secondary Level". The objective of his study was to find out the techniques of teaching short stories at secondary level and to suggest some pedagogical implications based on findings. His sample size was two English teachers of Pyuthan district. He used non random sampling procedure to select two English teachers of secondary level. Similarly his research tool was observation checklist and diary writing as recording devices .From the study, it was found that most of the time in classes, 70% time teachers spend in lecturing and 30% time they involved the students in activities.

Karki (2016) carried out a research on 'Teachers' practice of Using Different Activities for Teaching Poetry'. The main objective of this study was to find out the teachers practice of using different activities for teaching poetry and to suggest some pedagogical implications. He selected thirty teachers from ten campuses of Sunsari and Morang district. He used a purposive non random sampling procedure for the research .The tool of this study was a structured questionnaire. He concluded that 100% teachers preferred to teach figurative language of the poem, 83.33% teachers emphasized to give summary and central idea of the poem and majority of the teachers followed the activities like giving historical, cultural background of the poem, removing certain words from the poem and ask students to fill the gaps, guessing meaning of words in context.

K.C. (2016) has carried out research on 'Strategies Used in Teaching Short Stories in Class Eight in Rolpa District. His objectives were to find out the existing strategies used in teaching short stories at the lower secondary level, most preferred strategies by the teachers and to suggest some pedagogical implication. He used an observation checklist tool to elicit data from respondents. He has selected Rolpa district for his area. The sample size of the population of his study was four ELT teachers from four different schools of Rolpa district. He observed 40 classes of ELT teachers. From the study it was found that in 100% classes teachers did not give group discussion about the title of the story before teaching the story. In 75% classes teachers stimulate students before starting to teach story, they used pictures related to story and in same classes teacher did not provide cultural and historical background of the story, they asked for interpretation of theme of the story after finishing the teaching. Similarly in 20(50%) classes teachers always translated the short stories in Nepali, provided some general

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questions for debate after the completion of the teaching story, teachers asked to summarize and teachers started teaching short stories from its general background.

Amgai (2019) has carried out research on "Strategies Used in Teaching Short Story at Basic Level in Kathmandu Valley". Her objectives were to find out the strategies used in teaching short stories at basic level and to suggest some pedagogical implications. The primary sources of her study were the basic level teachers teaching in different schools of Kathmandu Valley. The major tools of her study were questionnaires and class observation checklist.From her study, it was found that sixty percent of teachers always make students read the short story. Half percent of teachers were found using pictures and postures related to the story while teaching. Majority of teachers i.e 70 percent teachers were found to focus on group work and group discussion.

Dinkhu and Solomon (2019) carried out research on 'Teachers' and 'Students' Challenges, Perception and Techniques of using Short Stories in English as Foreign Language Speaking Classroom: BoredaForeign ary School Tenth Graders in Focus. The purpose of this study was to investigate teachers' and students' challenges, perceptions and techniques of using short stories in English speaking class. It was descriptive research design. Moreover, all the data were analyzed both quantitatively and qualitatively. The findings of the study showed that English teachers should create techniques for their students in order to improve speaking using short topics by making them participate, letting students tell shot stories extensively and bring short stories to the EFL speaking classroom.

The above mentioned research is related to teaching literature. Some are related to activities, strategies or methods of teaching short stories, some are related to learning strategies, strategies used in teaching poetry, novels. But my study is a little bit different from theirs. My study will be new in the field of teaching short story at secondary level in Dang district in the department of English Education, Tribhuvan University because no one has carried out research on the topic of "Strategies used in teaching short story at secondary level in Dang district."

Implication of the Review for the Study

By reviewing the theoretical and empirical literature, I got the significant ideas, information, and guidance about teaching writing skill and different activities for doing it. General concept of teaching writing has become clear by consulting different books, these

in the department and journals. In literature review, our central focus is to examine and evaluate what has been before on a topic and establish the relevance of this information to our own research.

However, I further have consulted various journals, reports, theses, etc. to make research work more clear. In literature review, our main focus is to examine and emulate what has been done on very topic and build the relevance of this information to the current research work.

All above mentioned studies are related to strategies, activities or techniques used in teaching and learning short stories. For my research I studied the book of Lazar (1993) has provided ideas, insight, information and three stages of activities for teaching short stories in the classroom. The book of Kumar Ranjit (2007) provides guidelines to prepare research proposals and thesis. The book of J.Harmer(2010) "The practice of English language teaching provides the role of teachers , methods, principles and techniques of teaching .Likewise the book of H.D. Brown (1994) helps me lot by providing information about teaching strategies , styles, methods, J.C. Richards and T.S. Rodgers (2001) help me by providing two methods of teaching. The book of Gass and Selinker (2008) provides information, knowledge about SLA. The book of O'Malley, J.M Chamot, A.U(1990) and the book of Oxford, R.(1990) provide more information about learning strategies.

Similarly, I got idea and information regarding strategies used in teaching short stories. These all researches helped me while carrying out my research .Specially, I got information on the strategies used in teaching from Jaishi (2013), K.C. (2016), Bhattarai (2013) and regarding techniques using teaching short story from Pandey (2015), regarding teacher's practices of using of different activities for teaching poetry from Karki (2016), regarding activities in teaching short stories, I got ideas from K.C. (2010) and Amgai (2019). All these researches were handled in quantitative research and survey research in particular. They have used non-random sampling procedures.

Conceptual Framework

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

STRATEGIES USED IN TEACHING SHORT STORIES

Approaches
- → Behaviorist Approach
- → The Nativist Approach
- → Functional Approach

Methods
- → Direct Method
- → The Grammar Translation Method
- → The Communicative Language Teaching
- → Task Based Learning
- → The Lexical Approach
- → Teachers and Students in Dialogue

Procedures
- → Presentation
- → Practical
- → Production

Activities
- → Pre-reading
- → While reading
- → Past-reading
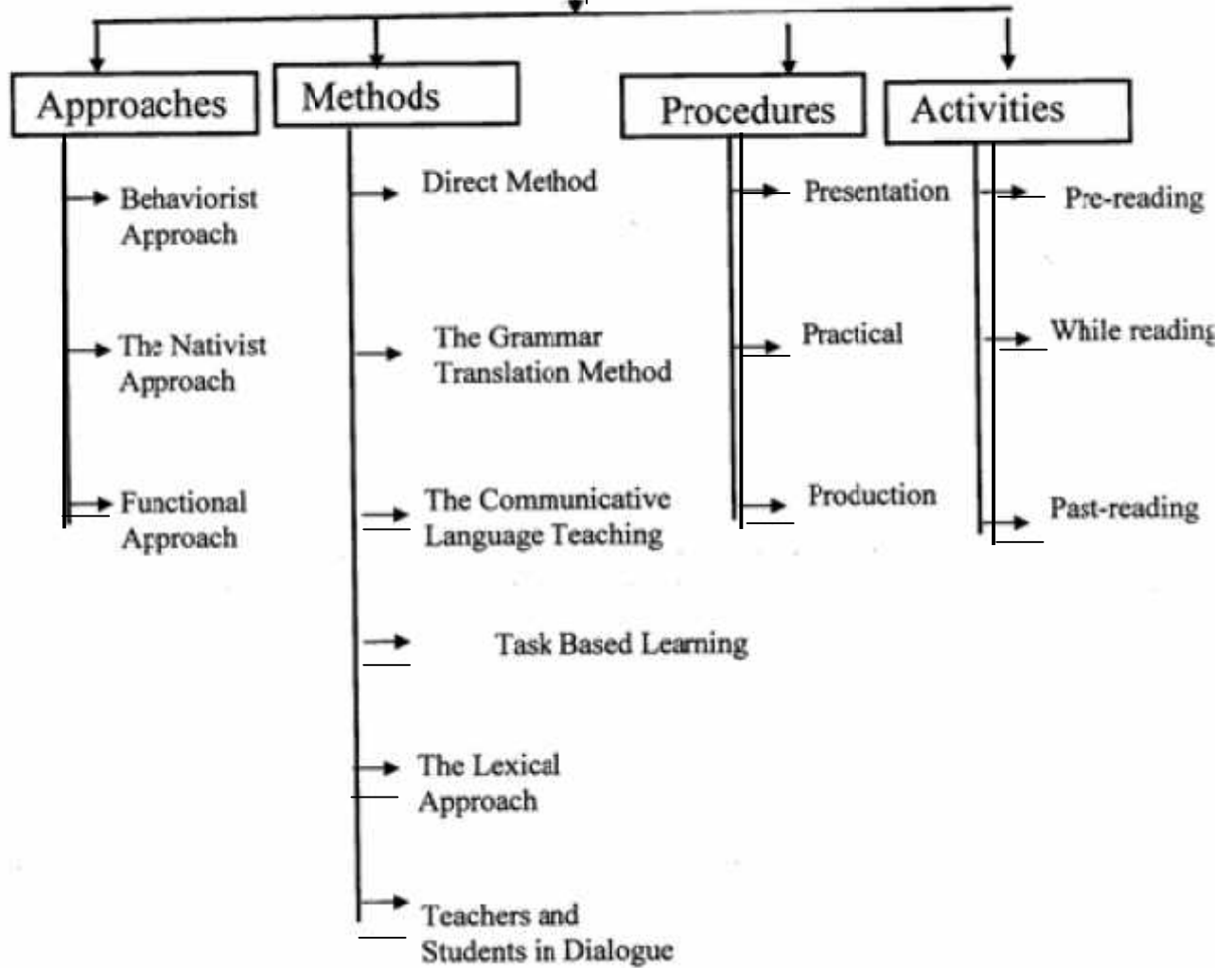
<center>**CHAPTER III**</center>

<center>**METHODS AND PROCEDURES OF THE STUDY**</center>

Design and Methods of the study

The study on "Strategies Used Teaching Short Stories at Secondary Level in Dang District" is based on survey research design. I adopted a survey research design. Survey research is mainly carried out to find out people's attitudes, opinions and the specific behaviors on certain issues, phenomena, events and situations. According to Nunan (1992, p. 40), 'The main purpose of the survey is to obtain a snapshot of conditions, attitudes and events at a single point of time". Survey education addresses the educational problems and generalizes its findings on the basis of representative samples of a specified target population. In survey research, the researcher collected the data at a single time and it addresses the large group of population. Thus, sampling is the procedure of selecting of required number of sample which represents the whole group. It helps the researchers to collect the required number of population. The researcher can use numerous sampling strategies to accomplish his/her research work. Some of the strategies used in survey research are simple random systematic, stratified cluster, convenience and purposive, etc. Survey data were collected through questionnaires, observation, interviews, etc. In this research work, the researcher basically used questionnaires and observation checklist tool as a main tool in order to find out the issues in teaching writing at basic level. The finding of survey was generalizable and applicable to the whole group. In this context, Cohen and Manion (1985), as cited in Nunan, (1992, p. 140) write: Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of condition, attitudes and/or events at a single point of time.

Similarly, Nunan (1992, p.141) states the following survey research procedures:

Step 1: Define objectives – What do we want to find out?

Step 2: Identify target population – What do we want to know about?

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Step 3: Literature review –   What have others said/discovered about the issues?

Step 4: Determine sample –   How many subjects should be surveyed and how will be identified by these?

Step 5: Identify survey instruments – How will the data be collected Questionnaire/observation?

Step 6: Design survey procedures – How will the data collection actually be carried out?

Step 7: Identify analytical procedures – How will the data be assembled and analyzed?

Step 8: Determine reporting procedures – How will the data be written up and presented?

From the aforementioned description, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sector to obtain snapshot of conditions, attitudes and events at a single point of time. The researcher selected survey research because it would be helps me to find out English teachers' attitude, opinions and the specified behavior on certain issues, phenomenon or situation.

Furthermore, it is easier than other research because data in a survey research collected only at a single point of time aiming to obtain on overview of a phenomenon, event, issues or situation. It addresses the large group of population; sampling is a must to carry out the investigation. The concern here is to ensure that, the sample should be representative of the study population as a whole. Sampling is done to obtain the practicability of the study. The finding of survey will be generalizable and applicable to the whole group. In this type of research, the researcher visited a determined area to find out the existing data. Specifically, it was carried out ELT teacher of basic level to find out their issues in teaching writing.

Population, Sample and Sampling Procedures

Forty English teachers teaching at Secondary level in different twenty public and twenty institutional schools in Dang district were selected by using random purposive sampling procedure.

Sources of Data

In order to carry out this research the researcher collected the data from both primary and secondary sources.

Primary Sources of Data. Twenty/ twenty English teachers of public and institutional schools from Dang district were taken as the primary sources of data.

Secondary Sources of Data. Researcher used various books specially books of Lazar (1993)J.C. Richards and Rodgers (2001), Kumar R. (2005), H.D.Brown (1994) , J.Harmer (2008), and the thesis such as K.C. (2010) , Jaishi (2013), Karki (2016), Pandey (2015),K.C.(2016), Bhattarai (2013), Bist (2013),newspapers and online. All these sources were used as secondary sources of data.

Data Collection Tools and Techniques

The main tools of data collection for this study were observation check list and questionnaires. The details of data collection tools are given in the Appendix-I and II.

Procedure of Data Collection

The researcher collected the data from secondary sources and from the primary sources by forming a set of open-ended and close-ended questionnaires as well as observation checklist. For this propose, the researcher read some books, internet materials and researches that are related to the topic of his research.He visited twenty/ twenty public and institutional schools of Dang district and built rapport with concerned people after getting permission from concerned authority, the researcher observed the classes of each teacher and collected data from observation checklist. The researcher administered the questionnaire and explained them what they were supposed to do.After then, the researcher collected answer sheets for analysis and those analyses were assessed.

Data Analysis and Interpretation

The collected raw data were analyzed quantitatively as the survey type research has demanded. The researcher analyzed and interpreted the collected data statistically and descriptively by using table and paragraph. The data were collected from twenty/ twenty English teachers from public and institutional schools by observation checklist and questionnaires. This study was carried out mainly to find out the existing strategies used in teaching short stories, to find out the most favored strategies and the main problems lie in teaching short stories at secondary level in Dang district.

Ethical Consideration

Ethical consideration is important matter in the research. Every respondent has their right to privacy. They informed the purpose of the study and value of their participation in it. They were assured that there are no activities would be done that may any harm in their personal career and in instructional reputation. In the process of data collection, time and place was determined being based on their approval. I made sure to Participants did not harm to the respondents. They were assured that all identifiable personal information would be stickily kept confidential, and no names would be mentioned in the thesis as well as in any publication. Similarly, as participants may wish, the secrecy of the information would be maintained. The plagrism was avoided by showing citation and reference. Moreover, every step of the research would have conducted under the guidance of supervisors of English education department, Tribhuvan University, Kirtipur, Kathmandu.

CHAPTER IV

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of collected data from primary sources.

Analysis of Data and Interpretation of the Result

In this chapter, I have analyzed the collected data and interpreted results from the collected data from primary sources. The data were collected from twenty/ twenty English teachers of public and institutional schools by observation checklist and questionnaires. This study was carried out mainly to find out the existing strategies used in teaching short stories, to find out the most favored strategies and the main problems lie in teaching short stories at secondary level in Dang district. And the collected data were analyzed and interpreted descriptively and statistically.

Analysis of the Information Obtained Through Close-ended Questions

I observed the classes of twenty/ twenty secondary level English teachers of Dang district. The primary source of data has been obtained through observation checklist and questionnaires. An attempt has been made here to describe in details the strategies used in teaching short stories at secondary level in Dang district. The data is analyzed as follows.

Analysis of the Information Obtained through Close-ended Questions

Table: 1

S.N	Strategies	Scale							
		Always		Usually		Sometimes		Never	
		No.	Per %	No.	Per %	No.	Per %	No.	Per %
1.	Describing the Title of the Story before Teaching	24	60%	8	20%	4	10 %	4	10 %
2.	Describing the Writer of the Story	20	50%	8	20%	12	30 %	-	-
3.	Brainstorming about the Title before Teaching the Short Stories	12	30%	20	50%	-	-	8	20 %
4.	Making Students Read the Story	24	60%	8	20%	8	20 %	-	-
5.	Translating the Short Story in Nepali	-	-	-	-	28	70 %	12	30 %
6.	Making Students Play the Role of Characters	4	10%	16	40%	20	50 %	-	-
7.	Making Students Describe the Characters of the Story	8	20%	12	30%	20	50 %	-	-
8.	Encouraging Students to Predict the topic for each Paragraph	20	50%	20	50%	-	-	-	-
9.	Asking Students to Underline the Difficult Words and to Search those Words in Dictionary	32	80%	8	20%	-	-	-	-
10.	Providing Feedback in Every Step While Teaching	28	70%	12	30%	-	-	-	-
11.	Providing Gap Filling Activity to the Students	4	10%	24	60%	12	30 %	-	-
12.	Discussing the Language and Style of the Story	12	30%	20	50%	8	20 %	-	-
13.	Providing the Main Theme of the Story	36	90%	-	-	4	10 %	-	-

14.	Asking Students Write the Review of the Story	8	20%	16	40%	16	40%	-	-
15.	Using Pictures and Posters Related to the Short Story	4	10%	8	20%	28	70%	-	-
16.	Preparing Daily Lesson Plan	8	20%	24	60%	4	10%	4	10%
17.	Asking Students Summarizing the Whole Story	16	40%	16	40%	4	10%	4	10%

This table clarifies that regarding the description about the writer of the short story 60% teachers always describe the title of the story before teaching that story. Twenty percent of teachers usually describe the title of story before teaching whereas 10% percent of teachers sometimes describe the title of story and the same i.e. 10% of teachers did not care about the title of the story and they never describe the title of story before teaching a short story. Half of the teachers (50%) of Dang district always describe the writer of the story while teaching the story. Twenty percent of teachers usually describe the writer of the story whereas thirty percent of teachers sometimes describe the writer of the story.

Regarding the responses of teachers about the brainstorming about title of the story what I found is that 30% teachers always brainstorm students' interest before teaching short story. Half percent of teachers i.e. 50% usually brainstorm students' interest whereas 20% of teachers never brainstorm students' interest before teaching short story where brainstorming is very essential for fruitful teaching and learning. Reading develops students' confidence and pronunciation skills. From the written responses of teachers about making students read the story I found more than half i.e. 60% of teachers always make their students read the story. Twenty percent of teachers usually make students read the story and same percent of teachers that means 20% sometimes make students read short story.

Similarly, 70% teachers of Dang district sometimes translating short story in Nepali language whereas 30% of teachers never translate short story into Nepali language. Ten percent teachers always make students play the role of characters. Forty percent of teachers usually make students play the role of characters. And half percent of teachers i.e. 50% sometimes make students play the role of characters.

Similarly, regarding the making students describe the characters of the story 20% of teachers were found making students describing story always.

Thirty percent of teachers usually make students describe the characters of the story whereas half percent (50%) of teachers sometimes make students describe the story. Likewise, half percent of teachers (50%) always encouraged students to predict the topic for each paragraph same percent (50%) of teachers usually encouraged students to predict the topic for each paragraph. The majority of teachers i.e. 80% of teachers of both institutional and public school always asked students to underline the difficult words and search those words in dictionary. Likewise, twenty percent of teachers were found usually asking students to underline the difficult words and search those words in dictionary.

Providing feedback to students in every steps of teaching learning activity is very important qualities of the best teacher. From the responses of teachers regarding providing feedback in every steps while teaching what I have found is that 70% of English teachers always provide feedback whereas thirty percent of teachers usually provide feedback to students in every step while teaching. Similarly, 10% teachers were found always providing gap filling activity to the students after completion of story. More than half percent of teachers i.e. 60% usually provide gap filling activity to students whereas thirty percent of teachers sometimes provide gap filling activity. 30% of teachers always discuss the language and style of the story while teaching short story. Half percent of teachers i.e. 50% usually described the language and style of the story whereas twenty percent of teachers sometimes discuss the language and style of the story.

Main theme is the central idea or moral of the story which provides information, knowledge and moral lesson to the reader. After the analysis of collected data what I found is that 90% of teachers always provide the main theme of the story to the students after completion of the story whereas ten percent of teachers sometimes provide the main theme of the story. Regarding asking students write the review of the story what I inferred is that 20% teachers always ask students write the review of the story. Forty percent of teachers usually ask students to write the review of the story and the same percent of teachers i.e. 40% were found to sometimes ask students to write the review of the story.

It is said that a single picture speaks more than a thousand words. It is the most effective strategy to motivate students towards learning. From the collected data I have found is that only 10% of teachers are using pictures and posters related to the story always. Twenty percent of teachers usually use pictures and posters related to the story. Whereas 70% of teachers are using pictures and posters related to the story sometimes.

Here in my research study only 20% of teachers are preparing daily lesson plan. More than half i.e. 60% of teachers usually prepare daily lesson plan whereas 10% of teachers sometimes prepare daily lesson plan and same percent of teacher i.e. 10% never prepare daily lesson plan. And forty percent of teachers always ask students summarize the whole story and same percent of teachers (40%) usually ask students summarize the whole story. Ten percent of teachers sometimes ask students summarize the whole story. Whereas 10% of teachers never ask students summarize the whole story.

Analysis of the Data Obtained Through Open–Ended Questions

This section of the thesis deals with the analysis of data obtained through open-ended questions in regard to strategies used in teaching short stories at Secondary level in Dang district.

Strategies Used by Teachers While Teaching Short Story. This section of the thesis deals with the analysis and interpretation of data with regard to strategies used by teachers while teaching short story. The summary of the result has been presented as below:

Table 2

Strategies Used by Teachers While Teaching Short Story

S.N	Strategies	No. of Teacher	Percentage
1.	Motivating students	40	100%
2.	Underlying difficult words, finding out meanings and pronouncing words	40	100%
3.	Asking students to read story	24	60%
4.	Describing about topic of the story	12	30%
5.	Describing about the writer of the story	20	50%
6.	Providing summary	16	40%
7.	Providing clues and rearranging them	8	20%
8.	Asking main gist/review of the story	4	10%
9.	Describing about characters of the story	16	40%
10.	Question answer	28	70%
11.	Asking students to write similar story	12	30%
12.	Providing feedback	40	100%
13.	Asking students to tell story in their own words	8	20%
14.	Asking main theme of the story	12	30%
15.	Asking students to write the review of the story	4	10%
16.	Group work	28	50%
17.	Role play	16	40%
18.	Using pictures and posters related to the story	28	70%
19.	Telling story in simplest form	8	20%
20.	Asking students to tell their story	16	40%
21.	Telling other relevant story	8	20%
23.	Asking summary of the story	4	10%
24.	Silent reading	4	10%
25.	Doing exercise	12	30%
26.	Guessing meaning from the title of the story	8	20%
27.	Providing the Main Theme of the Story	36	90%
28.	Discussing the Language and Style of the Story	20	50%

Regarding the strategies used by the teachers while teaching short stories, the table shows that teachers are using different strategies to make their students satisfied

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and to make the subject matters crystal clear to the students. From the collected raw data I found all or 100% of teachers are motivating their students before and while teaching short story by telling similar story, showing pictures and asking students to tell their own story and eighty percent of teachers ask students to underline the difficult words in story, asking students to search meaning of those words in dictionary, providing meanings and helping them to pronounce those words. Half percent (50%) of teachers described the writer of the story, focused on group work and showed pictures and posters related to the story. All the teachers (100%) were found providing feedback to students in every step of teaching learning.

Similarly, 90% teachers were found providing the main theme of the story after completion of the story and 50% teachers discussed the language and style of the story. Sixty percent of teachers made students read the story. This table shows that 30% of teachers were found describing the topic and writer of the story, asking students to write the similar story, asking the main theme of the story and making students do the exercise that follows. Likewise, 20% of teachers were found providing clues and rearranging them, providing feedback, asking students to tell a story in their own words, telling a story in simplest form, telling other relevant stories and guessing meaning from the title of the story. Similarly, 10% of teachers were found asking students the main gist/review of the story, asking students to write the review of the story, asking students to summarize the story and silent reading.

Problems Faced by Teachers While Teaching Short Story. This section of the thesis deals with the analysis and interpretation of data with regard to problems faced by teachers while teaching short stories. The summary of the result has been presented as below:

Table 3

Problems Faced by Teachers While Teaching Short Story

S.N	Problems	No. of Teacher	Percentage
1	Difficult vocabulary	12	30%
2	Pragmatic meaning	4	10%
3	Classroom uncontrolled because of unwanted gossip of students	12	30%
4	Language problem(they couldn't express the event though they have already read or heard)	12	30%
5	Students didn't understand English in community based Nepali medium school	4	10%
6	Students do not focus on grammatical aspect, they focus only on listening to the story	4	10%
7	Sometime students couldn't understand story because they are extracted from other story	8	20%
8	Students feel uninterested because it is less communicative	8	20%

Teaching is very perplexing job in the world. Likewise, other subjects' teachers, English teachers are also facing some problems while teaching short story. Table no. 3 shows that among the forty teachers twelve (30%) teachers wrote short story contains difficult vocabulary which is difficult for students to understand and sometime classroom goes out of control because of the gossip of students regarding their knowledge about the story. According to the same percent of teachers i.e. 30% students have language problem. Especially the students of public schools could not express the story what they have heard and read correctly.

Similarly, ten percent of teachers mentioned students and teachers sometime could not understand the pragmatic meaning from the story because they are extracted from other story. Students of public schools did not understand English language properly. Same percent (10%) of teachers said that students do not focus on grammatical aspect rather they focus only listening story.

Likewise, this table shows that 20% of teachers said that sometime students couldn't understand story because they are extracted from other story and students feel monotonous or uninterested because story is less communicative than other genre of literature.

Most Favored Strategies by Teachers. This section of the thesis deals with the analysis and interpretation of data with regard to most favored strategies by teachers while teaching short story. The summary of the result has been presented as below:

Table 4

Most Favored Strategies by Teachers

S.N	Strategies	No. of Teacher	Percentage
1.	Role playing activity	16	40%
2.	Group discussion	28	70%
3.	Question answer	28	70%
4.	Using pictures and posters related to the story	28	70%
5.	Providing main theme of the story	36	90%
6.	Difficult word underlying	32	80%
7.	Making students read story	24	60%

Different teachers use different techniques, methods and strategies while teaching. Regarding the most favored strategies by the teachers, what I found from my research is that 80% teachers preferred to ask students to underline difficult words. 70% teachers preferred group discussion which is most communicative approach in teaching that helps to solve problem in group and to take decision in group. Similarly, 70% teachers preferred question answer and the same percent of teachers preferred using pictures and posters related to the story.40% teachers preferred role playing activity of the story. 90% teachers preferred providing main theme of the story after completion of it. 60% teachers preferred making students read the story. Whereas other teachers preferred predicting, guessing, audio visual presentation, story writing activity, pair works storytelling activity and drill.

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Analysis of Data Obtained through the Class Observation

I observed the forty classes of twenty/ twenty English teachers of public and institutional schools at secondary level of Dang district. The primary source of data has been obtained through observation checklist and questionnaires. The strategies applied by them are analyzed and interpreted as follows;

Analysis of the Pre-reading Strategies. I observed the ten classes of five/five English teachers of different five/five government and private schools at basic level of Kathmandu valley. To know about the facts of pre-reading strategies the following things have been observed.

Table 5

Analysis of Pre-reading Strategies

S.N	Activities	No. of Classes	Percentage
1.	Motivation	36	90%
2.	Providing cultural and historical Background	36	90%
3.	Predicting theme from the title of the story	8	20%
4.	Group Discussion about topic	28	70%
5.	Teaching the vocabulary of the story	36	90%
6.	Discussing the language of the story	12	30%
7.	Asking some questions about the story for guessing answers.	16	40%

I observed the classes of twenty/ twenty English teachers of public and institutional schools. After the observation what I found regarding the pre-reading strategy is that 90% teachers were motivating their students towards short story before teaching revising previous lesson, telling similar story and encouraging students to tell short story that they read and heard. And they were found providing cultural and historical background of the story and write before teaching.

Similarly, twenty percent teachers were encouraging students to predict theme from the title of the story. 70% teachers were making students discussing about the topic in group. Likewise, 90% teachers were teaching the vocabulary of the story

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before teaching short story. 30% teachers were discussing the language of story before teaching whereas 40% teachers were found asking some questions about the story for guessing answers.

Analysis of the While-reading Strategies. I observed the forty classes of twenty/ twenty English teachers of public and institutional schools at basic level of Kathmandu valley. To know about the facts of while-reading strategies the following things have been observed.

Table 6

Analysis of While-reading Strategies

S.N	Activities	No. of Classes	Percentage
1.	Providing some questions	40	100%
2.	Helping students to understand the plot	40	100%
3.	Helping students to understand the difficult vocabulary	40	100%
4.	Predicting topic of each paragraph	12	30%
5.	Discussion about characters	40	100%
6.	Role playing activity of characters	16	10%
7.	Summarization of the story	40	100%
8.	Translation into Nepali language	8	20%

Regarding the while reading strategies in short story table no. 22 clarifies that forty teachers (100%) regularly provided some questions for brainstorming. In all classes all teachers helped students to understand the plot and difficult vocabulary. They discussed the characters of the story. All teachers were found summarizing the whole story. Thirty percent teachers were predicted topic for each paragraph while teaching. Ten percent teachers involved students in role playing activity of characters. Similarly, 20% classes, teachers always read story and translated it into Nepali language.

Analysis of the Post-Reading Strategies. I observed the forty classes of twenty/ twenty English teachers of different five/five public and institutional schools

at basic level of Kathmandu valley. To know about the facts of post-reading strategies the following things have been observed

Table 7

Analysis of the Post-Reading Strategies

S.N	Activities	No. of Classes	Percentage
1.	Interpretation of main theme of the story	40	100%
2.	Asking some questions	40	100%
3.	Writing main points of the story	8	20%
4.	Writing main theme of the story	24	60%
5.	Gap filling activity	12	30%
6.	True/False	32	80%
7.	Providing feedback	40	100%
8.	Writing reviews of the story	-	-

The table shows that all the teachers i.e. 40 (100%) raised different point of view for interpretation of the main theme of the story after completion of teaching work. And the same percent (100%) teachers asked some questions and providing feedback after oral and written answers. But only 20% teachers were provided main points of the story. More than half teachers i.e. 60% provided main theme of the story whereas 30% teachers were provided gap filling activity to the students after the completion of teaching activity. The majority of teachers i.e.80% were found providing true/false activity after completion of story. But all the teachers never provided reviews of the story in copy.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the Summary, Conclusions and Recommendations of the study. It has been divided into three sub-sections. Firstly, it presents summary of the study. The second sub-section presents the conclusions made by the study. And finally, third sub-section of the study has been provided few recommendations on the basis of the findings and experiences of this study.

Findings

The focal point of every research study is its findings. It is the fulfillment of the objective of a study. The research was carried out to find out the strategies used by English teachers at the secondary level of Dang district. To accomplish my research, I visited twenty/twenty public and institutional schools and collected required data with the help of class observation checklists and questionnaires. The objectives of my study were to find out the strategies used in teaching short stories, to find out the most favored strategies by the teachers, to find out the problems that lie in teaching short stories and to encourage or aware teachers to use new innovative, modern strategies and to suggest some pedagogical implication. All above -mentioned tables show that teachers were using different strategies, they faced various problems while teaching short stories and they preferred different strategies to teach short stories. The specific findings of the survey research are listed below.

Sixty percent of teachers always describe the title of the story before teaching.

Half percent of teachers i.e. 50% always describe the writer of the story while teaching.

The study shows that 50% teachers usually brainstorm student's interest about the title of the story

Sixty percent of teachers always make students read the short story.

The majority of teachers i.e.70% teachers sometimes translate stories into Nepali language.

Ninety percent of teachers always provide the main theme of the story after completion of the story.

Fifty percent of teachers were encouraging students to predict the topic for each paragraph.

Majority of teachers (80%) were found asking students to underline difficult words and search those words in the dictionary.

Almost all the teachers (100%) percent teachers were found providing feedback in every step while teaching.

Half percent of teachers (50%) were found using pictures and posters related to the story while teaching short stories.

All the teachers (100%) were found motivating students while teaching short story.

It was found that 70% of teachers were asking and giving questions to the students while teaching short stories.

Majority of teachers i.e. 70% were found to focus on group work and group discussion.

Thirty percent of teachers were found unable to control classroom students' noise because of their previous knowledge about the related story.

Thirty percent of teachers found vocabulary in stories because they are extracted from other stories and they also found language problems in students to understand the story.

Ten percent of teachers mentioned students did not understand English mainly in community based Nepali medium school.

Conclusions

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

It was found that in the pre-reading stage teachers made their students engage in different activities i.e. predicting theme from the title, discussion about topic and writer, discussing the language of the story and asking some questions about the story for guessing answers etc. instead of doing all things themselves.

The researcher found that the activities and strategies presented by the teachers at while-reading stage were teachers made their students active in different activities like making students to tell the similar story that they read and heard, predicting the topic for each paragraph, making them to do silent and loud reading, asking students to underline the difficult words, search meaning in dictionary to find out meanings, role playing activity, etc. rather than doing all the things themselves.

It was found that the strategies presented by the teachers in post-reading stage were teachers made their students active in all the activities like asking them to summarize the story, and asking them to discuss the characters of the story in group, writing the main theme of the story, doing exercise, etc. rather than doing all things themselves.

The researcher found that among the above mentioned three activities/strategies the while-reading strategies were practiced most.

Recommendations

Being based on my findings, it is provided policy related, practice related, further researcher related recommendations for the pedagogical implications:

Policy Related. There should be the policy about the use of students' centered methods while teaching stories in classroom. Similarly, the policy maker and curriculum designers should analyze the existing condition of teaching strategies used in teaching stories to make the teaching learning process story more effective. The ministry of education, department of the education should make policy on the basis of

students' level, needs, and desires. The curriculum designers should design curriculum according to the needs, age and interest of students and should also include moral and intellectual lesson giving type of short stories at secondary level.

Necessary teaching materials, innovative tools, teachers guide should be provided and periodical teachers training and orientation program should be conducted. Regular monitoring and observation should be done and the concerned authority and institution should award the best and hardworking teachers to make teaching and learning fruitful.

Practice Related. Teacher should be serious. They should search and use new and innovative techniques in teaching. Teacher should be studious. Teachers should make daily lesson plan to make teaching effective and complete course on time. They should teachers guide to facilitate students. Teachers should use student centered methods like demonstration, group discussion, project work, problem solving and role playing. There should be the strict English speaking environment in government schools to improve English language of the students. Teachers should involve students in speech, dialogue etc. to improve the grammar and speaking skills of students.

Further Research Related. No work is final and no research is complete itself since very little researches have been carried out on the topic of strategies used in teaching short story in the department of English education. So it can function as a foundation for other researches. It can also broaden their knowledge for their research work. Similarly, this research helps the people to find out the strategies used in teaching short story. This study helps those who want to carry out the research in the similar topic in upcoming days. So this research should be the secondary sources for other researcher and it also provides new research areas for research study.

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Appendix - I

Class Observation Checklist in Teaching Short Stories.

Name of school: Date:

Type of school   Class:

Name of teacher: Time:

Academic Qualification:

Experience:

1. Pre-reading activities

S.N	Activities	Yes	No	Remarks
1.	Motivation			
2.	Providing cultural and historical Background			
3.	Predicting theme from the title of the story			
4.	Group Discussion about topic			
5.	Teaching the vocabulary of the story			
6.	Discussing the language of the story			
7.	Asking some questions about the story for guessing answers.			

2. While – reading activities

S.N	Activities	Yes	NO	Remarks
1.	Providing some questions			
2.	Helping students to understand the plot			
3.	Helping students to understand the difficult vocabulary			
4.	Predicting topic of each paragraph			
5.	Discussion about characters			
6.	Role playing activity of characters			
7.	Summarization of the story			
8.	Translation into Nepali language			

3. Post- reading activities

S.N	Activities	Yes	No	Remarks
1.	Interpretation of main theme of the story			
2.	Asking some questions			
3.	Writing main points of the story			
4.	Writing main theme of the story			
5.	Gap filling activity			
6.	True/False			
7.	Providing feedback			
8.	Writing reviews of the story			

Appendix - II

Questionnaire to the English Language Teachers

Dear Sir/Madam,

The questionnaire is a part of my research study entitled "Strategies Used in Teaching Short Story at Secondary Level in Dang District at master level under the supervision of Mr. Bhim Raj Osti, the Associate Professor, Department of English Education, Tribhuvan University , Kathmandu Nepal. The data provided by you will be fruitful to accomplish my research and the information provided by you will be kept highly confidential and used for research purpose. The fruitfulness of my study will depend on your unbiased and accurate responses.

I fervently wait for your kind cooperation.

<div align="right">

Researcher

Khum Raj Panday

Department of English Education,

Tribhuvan University Kathmandu, Nepal

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Name of school: Date:

Type of school: Class:

Name of teacher: Time:

 Academic Qualification:

 Experience:

A. Teachers are kindly requested to give answers of the following questions according to your own experience.

1. Do you brainstorm about the title before teaching the short story?

a. Always   b. Usually   c. Sometimes   d. Never

2. Do you describe the title of the story before teaching it?

a. Always   b. Usually   c. Sometimes   d. Never

3. Do you describe about the writer of the story?

a. Always   b. Usually   c. Sometimes   d. Never

4. Do you use pictures and posters related to the study?

a. Always   b. Usually   c. Sometimes   d. Never

5. Do you make your students read the short story?

a. Always   b. Usually   c. Sometimes   d. Never

6. Do you ask students to underline difficult words and to search those words in dictionary?

a. Always   b. Usually   c. Sometimes   d. Never

7. Do you prepare lesson plan daily?

a. Always   b. Usually   c. Sometimes   d. Never

8. Do you read the whole text and explain its meaning in Nepali?

a. Always   b. Usually   c. Sometimes   d. Never

9. Do you make your students to play the role of characters of the story?

a. Always   b. Usually   c. Sometimes   d. Never

10. Do you let students to describe the characters of the story?

a. Always   b. Usually   c. Sometimes   d. Never

11. Do you encourage students to predict the topic for each paragraph?

a. Always   b. Usually   c. Sometimes   d. Never

12. Do you ask students to write the main points of the story?

a. Always   b. Usually   c. Sometimes   d. Never

13. Do you provide feedback in every step while teaching to students?

a. Always   b. Usually   c. Sometimes   d. Never

14. Do you provide gap filling activity to the students?

a. Always   b. Usually   c. Sometimes   d. Never

15. Do you discuss the language and style of the story?

a. Always   b. Usually   c. Sometimes   d. Never

16. Do you provide the main theme of the story?

a. Always   b. Usually   c. Sometimes   d. Never

17. Do you ask students to write the review of the story?

a. Always   b. Usually   c. Sometimes   d. Never

18. Do you translate the story in Nepali?

a. Always   b. Usually   c. Sometimes   d. Never

19. Do you translate any difficult words, phrases or some part of the story?

a. Always   b. Usually   c. Sometimes   d. Never

20. Do you ask the students to summarize the whole story?

a. Always   b. Usually   c. Sometimes   d. Never

B. You are kindly requested to answer the following questions.

21. What techniques/strategies do you apply while teaching short story?

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22. How do you motivate your students while teaching short story?

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23. How do you evaluate teaching short story in the classroom?

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24. What problems do you face while teaching short story?

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25. What do you do in the following stage while teaching story?

a. Pre-teaching activities (before reading)

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b. While- teaching activities (while reading)

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c. Post- reading activities (after reading)

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26. What activities do you prefer in teaching short story?

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……………………………………………Informant Researcher : Khum Raj Panday