CHAPTER – ONE

INTRODUCTION

This study is about the 'Challenges of Teaching Short Story at Higher Secondary Level'. This proposal consists of general background, review of related literature, objectives of the study, significance of the study, methodology, analysis and interpretation, and finding and recommendations.

1.1 General Background

Literature refers to the piece of writing that is valued as work of art, e.g. poems, dramas, essays, and short stories. It is an art that expresses life in words of truth and beauty. It is the written records of man's spirit, his thoughts, emotions, aspirations; it is the history of the human race. Literature offers hints, suggestions and flashes of insight in our life.

Collie and Slater (1987, p. 2) state:

> Literature speaks to the hearts as much as to the mind provides materials
>
> with some emotional color, that can make fuller contact with the
>
> learner's own life and can thus counterbalance the more fragmented
>
> affect of many collection of text used in the classroom.

Similarly, Lazar (1993, p. 1) defines "Literature means…to meet a lot people, to know other different points of view, ideas, thoughts, minds…to know ourselves better".

Literature is an imaginative fact, it is a creation but we get realistic flavors in it; literature encompasses all the aspects of human life. Thus, we can conclude by observing these definitions literature is an art of writing which reflects the

mirror of society. There are different genre of literature, i.e. poetry, essay, story, drama, novel etc. The literary figures express their imaginations, thoughts and feelings through the different disciplines of literature. A literature stretches students' imaginations, widens their insights, deepens their experiences and heightens their awareness. Nills Erik Enkvist says, "Unless you know something of the literature you do not really know the language." That is why a language learner is not regarded as a competent learner unless s/he knows the culture and literature of the native speakers. Therefore, a language learner must learn the target language literature. Moreover, studying literature develops the four skills of language such as, listening, speaking, reading and writing.

Lazar (1993, pp 14-15) has put forward some reasons for using literature with the language learners. He argues that literature is motivating and has general educational value, it is authentic material, it helps students to understand another culture, it is stimulus for language acquisition, it develops students' language awareness, and it encourages students' to talk about their opinions and feelings.

Literature includes various genres viz. poetry, story, drama, essay, novel, etc. That is to say, story is one of the important genres. It has become one of the successful and effective aspects of teaching literature.

The short stories belong to fiction. They are short and simple enough by nature. They are the account of invented or imagined events set in a chronological order. They are fictional narrative in prose, ranging in length from about 500 words to about 1500 words, often, though certainly not always, limited to a very few characters, a single setting and single incident. According to Edger Poe, a short story is "a short prose narrative, requiring from a half-hour to one or two hours in the perusal." According to Abrams "A short story is a brief work of prose fiction and most of the terms for analyzing the component elements, the types, and the various narrative techniques of the novel are

applicable to the short stories as well." Plot, character, dialogue, setting, language style, and theme are the essential elements of a successful short story. Short stories can be categorized under myths, legends, fables, parables, folk tales, and fairy tales, and so on.

In the present compulsory English curriculum of higher secondary level in Nepal, stories have also been included to teach like other genres. There might be various strategies used by the teachers while teaching. Therefore, to deal with challenges and methods of teaching short stories at higher secondary level will be the task of this research.

1.1.1 Literature and Language Teaching

Literature is a key to language learning. Language and literature are always regarded as two inseparable entities. It is the soul of language. It is the true manifestation of human language. Every human language has its literature, either in oral or written form. Without literature, the fragrance of language is lost. No language can be alive without literature. So, there is a close relationship between language and literature. The literary language is a variety of language. The literary figures express their thoughts, feelings, emotions, imagination, etc. through the different genres of literature.

Language teaching is the matter of pedagogy. It is an art. Language teaching is a way of spreading the skills, abilities and proficiencies in language. Language teaching receives implications not only from linguistics, psychology, sociology pedagogy but also from literature. The aim of language teaching is to impart linguistic skills to the language learners i.e. to help the learners to acquire competence in language use. Language learning involves learning the different aspects like vocabulary, structure, skills (listening, speaking, reading and writing) and functions of language. Literature stretches students' imaginations, widens their insights, deepens their experiences and heightens their awareness. A second language learner is not considered to be a competent language learner

unless s/he knows the cultures and literature of the target language. Therefore, a language learner must learn the target language literature. A learner can find out the feelings, emotions, thoughts, customs, and possessions, etc. of the target group with the help of the literature. Thus, language is incomplete without learning literature. Besides this, studying literature develops the four skills of language: listening, speaking, reading and writing.

1.1.2 Use of Literature in Language Classroom

This section considers some of the issues underlying the use of literature with the language learners. Literature, definitely, provides provoking feedback to the learners of language. Brumfit and Carter (1986, p.22) say literary text involves some sort of engagement by the readers beyond simply being able to understand the meanings of the utterances in the text, and then we need to ask how this engagement is required. Scoles et al. (2010) further add literature enriches our lives because it increases our capacities understanding and communication. It helps to find meaning of our world and to express it and share it with others.

Lazar (1993, pp. 15-19) writes following reasons of using literature in language classroom.

I. Motivating Materials

In many countries around the world, literature is highly valued. If students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought-provoking point of comparison. Asking students to retell short stories from their own culture for example, before getting them to read on authentic stories in English on a similar them, could be highly motivating.

II. Encouraging Language Acquisition

In many countries around the world students have fairly limited access to spoken English, and written English often takes on primary importance for stimulating language acquisition. Literature may provide a particularly appropriate way of stimulating this acquisition.

III. Expanding Students' Language Awareness

Literary language is somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion. For this Widdowson (1975) clearly states, "it has been argued that by asking students to explore such sophisticated uses of language, we have also encouraging them to think about the norms of language use"(as cited in Lazar 1993, p.18). Not only is this using literature in the language classroom making students aware about literary texts meta-language, but also helps students expand their restriction of language learning.

IV. Developing Students' Interpretative Abilities

Learning of new language would seem to involve the learner forming of hypotheses and drawing of inferences, whether these relate to when a particular idiom is used appropriately or not. It means students can interpret, analyze, and predict the upcoming events and incidents through story.

V. Educating the Whole Person

Literature may also have wider educational functions in the language classroom. It can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. Above points depict the fact that teaching literature obviously is fruitful in language classroom.

Similarly, Collie and Slater (2009) give following reasons for using literature in the language classroom.

- Valuable authentic material

- Cultural enrichment

- Language enrichment

- Personal involvement etc.

They further argue that keeping literature off the syllabus, however, has produced a certain amount of unease as well. There is awkward fact that many learners want and love literary texts, as we have found time and time again. They have tried to devise ways of making literature a more significant part of language teaching programme and using it in such a way as to further the learner's mystery in the four basic areas of listening, speaking, reading and writing.

Regarding the usefulness of literature in language classroom, it surely yields interest, curiosity, emotional feedback and provides entire information about language and makeup the whole person with shining light of knowledge.

1.1.3 What comes under Literature

Literature is the aesthetic waffle of language. It is full-fledged discipline in itself. So it creates curiosity on learner and makes them inhale the breath of satisfaction at the end. To evoke such flavor, to help understand and enjoy reading they have prepared critical introduction to the four forms of literature.

a. Essay

b. Drama

c. Poetry

d. Story

They are described as follows:

a. **Essay**

Scoles et al. (2010, p. 3) define the term, "Essay has since come to be used as a catch-all for non-fictional prose work of limited length; but that description of the form turns out to be misleading." They further state that those essays usually go about their business in no- nonsense, matter of fact way, because they are meant to get it done quickly. So, they are likely to be systematically organized, factually detailed, closely reasoned, and plainly written. Essays may be long or short, factual or fictional, practical of playful. Essays can be Persuasive, Narrative, Dramatic and Descriptive.

b. Drama

Drama is a piece of creative writing which is composed to be performed on the stage and to give entertainment to the audience. Scoles et al. (ibid, p. 773) say, "Drama begins in make-believe, in the play acting of children, in the ritual of primitive religion. And it never forsakes its primitive beginnings, for imitative action is its essence". They further elaborate when an actor appears on stage; he makes believe he is someone other than himself, much as a child does, much as the primitive people still do. Thus, like play-acting and ritual, drama creates its experience by doing things that can be heard and seen. "Drama" in fact comes from a Greek word meaning "things done". And the things it dose, as with play-acting and ritual, create a world apart-a world modeled on ours yet leading its own charmed existence.

There are different elements of drama i.e. plot, character, dialogue, setting, conflict and theme. It is found in various forms, they are Tragedy, Comedy, Tragic-comedy, Farce and One act play. The tragedies are plays with sad endings and comedies are the plays with light and happy endings.

c. Poetry

Poetry is the piece of creative writing which is generally composed in verse. The poetic language is different than prose and the language of daily use. Part of the pleasure of reading; poetry lies in its relation to music. It awakens in us a

fundamental response to rhythmic repetitions of various kinds. Learning to read poetry is partly a matter of learning to respond to subtle and delicate rhythmic patterns as well as to the most obvious and persistent ones.

Due to the deviation of linguistic norm poetry is different with the other genres of literature. There are different forms of poetry, such as: Epic, Sonnet, Ode, Ballad, Elegy, Lyric and Pastoral etc.

d. Story

Story is a work of fiction which involves the imagination. Since it is fiction, it mainly moves on humans' activities beyond his control. For Scoles et al. (2010), "Fiction is a combination of history, realism and fantasy". It means fictions is the combination of what was happened in the past, truth mingled in the rumor, irony flavored on the reality and the things that could humiliate the condition . Fiction includes story, story is a creative writing which narrates the past events and incidents systematically from top to bottom. And story further divides as short and long story .The short stories are those that can be read easily in a single sitting. Whereas long stories are those that has long and complicated plot, events and incidents but cannot be finished within a single sitting.

There are multiple elements hiding in the story; they are plot, character, setting, style and theme. Stories are found in different forms according to their nature. They are Myths, Legends, Fables, Parables, Fairy tales, and Folk tales.

Fiction includes Novel. Novel is a long narrative writing elevated in style, rich in characters and with a single plot. Novels are written whether with imaginary characters and elements or narrate the true history of someone or something. There are some elements of novel, i.e. Plot, Character, Setting, Style and Theme.

1.1.4 Elements of Short Story

There are many elements of the story help the author and the reader to fully engage with the story. Without these factors there is no such a things that called story. There are five key elements that go into every great short story: Plot, Character, Setting, Style and Theme.

a. Plot

Plot refers to the increase of complexity on events set on the story. Since, story is movement, it tells about the process of change on various aspects of the story. It changes our understanding of the person changes. It changes sequence, events and relation among the characters and place which it is set.

To understand the plot according to Scoles et al. (2010) one should go through the following points:

i. Look at the beginnings and endings: Movement in fiction is always movement from and to. A grasp of the start and finish should lead to a sense of the direction taken to get from start to finish.

ii. Isolate the central characters: The things that happen in fiction happen to somebody. A few major characters of even a single central character may be focus of our concern. Explore the situation of the major characters, (or central characters) at the beginning and at the end of the story.

iii. Note the stages in all important changes: If character has moved from one situation to another or one state of mind to another, the steps leading to the complete change should be illuminating. Through then the reader can get "how" and "why". But always, what comes first.

iv. Note the things working against the movement of the story: Usually, the interest of a story may be seen as product of two forces; the things that work to move it towards its end, and those that work against that movement, delaying its completion.

b. Characters

Character in the story is the people, animal or things which have taken part in order to progress the events. Characters are real people in the realistic story where as in some story characters are like a real people.

Writers have tried to emphasize the lifelikeness of their characters. This means that such writers have tried to surround these characters with details drawn from contemporary life. And they have tried to restrict the events of their narrative to things likely to happen in ordinary life. It may be useful for language teacher to think of character as a function of two impulses; the impulse to individualize and the impulse to typify. Great and memorable characters are the result of a powerful combination of these two impulses. We remember the special, individualizing quirks-habitual patterns of speech, action, or appearance and we remember the way the character represents something longer than him.

c. Setting

The setting stands for the where and the when of a story. In other words, it refers to the location and the time in which a story takes place. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of settings.

There are several aspects of a story's setting to consider when examining how setting contributes to a story (some, or all, may be presented in a story):

- Geographical location (where the action of the story takes place),

- Time (when the story is taking place, e.g. historical period, time of day, year, etc.),

- The weather condition (is it rainy, sunny or stormy?),

- Social conditions [what the daily life of the characters is like, whether the story contains local colour (writing that focuses on the speech, dress, customs, etc. of   a particular place)], and

- Mood or atmosphere (what feeling is created at the beginning of the story, is it bright and cheerful or dark and frightening?).

d. Style

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

- Diction or choice of words;

- Its sentence structure and syntax (whether they are periodic or non-periodic);

- The density and types of its figurative language;

- The patterns of its rhythm and other formal features;

- Its rhetorical aims devices;

- The shape of the paragraphs; and

- Every conceivable aspect of the language and the way it is used.

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

e. Theme

The theme of a fable is its moral. The theme of a parable is its teaching. The theme of a piece of fiction is its view about life and how people behave. So the

theme in fiction is not generally intended to teach. In fact, it is not presented directly at all. Readers have to extract it (theme) from the characters, action and setting that make up the story. In other words, readers must figure out the theme themselves.

The theme is a controlling idea or central insight of the story. "It is the author' underlying meaning or main idea that he is trying to convey" (http://wordpress.com/story-structure/, Retrieved on march-3, 2012). It means that the theme may be the author's thoughts about a topic or view of human nature. The title of the short story usually indicates what the writer is saying and he may use various figures of speech to emphasize his theme, such as symbol, simile metaphor, and irony.

1.1.5 Types of Short Story

Short stories are one of the interesting genres of literature. They can be categorized under myth, fable, legend, fairy tale, and parable

a. 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. Generally, a myth is a story which is not true and involves supernatural beings or at any rate supra human beings. It is always concerned with creation. It focuses and explains how something comes to exist. Myth is transferred to another generation through oral sayings.

b. Fable

It is usually a short and simple story that exemplifies an 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. The fables in western cultures derive mainly from the stories attributed to Aesop, a Greek slave of the six century B.C.

c. Legend

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

d. Fairy Tale

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

e. Parable

A short story uses familiar events to illustrate a religious or ethnical situation. According to Abrams (1957, pp. 5-8):

> A parable is very short narrative about human beings presented so as to stress the tacit analogy, or parable, with general lesson that the narrator is trying to bring home to his   audience. The parable was one of Jesus' favorite devices as a teacher.

It is short narratives that elaborate the features of human beings. It mainly shows the religious and ethnical views expressed through the form of verse or prose.

1.1.6 Modern Trends in Teaching Short Story

The story as the creative piece of writing that can be finished within a single sitting, so use of short story in a language learning classroom creates bountiful pedagogic motivation and yields social experience from the part of the reader. To understand the short story fully and clearly, teacher should analyze the story its elements, structure in a sensible way. For Labov (1972, pp. 119-121) short story has its structural properties on the basis of narrative point of view. They are abstract, orientation, complicating action, evaluation, resolution and coda. These properties help to understand the story. Abstract refers to a short summary of the story, orientation is essential constituent in helping the reader to identify place, person, time and activity, complicating action is a temporal sequence, evaluation is the commentary from narrator. Resolution and coda refers to the last event happened in the story and sense of completeness respectively. These elements are helpful for understanding the story from narrative sense.

There are various ways to analyze the story or to get full fledge information about the story and to extract the real sense and emotional attachment of the story.

Labov (1972, pp. 119-121) further argues that we should also be alert to the dangers of relying too heavily on a model. Teachers will, of course, decide for themselves the extent to which such a model needs to develop according to the aims of a particular lesson or syllabus. This gives a distinctly investigative edge to their pedagogic application.

Short stories are often an ideal way of introducing students to literature in the foreign language classroom. For the teacher, they offer many immediate and striking advantages:

- Their practical length means they can usually be read entirely within one or two class lessons. Slightly longer works can be sectioned in the same way as novels or plays, but still be completed in few lessons.

- They offer greater variety than longer texts. A teacher can choose very different short stories, so that there is a greater chance finding something to appeal to each individual's tastes and interest. Short stories are especially valuable for session courses, summer courses or the like; or for teacher with shifting classes; evening courses for example, or continuous- intake adult classes.

We hope that the ideas on the following pages will encourage a creative use to be made of this rewarding genre. We have always found that being creative in presenting and exploiting the text is, if anything, even more important with short stories than with longer works. For this regard, Lazar (1993, pp. 77-86) mentions eleven activities which are designed to be used with the story with a group of learners at intermediate level. Some focal points are as follows:

ACTIVITY 1

Divide the class into two groups; give 2 lists of unfamiliar vocabularies on the board. Group A look at word list 1, group B look at word list 2. Discuss what the words on your list mean in the context of the story. You can use your dictionaries to help you. When you have finished, explain the meaning of the words to the students in the other group.

ACTIVITY 2

Make students think over the characters and events in the story who is experiencing these event. Ask them what kinds of thoughts and feelings are they experiencing? Ask them to write two or three paragraphs.

ACTIVITY 3

Think about the situations, and discuss them your partner. Give reasons for advice you would give each person in that situation.

ACTIVITY 4

Ask some question to the students by giving situation which is related to the story.

ACTIVITY 5

Now read the text again. This time take notes summarizing the main point of each paragraph in the story. Then discuss the questions in pairs.

ACTIVITY 6

Make students read the story and answer the questions of the story.

ACTIVITY 7

Look at the few paragraphs in the story. In pairs or groups discuss the questions:

Questions must contain some particular type of words, phrases, clauses and idioms etc.

ACTIVITY 8

- Divide the class into two groups. Group A read Extract A and group B read Extract B. Then answer the questions.

- Extract should be drawn from the story and questions must be based on the Extracted form.

ACTIVITY 9

- put some questions and discuss in the class.

ACTIVITY 10

Give some statements which describe the main characters in the story. Read the statement and check the meanings of any words you don't know in your dictionary. Then decide whether you agree or disagree with the statement. Give some example from the text to support to your opinion.

Above mentioned activities are very useful in using with short story in the English language classroom. It has been current and emerging activities that is used in the literature classroom in general and short story teaching in particular.

Lazar (1993, p. 83) further adds three activities to be followed, while teaching short story:

Pre-reading activities:

1. Helping students with cultural background.

2. Stimulating student interest in the story.

3. Pre-teaching vocabulary.

While-reading activities:

1. Helping students to understand the plot.

2. Helping students to understand the characters.

3. Helping students with difficult vocabulary.

4. Helping students with style and language.

Post-reading activities:

1. Helping students to make interpretations of the text.

2. Understanding narrative point of view.

3. Follow-up writing activities.

4. Follow-up fluency practices.

Above designed activities and tasks should then be designed to help students through these difficulties.

Similarly, teaching short story contains some unfamiliar vocabulary, which requires good deal of efforts from the part of the reader and sometimes discourage the reader for further effort. Joining with the whole journey within a story from beginning to end is really a challenging job. It creates a problematic situation. To overcome from this problem Spada (2006, p. 138) has argued that the original purpose of teaching short story is to help students to develop literature rather than to develop fluency in the spoken language. It was also

thought that this provide students with good mental exercise to help develop their intellectual and academic abilities.

1.1.6.1 Challenges in Teaching Short Story

Short story in the language classroom is very challenging task as it appears to be plain. It requires lot of efforts to acquaint with all the events, sequence, setting and conversation completely. There is a challenge of getting its texts, i.e. its vocabulary, pragmatic meaning, structure, idiomatic use of language in one hand and its social, emotional and cultural use of pattern of the story in another.

Some difficulties probably are while teaching short stories are mentioned below:

a. Challenges in Translation

There is no such language that is straight forward for the non native language learners; the author has used the words from his best literary efforts. As Brumfit and Carter (1986) say, "To acquaint fully with the words and phrases of the story teacher has to translate the story. Since it is monotonous to translate word to word, teacher has to careful about the unfamiliar clauses and meanings". Nowadays teacher mostly follows direct method of teaching to make their pupil to acquire entire work.

b. Difficulty to Teach Functions of Language

Functions of language include the works done from the use of language. Since, language has its different functions through which human being perform their daily activities and literary language itself shows varied functions in its aesthetic aspect. So it depends upon the previous experience and excellence from the part of the teacher to segregate the functions and categorize the languages. Learner also finds difficulty on functions of language.

c. **Challenges in Understanding the Events, Plot, Characters and Psychological Part of the Story**

The whole story is based on its elements i.e. events, plot, characters and psychological part of the story. Some narrative type of story is highly based on psychological part of the particular characters. To understand the entire story one should go thoroughly the sequence of events, plot, characters and its psychological part.

Students have difficulty to understand the incidents, progress of events the characters involved. It is also difficult to understand emotional, social and moral attachment with the values and norms of the society. Then only you will understand the story completely. The teacher has to deal with this elements, events, characters and psychological part so that students get over the story easily.

d. Difficulty in Handling Grammatical Aspect

Any genre of literature includes two aspects i.e. aesthetic aspect and grammatical aspect. Grammatical aspect refers to the feature of language in which words, clauses and phrases can construct in such a way that they from a complete string of meaningful sentence as spontaneous overflow of human communication.

Providing short story presents critical appreciation and comprehension of the language. Grammatical aspects are hiding inside the highly sensitive part of the literature. Thus, it is somehow difficult for layman teachers and second language learner to overcome those problems.

e. Challenges in Teaching Writing

Teachers as well as the learners feel many difficulties in finding out some critical comprehension of writing. For example for learner it is difficult to write

summary, briefing, short notes and critical comments over the topics, subject and characters.

And for teachers it is also difficult to select the character, the word, phrases according to the level of the learner, their interest and demand of the curriculum.

f. Challenges in Teaching Stages

Many academicians have rather confusing on teaching stories. The literary text is being taught in certain stages as suggested by Lazar (1993).

Pre-reading

While-reading

Post-reading

If the teacher knows the stages clearly even he does not use the stages or even they do not follow the activity mentioned in certain stages.

Thus it is not clear for the learners to identify the certain stages and reacting accordingly. It is true that teaching of the literary text through stages surely connected logically and affects the teaching and learning process. The more teachers select the stages of teaching the less difficult the learner and teacher felt.

1.2 Review of Related Literature

Any kind of research is based on its history and previous knowledge. According to Bitchner (2010) "Literature review is more than just a summary of this material: it includes a critic of this material, that is it identifies arguments for and against issues and controversies reviewed and assesses or weighs up the value of theories, ideas, claims, research designs, methods and conclusions". They exert foundation to the present study.

Researches at several universities research centers, educational institutions are carrying out researches on multiple aspects, strategies and relevancy of different aspects of language and literature in language teaching up to now different researches have been carried out in different genres of literature. Some of them are as follows:

Jha (1999) has carried out research in the Central Department of English, on "Teaching of English through Literature". His objectives were to find out ways of teaching of English through literature and to suggest some pedagogical implications for enhancing teaching learning process. He concluded with remarks that the literature is the dispensable part of language.

Gyawali (2004) also conducted a research on the topic "A study on Teaching Poetry in Secondary Level". He tried to explore the strategies and problems of teaching poetry with relevance to secondary level.

Lamsal (2006) has carried out a research entitled on "A Study on the Strategies in Teaching Story at Secondary Level". The objectives of his study were to explore the Strategies used in teaching story at the secondary level. The researcher presented the findings that 50% of secondary English teachers of Katmandu district are not using the three activities needed for teaching story properly, poor in pre-reading activities and post reading activities. Further more they found that teaching story at secondary level is relevant to develop reading skill, grammar, creativity, moral lesson, and cultural awareness to learn the literature.

Lohani (2008) has carried out a research under the title "Strategies used in Teaching Drama at Secondary Level". Her objectives were to find out strategies used in teaching drama at secondary level and to enlist some pedagogical implications while teaching drama. She has found that 10% teachers motivated their students excellently whereas 70% did so in a good and 20% of them were found in an average condition in motivating the students.

Pokhrel (2008) has carried out a new research on the topic "Strategies Used in Teaching Fiction". His objectives were to find out the 'Strategies adopted in teaching fiction at Master's level and to enlist some pedagogical implications for enhancing teaching learning process of the fiction. He recommended that every teachers needs to brainstorm before going through the text and translations should be used as it decreases fluency and proficiency. And lecture should be used as a technique but not as a method.

K.C. (2010) carried out research in the Department of English Faculty of Education on "Activities in Teaching Short Stories at Lower Secondary Level". He was to find out various activities used in teaching short story and to assure some pedagogical implications. He came to logical conclusion that teachers were following teacher centered techniques.

Many researches have been carried out on different aspects of language and literature, e.g. attitudes, problems, techniques, relevance of teaching poems, drama and short stories at different levels under Department of English Education but no research work has been carried out on challenges of teaching short stories at higher secondary level. Therefore, I have selected to carry out a research work entitled 'Challenges of Teaching Short Story at Higher Secondary Level'.

Short story is one of the genres of literature and comes in every steps of academic level. And no doubt short story is important for language teaching classroom as my field of Kathmandu District to complete my research.

1.3 Objectives of the Study

The objectives of the study were as follows:

a. To identify the challenges and methods of teaching short story at higher secondary level.

b. To suggest some pedagogical implication based on findings of the study.

1.4 Significance of the Study

The findings of the research will be mainly beneficial to the compulsory English subject teachers and students of the higher secondary level. This research will also be fruitful for the researchers, examiners, textbook writers, curriculum designers, subject designers, subject experts, language trainers and those who are directly and indirectly related to teaching learning activities.

CHAPTER - TWO

METHODOLOGY

I used the survey design and class observation in this study. This design enables me to meet the objectives of the study. The sources of data, sampling procedure, tools of data collection, process of data collection and limitations of the study were included under methodologies which are specified as follows:

2.1. Sources of Data

In this research, I used mainly the primary sources of data. However, secondary sources were adopted to achieve the objectives of the study.

2.1.1 Primary Sources of Data

The primary sources of data were the 20 English language teachers of higher secondary level, who are teaching the present curriculum of compulsory English subject of class 11 and 12 and the 30 students of the same level who are studying the same course book. The data from the primary sources were collected by administrating questionnaires, and class observation.

2.1.2 Secondary Sources of Data

The secondary sources of data for this research were related literature, the various books like Brumfit and Carter (1986), Lazar (1993), Kumar (2006), Collie and Slatter (2009), Scoles (2010), journals, various articles, curriculum, different theses websites, reference materials etc.

2.2 Sampling Procedure

The study population of this research was the higher secondary level English teachers and students studying in the same level. Ten higher secondary schools of Kathmandu District were selected by using simple random sampling procedure. The total sample size consisted of 20 higher secondary level English teachers teaching in Kathmandu District and 30 students studying in same level. So far the three students were selected from each of the higher secondary school by using simple random sampling and two English teachers from each school were selected purposively.

The class observation process had taken place of these selected schools English teachers while teaching short story. Moreover, questionnaire for the students and questionnaire were administered to the English teachers of same schools.

2.3 Tools for Data Collection

Questionnaires and observation were used as the research tools for data collection. The questionnaire in the Appendix-II was used for the students;

while the questionnaire in Appendix-III was used for the teachers to find out the authentic data of this research. And observation check list of Appendix-I was used for teachers to observe the class. The questions used in the questionnaires were both closed-ended and open-ended. Questions were set into two sets on the basis of purpose of the research (See Appendix II and III).

2.4 Processes of Data Collection

The following procedures were followed to collect primary data:

a. At first, I visited the selected higher secondary schools of Kathmandu District one by one where I took permission from the chief to carryout research.

b. Then, I consulted with the compulsory English subject teachers and students of class 11 and 12 to inform them about the purpose and process of the research.

c. After that, I requested the English teachers to take classes of short story and I observed the whole class of the teacher while teaching short story.

d. Then, I selected three students by using random sampling procedure and distributed the questionnaire to response them.

e. At last, I requested the teachers to fill in the questionnaire and distributed questionnaire to the teachers to provide authentic answers of the given questionnaire.

2.5 Limitations of the Study

The study had the following limitations:

a. The area of the study was limited to identify the challenges of higher secondary level English teachers while teaching short story and students while learning it.

b. The area of the study was limited to identify the methods of teaching short story, which are used by higher secondary level compulsory English subject teachers.

c. The study was only limited within 30 students and 20 English teachers of ten higher secondary schools of Kathmandu District.

d. The study was limited within three students and two teachers of each higher secondary school.

e. Only 20 teachers' classes were observed using class observation form. And it was limited to administered questionnaires to the students of class 11 and 12 and teachers of same level.

f. It was limited to the survey questionnaire as well as observation check list.

g. It will restrict only to school environment but not outside school environment.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of data collected from primary source. The data were collected from the compulsory English subject teachers of ten different higher secondary schools and students of same classes of Kathmandu Districts.

The data were collected through questionnaires and class observation. There were two different sets of questionnaires for students and teachers. Both sets of questionnaires were divided into two parts. Part one asks questions based on challenges and part two is about methods. There were two types of questions open-ended and closed-ended (See Appendix-II and III).

The analysis and interpretation of the data collected through questionnaires were done differently into three sections.

a. Students' attitude on challenges and methods of learning short story.

b. Teachers' experience on challenges and methods of teaching short story.

c. My observation on teachers' real activities in teaching short story.

First of all, the data were transcribed into numerical value and then, it was coded, tabulated an interrupted by using simple statistical tools such as percentage, tables, pie-charts. It was displayed on histogram.

3.1 Students' Attitude on Challenges and Methods of Learning Short Story

This part consisted of a set of questions related to challenges and methods in learning short story in language classroom. The obtained from the students are analyzed and interpreted separately below.

3.1.1 Analysis and Interpretation of Students Responses

The students were provided with the set of seven questions. The item wise analysis and interpretation of data obtained from the students are presented below:

3.1.1.1 Challenges in Learning Short Story

The students were asked to mention the challenges they faced while learning short story. The challenges were based on students' preference, general background, translation, extracting grammatical term, teachers' continuous lecture, elements of the story, and level of the students' understanding of language. The responses are shown in the table below:

Table No.1

Challenges in Learning Short Story

S.N.	Statements	Responses in Percentage		
		1	2	3
1.	Prefer story most in language classroom	96		4
2.	Not starting from general background of the story	30	66	4
3.	Words should be translated into Nepali	83	14	3
4.	Teacher explains us grammatical aspects	73	23	4
5.	Our teachers continuously use lectures	47	53	
6.	Clearly states characters, events, settings and narratives of story	83	14	3
7.	Languages from teachers and colleagues are beyond level	40	60	

Where, 1= Agree   2= Disagree   3= Undecided

Table 1 summarizes the responses obtained from the respondents about the challenges in learning short story in the language classroom. The first statement was based on the preference of the story in ELT classes. The table above shows that 96 percent of the total respondents agreed with the statement, whereas none of then were marked disagreed and 4 percent of the respondents marked undecided. These responses indicate that the students are fond of short story in ELT classes.

In the second statement, the actual statement used was "Our teacher does not start teaching story from general background". The table above indicates that 30 percent agreed, 66 percent marked disagreed and 4 percent marked undecided. It reveals the fact that teachers are often provided general background to their students.

In the third statement, the actual statement used was "Word should be translated into Nepali" where 83 percent of the respondents agreed, 14 percent marked disagreed and 3 percent marked undecided. It shows that translation is necessary in teaching short story.

The fourth statement related to the grammatical aspects on teaching story. It gives the idea in how grammar is taught through story. The actual statement used was "Teacher explains us grammatical aspect in the story" 73 percent agreed, 23 percent disagreed and 4 percent marked undecided to the statement. It shows that teachers explain grammatical aspects to the students.

The fifth statement based on lectures of the teachers the actual statements was used was "Our teacher continuously uses lecture" Where 47 percent agreed, 53 percent disagreed and none of them were marked undecided. It clarifies that majority of the teachers use other techniques rather than lecture.

In the sixth statement, the actual statement used was "Our teacher clearly states the characters, events, settings and narratives of the story" The table above shows that 83 percent agreed, 14 percent marked disagreed, 3 percent marked

undecided. It reveals the fact that teachers are often provided elements and narratives of the story.

The final statement concerned with the difficulties in understanding language spoken by his/her teachers and colleges. It is because of the lack of involvement of the students in teaching learning activities. Since, the students have uneven language ability the same language that is exposed to them may be simple for some and very complex for others.

3.1.1.2 Methods in Learning Short Story

In this section, the respondents were asked whether group division, translation, lecture techniques are appropriate for story teaching or not. This has been shown in the figure.

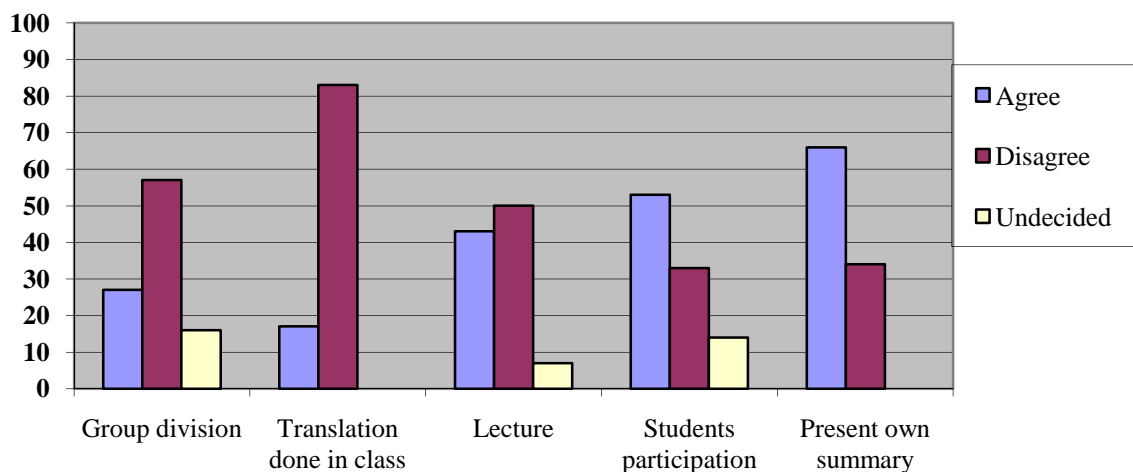**Figure No. 1**

Methods in Learning Short Story

Figure 1 show the responses based on methods of learning short story in the language classroom.

In the first statement, 27 percent respondents agreed, 57 percent disagreed and 16 percent marked undecided to the statement. It shows that majority of the

students disagreed on teachers' use of group division. It means teachers should not divide the class into mini-groups.

In the second statement, 17 percent respondents agreed, 83 percent disagreed. So in terms of translation, 83 percents respondents experienced translation, most in the language classroom especially in teaching story.

Third statement was related to the teachers' use of lecture in the classroom. In this, 43 percent respondents agreed, 50 percent disagreed and 7 percent marked undecided. The figure shows the lecture is getting minimized nowadays.

The fourth statement clearly stated the role of teachers in the classroom. In this, 53 percent respondents agreed, 33 percent disagreed and 14 percent marked undecided to the statement. Thus, the figure reveals the fact that most of the students experienced that teachers facilitated them rather than played major role.

Similarly, regarding the final statement, 64 percent of the respondents agreed, 34 percent disagreed and none of them were marked undecided. It shows 64 percent of the respondents got chance to present their own summary rather than copying from teachers.

Statement five was open-ended question. It was enquired to the respondents that "what other methods your teacher uses in the classroom?" They responded that the teachers use following methods:

1. Lecture method

2. Grammar Translation

3. Discussion

4. Group work

Majority of the respondents responded that most of the teachers follow the lecture and Grammar-Translation method while teaching short stories.

3.2 Teachers' Attitude on Challenges and Methods of Teaching Short Story

This part consists of a set of questions related to challenges and methods of teaching short story in language classroom. The data obtained from the teachers were analyzed and interpreted separately below:

3.2.1 Analysis and Interpretation of Teachers' Responses

The teachers were provided with a set of seven questions. The item-wise analysis and interpretation of data obtained from the teachers is presented below:

3.2.1.1 Challenges in Teaching Short Story

In this section, the teacher given the statements based on challenges in teaching short story. The challenges mainly occur on extracting grammatical term from the story, difficulty in translating text, difficulty related to cope with critical comment, difficulty in identifying proficiency, difficulty in analyzing events, character and plot. The teacher faced difficulty on proceeding three stages like pre, while and post-teaching. They were enquired to find out their responses best fitted on the statements. Statements and responses are shown in the following table.

Table No. 2

Challenges in Teaching Short Story

S.N.	Statements	Responses in percentage		
		1	2	3
1.	Story is an interesting and beneficial material for language teaching	90	10	
2.	Difficulty to extract grammatical term	55	45	
3.	Difficulty in translating text	45	50	5
4.	Difficulty in coping with critical comment	50	45	5
5.	Difficulty in identifying proficiency	50	20	30
6.	Difficulty in analyzing events, character and plot	75	25	
7.	Difficulty in proceeding three stages viz. pre, while and post-stages	65	35	

Where, 1= Agree   2= Disagree   3= Undecided

Table 2 summarizes the responses obtained from the respondents about the challenges on teaching short story likely to be faced by the English teachers. In the study, 90 percent respondents agreed, 10 percent respondents disagreed and none of them marked undecided to the statement. Thus, it means 90 percent teachers feel story is an interesting and beneficial material for language teaching.

In the second statement, 55 percent respondents agreed, 45 percent respondents disagreed and none of them marked undecided to the statement. Thus, it shows that it is difficult to extract the grammatical term from the story. Short story serves the entertainment to the reader, if the teacher introduces the grammatical term in story teaching class it may violate the pleasure.

In the third statement, 45 percent respondents agreed, 50 percent disagreed and 5 percent of the respondents marked undecided to the statement. It means 50 percent of the respondents disagree that they don't feel difficulty in translating story.

The responses over the statement four clearly shows that 50 percent of the respondents agreed, 45 percent marked disagreed and 5 percent marked undecided to the statement. It reveals the fact that 5o percent of the respondents thought that the way short story is critically commented is rather a challenging job. Only those teachers who are highly attached with foreign culture and tradition can perform it easily.

The fifth statement concerned with difficulty on identifying proficiency of speaking, where 50 percent of the respondents agreed, 20 percent marked disagreed, and 30 percent respondents marked undecided to the statement. It shows that 50 percent respondents accepted the fact that short story enhance proficiency of speaking rather than competence. It gives information about culture and words.

The responses as regards the sixth statement shows that 75 percent of respondents agreed, 25 percent disagreed to the statement. It means 75 percent of the respondents revealed that some stories are very difficult to analyze on the basis of its events, characters, plot and psychological part.

In the seventh statement, 65 percent respondents agreed and 35 percent respondents disagreed. It makes more complex in proceeding three Lazarian suggested stages of teaching short story viz. pre, while and post-teaching activities.

In fact, story teaching is not as simple and interesting as it appears but it requires sound knowledge of methodology and art. The final statement was concerned to find out whether the teachers faced any challenges while teaching short story. Their response is shown in the following figure.

Figure No. 2

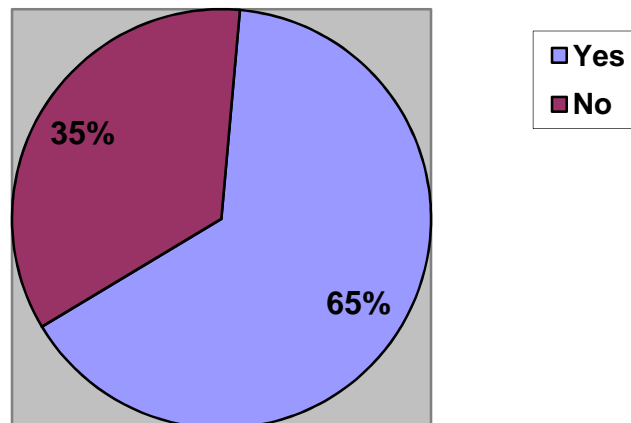**Challenges Faced by the Teachers while Teaching Short Story**

Figure 2 shows that the respondents i.e. 65 percent faced challenges to teach short story, whereas a few of them i.e. 35 percent did not experience so. Some challenges mentioned by the respondents are:

1. To extract the grammatical term

2. Giving the critical appreciation of the story

3. Difficulty in translating some idiom and prototypical words

4. Difficulty in story selection; mostly stories don't match with the interest of students, philosophical, language difficulty, out of context, out of interest

5. Teaching cultural background and linguistic terminology related to different mother tongue

6. Cultural and contextual differences between the readers and place/time/context of the writers create some difficulties in the understanding of the story

7. Make them understand story without translating

8. To teach three stages viz. pre, while and post-teaching

9. Understanding the story from narrative sense

10. Difficulty in teaching writing

3.2.1.2 Methods in Teaching Short Story

In this section, the teachers were provided with a set of five questions. The questions were asked to find out appropriate methods in story. Statements were cased on methods like, teachers' active participation, translating text, group division, and contextual language teaching and using tricks to motivate students. Thus, the responses obtained from the respondents are schematically presented below:

Figure No.3

Methods in Teaching Short Story
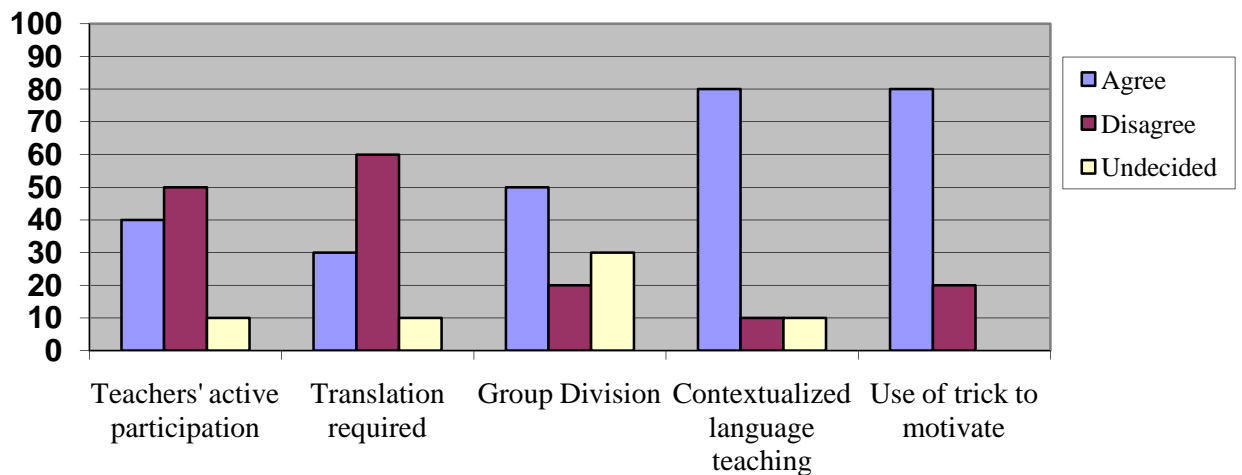
As it is presented in the figure above, first statement used was, 'getting active participation of teacher in teaching short story is effective.' The responses obtained to this statement are, 40 percent of the respondents agreed, 50 percent respondents disagreed and 10 percent respondents marked undecided to the statement. It reveals the fact that teachers' active participation is less required in story teaching classroom.

As we see the second statement, it was based in translation. The actual statement used was 'students better understand the story only when the teacher translates it into Nepali.' The above figure clearly shows the responses obtained to this statement. It is clear that among the total respondents, 30 percent agreed, 60 percent disagreed, and 10 percent marked undecided to the statement. It means majority (60) of the respondents are against the translation.

It is clear from the figure no. 3 above that in terms of group division; the real statement used was 'the best way to deal with the problems of teaching in language class is to divide individualized technique for the same lesson.' In this statement, 50 percent agreed, 20 percent disagreed and 30 percent of respondents marked undecided. It shows that group division is also in the matter of dispute.

The fourth statement was contextual language teaching. The real statement used was, 'contextual language teaching is significantly helpful for English teacher who has to deal with story.' For this statement, 80 percent of the respondents agreed, 10 percent marked disagreed and 10 percent marked undecided. It reveals the fact that contextual language teaching is very helpful through the short story.

In response to the fifth statement, the responses obtained from the respondents in the figure above shown. The real statement was 'use of trick plays vital role to motivate the class in teaching story.' For this, 80 percent of the total respondents agreed, 20 percent marked disagreed to the statement. It shows that the use of trick plays important role to motivate the students.

Question 8 was used in an open-ended manner. So, it was asked whether the teachers of English especially story teachers use any trick to attract attention of the students or not. The responses obtained from the respondents are schematically presented below:

Figure No. 4

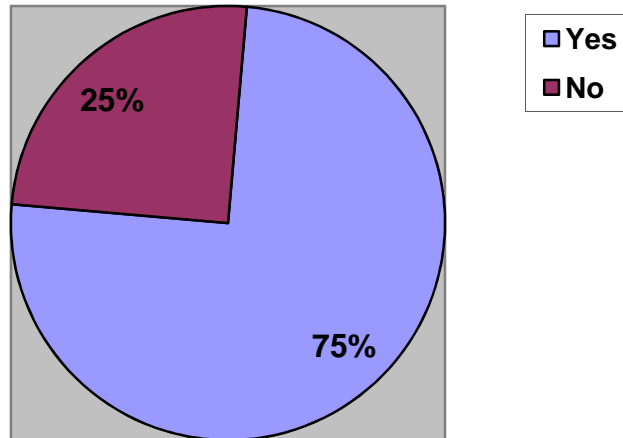**Use of Tricks to Attract Attention of the Students**

Figure 4 shows that 75 percent of the total respondents responded positively in using tricks to attract the students' attentions and to motivate them, and 25 percent of the respondents responded negatively in using the tricks.

Those who used the tricks to motivate students have given the following contrivances to use in the short story teaching classes.

1. Compare the events in the story with that of your own events which is similar

2. Tell them some familiar story beforehand so that their attention can be caught

3. Ask to predict about story

4. Show the pictures of different writers

5. Try to persuade the students to put themselves in the place/situation of the story character and ask them to imagine the further course which help them to be more affective and more curious

6. Match incident as students' behaviors and thought

7. Give the examples of the students from the same class

8. Manage contextual discussion in order to attract the attention

In fact, above all mentioned ways are to attract attention and to motivate students while teaching or presenting story in the ELT class.

3.3 Observation

In order to clarify and confirm the information collected through questionnaire, the observation method was used. So, by using this methodology, it was observed that different stages, skills, proficiency, activities and accents were used in the story teaching classes.

Observation was made for altogether 20 classes and teachers teaching short story. The most striking point I found was that there was a vast difference between the teachers' manner of filling questionnaire and the activities performed in the class. Teachers were highly conscious about the theories of teaching and learning from their former academic knowledge. However, they were rather careless about those theories and norms in the classroom. The activities they performed, the way they dealt with subject matter in the class seemed to be no more interrelated with the responses they filled in the questionnaire.

Most interesting thing was that teachers were highly motivated, having many years of experience in the teaching career but manifested less performance, less participation of the students in the events. Sometimes, they started with no general background, not providing comment on culture, author or even about narrator. They started teaching and explaining the text which caused monotony in the class and students got less benefited.

I observed the class in which there were forty students. I was sitting at the back of class. I did not put any questions during observation; I just kept watching and filling the observation form. The teacher entered into the class having diary

and materials of daily use in his hand. He wrote the topic of the story on the board and put question on group expecting some information about the previous chapter. Half of the students responded reluctantly. He did few activities in the pre-teaching phase. For instance, he often translated the words into native language.

When he entered into while-teaching activities, he introduced characters on the basis of their personal traits, setting orally and compared his own culture with the tradition mentioned in the story. Then, during his explanation he sometimes asked his students to remain the idioms and structures to be remembered. When he finished his lecture he gave a question to the students for critical comment. Some students responded as he explained before. The noted point about him was his brilliant gesture that cleared the concepts he wanted to clarify.

After taking responses from his pupils, he ordered them to write summary in his dictation. He dictated the whole summary and students copied them all. He finished his class after giving summary.

In this way, the class had ended over. It was found that whether the teacher studied in his theoretical classes, he performed in the class on the basis of current situation of the class and taking examination into consideration.

It was clear from the observation that teachers were heavily engaged themselves in the text rather than making students involve.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of research. It also presents with some recommendations based on the findings.

4.1 Findings of the Study

After the analysis and interpretation of the data collected through questionnaires and observation, the following findings have been derived:

i. It was found that the students faced lot of challenges while learning short story.

a. Challenges on understanding cultural and general background.

b. Challenges on understanding teachers' continuous and confusing lectures.

c. Difficult to write summary, critical comments over the topic, subject and characters.

d. Challenges on understanding unfamiliar words, phrases, idioms and words related to old English literature.

ii. It was found that teachers also faced a lot of challenges while teaching short story.

a. They felt difficult to extract the grammatical term.

b. Challenges to make them understand story without translating.

c. They felt difficult to give the critical appreciation of the story.

d. They felt difficult to follow three procedural stages viz. pre- teaching, while- teaching and post- teaching in the story classroom.

e. Challenges in teaching cultural background and linguistic terminology related to different mother tongues.

f. They felt difficult to select the character, the word, and phrase according to the level of the learners, their interest and demand of the curriculum.

iii. It was found that the teachers use following methods in ELT classroom:

a. Teacher-Centre Method

b. Grammar Translation

c. Lecture Method

d. Group Work

e. Discussion Methods

iv. It was found that teachers are against the translation but most of the students wanted that translation most in the language classroom especially teaching story.

4.2. Recommendations

The following recommendations were made on the basis of findings obtained form the analysis and interpretation of the collected data.

i. The students should be taught the unfamiliar words, phrases, idioms and cultural background of the text before hand.

ii. Since short story is an interesting genre of literature, it should be taught by the following three stages: pre, while and post- teaching activities strictly.

iii. The selection of proper teaching techniques like student- centered, role play, discovery, question-answer and group work can minimize the challenges based on teaching and learning short story.

iv. Motivation plays crucial role in teaching. So, use of trick, use of contextual language and group division techniques help teacher to get success over short story teaching.

v. Teachers' job is not to teach but inspire their pupils to work with subject, and then only they get optimum benefits.

vi. Story plays vital role to command over languages. So, it should be included in all the levels of education.

Since, there are many researches carried out so far on the field of teaching short stories in the department of English education, T.U., students should be encouraged to carry out further research on possibilities of successful teaching of short story.

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