

CHAPTER ONE

INTRODUCTION

1.1 General Background

The end of Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces technology and commerce which in their relentless progress soon generated a demand for an international language. For various reasons most notably, the economic power of the United States in post- world war, this rule fell into English. The effect was to create a whole new mass of people wanting to learn English not for the pleasure or prestige of knowing the language but because English was the key to the international currencies of technology and commerce previously the reason for learning English had not been defined well. Knowledge of language had been generally regarded as a sign of a well rounded education but few had really questioned why it was necessary.

Learning a language is to speak in general, in its own justification. But English becomes the accepted international language of technology and commerce, it created a new generation of learners who knew specially why learning a language, businessmen and women who wanted to sell their products, mechanic who had to read instruction manuals, doctors who needed to keep up with developments in their fields and whole range of students whose course of study included text book and journals only available in English. All these and many others needed English and most importantly, they knew why they needed it. This development was accelerated by the oil crises of the early 1970s, which resulted in a massive flow of funds and western expertise into the oil rich countries. English suddenly became big business and commercial pressures began to exert an influence. Time and money constraints created a need for cost

effective courses with clearly defined goals. The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now became the subject to wishes, needs and demands of people other than language teachers. With this growing need of people(English speaking and non-English speaking countries),English became the means of wider communication and almost all countries included it as compulsory subject to study in their course of study from primary to bachelor level and Nepal remained no exception of it.

There really is no best way to learn a language, because each person learns it little differently. However, a lot of methods seem to be more effective than other ones, and placing a heavier weight on them in an educational course may be helpful for a student to be successful. The emergence, practice, modification and disappearance of different approaches and methods of language teaching along with the new research in the field of language teaching, linguistics and the breakthrough developments in the fields of science, technology and commerce are the testimony of this fact and so is the ever quenched thrust of researchers' to give new, learners' to learn new with ease and so on make it all happen.

1.1.1 Teaching Literature: Why and What?

The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language aspects (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. Moreover, in translation courses, many language teachers make their students translate literary texts like drama, poetry and short stories into their mother tongue. Since translation gives students the chance to practice the lexical, syntactic, semantic, pragmatic and stylistic knowledge they have acquired in other courses, translation both as an application area covering four basic skills and as the fifth skill is emphasized in

language teaching. In the following section, why language teachers use literary texts in the foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make the reader familiar with the underlying reasons and criteria for language teachers' using and selecting literary texts.

Literature plays an important role in the English programs of many non-English speaking countries. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are very few pedagogically-designed appropriate materials that can be used by language teachers in a language classroom. Second, there is a lack of preparation in the area of literature teaching in ESL programs. Third, there is the absence of clear-cut objectives defining the role of literature in ESL. Many instructors try to include literature in their classroom, but lack of the background and training in that field. The teacher has an important role in teaching English through literature. First, he should determine the aim of language teaching in relation to the needs and expectations of the students. Giving a questionnaire or interviewing with the students orally, the teacher can set up the aim and the objectives of the language teaching. Second, he should select the appropriate language teaching method, teaching techniques, and classroom activities. Then, the teacher should select the literary texts relevant to the aim and the objectives of his teaching. While selecting literary texts to be used in language classroom, the students' language proficiency, interests, age, sex, etc should be taken into account in order not to bore students with inappropriate materials. At elementary level, for example, students should be given simplified or specially written stories. At advanced level, however, students are given literature in its original form so that they can develop their literary competence in the target language. To put it another way, students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays, etc.) at advanced levels. Observing how characters in a play or a short

story use figures of speech, such as simile, metaphor, metonymy, etc so as to express their communicative intention, students learn how to write English more clearly, creatively, and powerfully. Literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners. Literature can open horizons of possibility, allowing students to question, interpret, connect, and explore. In sum, literature provides students with an incomparably rich source of authentic material over a wide range of registers. If students can gain access to this material by developing literary competence, then they can effectively internalize the language at a high level. Especially, for students with verbal / linguistic intelligence, the language teacher's using literature in a foreign language class serves for creating a highly motivating, amusing and lively lesson. Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

1.1.1.1 Reasons for Using Literary Texts in Foreign Language Classes

According to Collie and Slater (1990, p.3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, for cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

a. Valuable Authentic Materials

Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles) are included within recently developed course materials. Thus, in a classroom context, learners are exposed to actual language samples of real life / real life like settings.

Literature can act as a beneficial complement to such materials, particularly when the first “survival” level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

b. Cultural Enrichment

For many language learners, the ideal way to increase their understanding of verbal / nonverbal aspects of communication in the country within which that language is spoken - a visit or an extended stay - is just not probable. For such learners, literary works, such as novels, plays, short stories, etc. facilitate understanding how communication takes place in that country. Though the world of a novel, play, or short story is an imaginary one, it presents a full and colorful setting in which characters from many social / regional backgrounds can be described. A reader can discover the way the characters in such literary works see the world outside (i.e. their thoughts, feelings, customs, traditions, possessions; what they buy, believe in, fear, enjoy; how they speak and behave in different settings. This colorful created world can quickly help the foreign language learner to feel for the codes and preoccupations that shape a real society through visual literacy of semiotics. Literature is perhaps best regarded as a complement to other materials used to develop the foreign learner's understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

c. Language Enrichment

Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Thus, they improve their communicative and cultural competence in the authentic richness, naturalness of the authentic texts.

d. Personal Involvement

Literature can be useful in the language learning process owing to the personal involvement it fosters in the reader. Once the student reads a literary text, he begins to inhabit the text. He is drawn into the text. Understanding the meanings of lexical items or phrases becomes less significant than pursuing the development of the story. The student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses. This can have beneficial effects upon the whole language learning process. At this juncture, the prominence of the selection of a literary text in relation to the needs, expectations, and interests, the language level of the students is evident. In this process, he can remove the identity crisis and develop into an extrovert.

Manley (1989, p.12) lists some of the reasons for regarding literature as a potent resource in the language classroom as follows:

- a) Universality
- b) Non-triviality
- c) Personal Relevance
- d) Variety

e) Interest

f) Economy and Suggestive Power

g) Ambiguity

a) Universality

Because we are all human beings, the themes literature deals with are common to all cultures despite their different way of treatment - Death, Love, Separation, Belief, Nature ... the list is familiar. These experiences all happen to human beings.

b) Non-triviality

Many of the more familiar forms of language teaching inputs tend to trivialize texts or experience. Literature does not trivialize or talk down. It is about things which mattered to the author when he wrote them. It may offer genuine as well as merely “authentic” inputs.

c) Personal Relevance

Since it deals with ideas, things, sensations and events which either constitute part of the reader’s experience or which they can enter into imaginatively, they are able to relate it to their own lives.

d) Variety

Literature includes within it all possible varieties of subject matter. It is, in fact, a battery of topics to use in ELT. Within literature, we can find the language of law and mountaineering, of medicine and of bull-fighting, of church sermons and nursery talk.

e) Interest

Literature deals with themes and topics which are intrinsically interesting, because it is part of the human experience, and treats them in ways designed to attract the readers’ attention.

f) Economy and suggestive power

One of the great strengths of literature is its suggestive power. Even in its simplest forms, it invites us to go beyond what is said to what is implied. Since it suggests many ideas with few words, literature is ideal for generating language discussion. Maximum output can often be derived from minimum input.

g) Ambiguity

As it is highly suggestive and associative, literature speaks subtly different meanings to different people. It is rare for two readers to react identically to any given text. In teaching, this has two advantages. The first advantage is that each learner's interpretation has validity within limits. The second advantage is that an almost infinite fund of interactive discussion is guaranteed since each person's perception is different. That no two readers will have a completely convergent interpretation establishes the tension that is necessary for a genuine exchange of ideas.

Apart from the above mentioned reasons for using literature in the foreign language class, one of the main functions of literature is its sociolinguistic richness. The use of language changes from one social group to another. Likewise, it changes from one geographical location to another. A person speaks differently in different social contexts like school, hospital, police station and theatre (i.e. formal, informal, casual, frozen, and intimate styles speech). The language used changes from one profession to another (i.e. doctors, engineers, and economists use different terminology). To put it differently, since literature provides students with a wide range of language varieties like sociolects, regional dialects, jargon, idiolects, etc., it develops their sociolinguistic competence in the target language. Hence, incorporating literature into a foreign language teaching program is a powerful source for reflecting the sociolinguistic aspects of the target language.

1.1.1.2 Literature and the Teaching of Language Skills

Literature plays an important role in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences.

a) Literature and Reading

EFL teachers should adopt a dynamic, student-centered approach toward comprehension of a literary work. In a reading lesson, discussion begins at the literal level with direct questions of fact regarding setting, characters, and plot which can be answered by specific reference to the text. When students master literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to do a collaborative work. That is to state that they share their evaluations of the work and their personal reactions to it - to its characters, its theme(s), and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. The third level, the personal / evaluative level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. Discussion deriving from such questions can be the foundation for oral and written activities (Stern 1991, p.332).

b) Literature and Writing

Literature can be a powerful and motivating source for writing in EFL, both as a model and as subject matter. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its

content, theme, organization, and /or style. However, when student writing exhibits original thinking like interpretation or analysis, or when it emerges from, or is creatively stimulated by, the reading, literature serves as subject matter. Literature houses in immense variety of themes to write on in terms of controlled, guided, and free and other types of writing.

Controlled model-based exercises which are used mostly in beginning-level writing typically require rewriting passages in arbitrary ways to practice specific grammatical structures. For instance, students can be reporters doing a live newscast, or they can rewrite a third person passage into first person from a character's point of view. Guided writing corresponds to intermediate-level of ESL . Students respond to a series of questions or complete sentences which, when put together, retell or sum up the model. In some cases, students complete the exercise after they receive the first few sentences or the topic sentence of a summary, paraphrase, or description. Guided writing exercises, especially at the literal level, enable students to comprehend the work. Model approach and scenario approach are very beneficial in this respect.

Reproducing the Model comprises techniques like paraphrase, summary, and adaptation. These techniques are very beneficial ESL / EFL writing exercises. In paraphrasing, students are required to use their own words to rephrase the things that they see in print or hear aloud. Since paraphrase coincides with the students' trying to make sense of the poem, it is a strikingly useful tool with poetry. Summary work goes well with realistic short stories and plays, where events normally follow a chronological order and have concrete elements like plot, setting, and character to guide student writing. Adaptation requires rewriting prose fiction into dialog or, reversely, rewriting a play or a scene into narrative. This activity enables students to be aware of the variations between written and spoken English (Stern 1991, p.333). Finding appropriate material for their writing classes is sometimes difficult for composition teachers since writing has no subject matter of its own. One benefit of having literature as the reading content of a composition course is that the readings become the

subject matter for compositions. In a composition course whose reading content is literature, students make inferences, formulate their own ideas, and look closely at a text for evidence to support generalizations. Thus, they learn how to think creatively, freely and critically. Such training helps them in other courses which require logical reasoning, independent thinking, and careful analysis of the text. There are mainly two kinds of writing based on literature as subject matter: writing “on or about” literature, and writing “out of” literature.

c) Literature, Speaking and Listening

The study of literature in a language class, though being mainly associated with reading and writing, it can play an equally meaningful role in teaching both speaking and listening. Oral reading, dramatization, improvisation, role-playing, pantomiming, reenactment, discussion, and group activities may center on a work of literature. Language teachers can make listening comprehension and pronunciation interesting, motivating and contextualized at the upper levels, playing a recording or video of a literary work, or reading literature aloud themselves. Having students read literature aloud contributes developing speaking as well as listening ability. Moreover, it also leads to improving pronunciation. Pronunciation may be the focus before, during, and / or after the reading. Needless to say, literature-based dramatic activities are valuable for EFL. They facilitate and accelerate development of the oral skills since they motivate students to achieve a clearer comprehension of a work’s plot and a deeper comprehension and awareness of its characters. Though drama in the classroom can assume many forms, there are three main types, which are dramatization, role-playing, improvisation.

Dramatization requires classroom performance of scripted materials. Students can make up their own scripts for short stories or sections of novels, adapting them as closely as possible to the real text. Based on the story, they must guess what the characters would say and how they would say it. Scripts written by students are also probable with plays. Poems comprising one or more personae

may also be scripted by students. Students should attentively read assigned sections of dialog in advance and be able to answer questions about characters and plot. They should indicate vocabulary, idioms, or dialog they do not understand and words they cannot pronounce. Students next rehearse the scene with their partners. Although they do not memorize it, they learn it well enough to make eye contact and say their lines with meaning and feeling. Moreover, they discuss semiotic aspects of staging the scene (i.e. facial expressions, gestures, and the physical aspects). At last, the dramatization is presented before the class.

Similarly, both improvisation and role-playing may be developed around the characters, plot, and themes of a literary work. Improvisation is a more systematic activity, i.e., a dramatization without a script. There is an identifiable plot with a beginning, middle, and end in improvisation. However, in role playing, students picture characters from the work being read and join in a speaking activity other than a dramatization, such as an interview or panel discussion. Making each student responsible for facts and ideas to be contributed and discussed, group activities stimulates total participation. All students are involved and the participation is multidirectional. When teaching English through literature, some of the group activities used in language classroom are general class discussion, small-group work, panel discussions, and debates. All of these group activities both develop the speaking abilities of the students and give importance to pronunciation practice. Teachers indicate pronunciation errors of the students during the act of such activities so as to correct such errors (Stern 1991, p.337).

1.1.1.3 Benefits of Using Short Stories to Language Teaching

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives (Sage 1987, p.43).

The inclusion of short fiction in the EFL curriculum offers the following educational benefits (Ariogul 2001,p.11-18):

- makes the students' reading task easier due to being simple and short when compared with the other literary genres,
- enlarges the advanced level readers' worldviews about different cultures and different Groups of people,
- provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers,
- motivates learners to read due to being an authentic material,
- offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,
- facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community,
- makes students feel themselves comfortable and free,
- helps students coming from various backgrounds communicate with each other because of its universal language,
- helps students to go beyond the surface meaning and dive into underlying meanings.
- acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world. In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment (Sage 1987, p.43).

1.1.1.3 How to Teach Short Stories?

The use of literature in the second language classroom can be legitimated in different ways. Today's methods of second language acquisition (SLA) put emphasis on working with literature which offers a great range of opportunities to familiarize a learner with a foreign language. However, it is not just the aspect of learning or acquiring a second language when dealing with literature. Furthermore, the work with literature includes social and cultural as well as empathetic aspects. Thus, dealing with literature, whatever genre of literature is touched, is highly manifold and undoubtedly of a high value. In other words, the short story, besides the novel, is one of the genres which is used most frequently in school. The short story has many uses concerning the field of didactics: it can be used for introducing different topics and for accustoming the learner to different methods of interpretation.

In addition, working with literary texts, especially with short stories, offers the possibility for the examination of several problems, e.g. problems of youths or the topic of life and death. In the framework of the term paper at hand, the focus lies on working with literary texts, namely teaching short stories as one component of the narrative genre besides the novel. For this purpose, there will first be a short discussion about the significance of literary texts in language teaching, which can be claimed that literature forms an essential part when learning a foreign language (FL). For this purpose, different methods for the work with short stories are presented and critically examined. The presented methods are divided into pre-, while-, and post- reading activities. However, in spite of the presentation and explanation of several strategies of teaching short stories one has to bear in mind that a universal formula of how to deal with literature does not exist. Eventually the teacher has to find the method which he favours and his pupils might favour as well and which he consider shaving the greatest learning effect.

a) Pre-reading Activities

Pre-reading activities are those activities which help the students to build up expectations for reading. While reading, students can confirm whether their expectations are met or not. To use another term, students need to be 'tuned in' (Underwood, 1989) so that, before reading they know what to expect, both in general and for particular tasks. This kind of preparatory work is pre-reading. Furthermore, the following activities are suggested in this stage:

- Giving background information about the writer and his works.
- Predicting the theme of the story.
- Conducting group discuss, doing mini-project on social and historical background of the story.
- Predicting the theme of the story reading the first paragraph.
- Listing difficult words, brainstorming for the induction of contextual meaning and so on.

b) While-reading Activities

While reading activities are the activities which students do while reading the text. The purpose of these activities is to help them to comprehend the text. These activities should be chosen carefully. Furthermore, the following activities are suggested in this stage.

- Dividing the students in different groups and helping them to get the gist of the story by encouraging them to discuss, question and answer procedure.
- Summarizing the story by asking questions and seeking answers from the students and in case of any problem teacher provides answer to the students.
- Asking the students write the summary and characterize the main characters of the story guiding and providing the clues in case any misunderstanding occurs.
- Asking questions and encouraging counter-questions to make them able to comprehend story from all angles and so no.

c) Post-reading Activities

Post-reading activities are done after the reading is completed. Usually these activities are the extensions of the work done at pre-reading and while reading stages. These activities are useful in checking whether the students have understood the text or not. These activities can be given to the students as the home assignment. These activities should be designed in such a way that they stimulate the expressive power of the students. The following activities are suggested in this stage:

- Encouraging the students for critical and creative analysis of the story from all angles.
- Providing general questions for debate.
- asking the students to review the story.
- Encouraging the students to act out or role play different scenes from the story.
- Comparing the different works of the same writer and discussing the values of the text and so on.

1.1.2 Technology: The Change in English Language Teaching

People tend to think of technology as fast paced, quickly changing, and difficult to keep up with. In some ways, this perception accurately characterizes the technology-related aspects of applied linguistics. Over the past 30 years drastic changes have occurred in the technology that intersect with second language teaching, second language assessment, language analysis, and many aspects of language use. But while the technology is changing significantly in ways that affect professional practices, many of the important questions concerning technology-related issues remain exactly the same. How does technology intersect with language teaching practices in ways that benefit learning? How can research on second language acquisition help to inform the design of technology-based language learning? How can the learning

accomplished through technology be evaluated? How do technology-based practices influence and advance applied linguistics? Not altogether independent of changing technology, the role of English in international communication has expanded in ways that intersect with applied linguistics as well.

In many settings, the Internet and other electronic sources make large quantities of English available to learners, and accordingly amplify the importance of English internationally. Because of the linguistic and socio-cultural difference between English and other languages, the attainment of the native like fluency and accuracy is almost impossible. Nevertheless the easy availability of literary genres of any language to any part of the world due to technology has helped to enhance both knowledge and language efficiency. In fact it remains an open question to what extent English is unique among the languages studied within the profession. In this paper the researcher has highlighted only the use of some aspects of technology (Laptop, PowerPoint Presentation, Multimedia Projector and internet) in teaching Short Stories.

1.1.2.1 Importance of Technology in ELT

Technology is an effective tool to integrate different skills in language teaching. Video, sound, animation and hyperlinks can enrich the learning processes providing students with entertainment and motivation to share information, explore new areas of knowledge and independently express their own ideas and concepts. Undoubtedly, internet and software packages are becoming more and more common in the development of educational programs and syllabuses since they are effective tools to discover new ways of engaging students actively in their learning. Educational institutions are undergoing a huge change in the way they structure their curricula. We are living in a new scenario with a generation which is increasingly relying on the technology based tools for most of their learning. The great change that the institutions have to face has to do with the coordination of various aspects which include the curriculum, pedagogical principles, final objectives, learning space design,

internal policies, students and of course technological resources. The wise combinations of these and other elements will lead us towards a more successful and contextualized learning experiences in a long run.

Technology can play a number of relevant roles in both teaching and the learning processes provided it is used properly as the means for the desired and worthwhile outcomes. It gives us the possibility to have a holistic approach to English language teaching .The flexibility and multimedia value of IT based instructions bring up different aspects that enhance the learning experience and empower learners, simultaneously, to increase their knowledge their knowledge in several ways. Some of the principal reasons to integrate technology are:

- a) It provides familiar context to facilitate meaningful learning.
- b) It encourages learners to construct their own learning achievements based on multimedia input and students' prior knowledge and experiences.
- c) The dynamic and varied concepts of technology resources help us to emphasize various needs and ways of learning.
- d) The multimedia input allows us to focus on the development of four macro skills.
- e) Through the implementation of class projects, such as web quests, students develop team building strategies and cooperative learning.
- f) Technology can dynamically transform knowledge and information into teaching instances.

1.1.2.2 How Technology is Used in ELT Classes?

We should not close our eyes in the face of technology and believe that everything will go smoothly. Technology is not meant to be panacea for education so, we must bear in mind five key points that are of paramount importance the moment we incorporate technology into our classes:

- a) Technology is not supposed to be a substitute for teachers. It is intended to be a tool to facilitate the teaching –learning process.

- b) Developing technological skills should never outweigh the development of social or learning skills.
- c) Learners should have access to online service offered by institution.
- d) We should consider technology just as a means to meet our objectives.
- e) The generation gap and digital illiteracy are a reality that might affect dramatically any attempts to integrate technology into the curriculum.

In the past, classrooms were traditionally the most important place for teaching and learning process to take place. Laboratories and multimedia rooms were considered just spot for gathering and interacting in a less academic context. However, this paradigm has changed radically. Internet and internet-based applications have opened a new door for interaction, knowledge exploration and cooperative work. Time and space are not an issue any longer, indeed, the availability of network access, in one form or another is today almost taken for granted. This new Net Generation has grown up using high –tech equipment and software package. The ubiquity of these technological elements has marked these learners to the point that they don't conceive of learning without them. Net Generation students see network and computers not only as a toy. But also as a powerful communication and learning tool. This new scenario where IT is playing a vital role in the way students interact and explore knowledge has also determined new profiles not only for students, but also for teachers. The new teacher must be :

- An academic and technical facilitator
- An effective communicator of ideas and information
- An effective organizer
- A fair and effective assessor
- IT literate

It is important to reconsider our roles as Net Generation teachers facing new professional challenges. Our students are not passive recipients of information any more: they play an active and fundamental role in the process. We need to

teach them to become multi-purpose professionals with an outstanding development of competencies and social skills.

1.1.2.3 Laptop

A laptop (also known as a notebook) is a personal computer designed for mobile use. A laptop integrates most of the typical components of a desktop computer, including a display, a keyboard, a pointing device (a touchpad, also known as a track pad, and/or a pointing stick) and speakers into a single unit. A laptop is powered by electricity via an AC adapter, and can be used away from an outlet using a rechargeable battery. A laptop battery in new condition typically stores enough energy to run the laptop for three to five hours, depending on the computer usage, configuration and power management settings. When the laptop is plugged into the mains the battery charges and the computer runs, in exception of some Laptops. So, it is of worth value in language teaching and learning.

1.1.2.4 PowerPoint Presentation

PowerPoint is a presentation software program that is part of the Microsoft Office package. PowerPoint uses a graphical approach to presentations in the form of slide shows that accompany the oral delivery of the topic. This program is widely used in business and classrooms and is an effective tool when used for training purposes. PowerPoint is one of the simplest computer programs to learn. It is the number 1 program used worldwide for presentations. Anyone can create stunning presentations that look like they were designed by a professional. PowerPoint presentations can be made into photo albums, complete with music or narrations, to distribute on CDs or DVDs. Many more free add-ins and templates are available online from Microsoft and a host of other websites. In addition to an on screen slide show, PowerPoint has printing options that allow the presenter to provide handouts and outlines for the audience as well as notes pages for the speaker to refer to during the presentation. All in all, PowerPoint is a "one-stop-shop" to create

successful presentations for the business world, the classroom or just for our own personal use.

1.1.2.5 Multimedia Projector

Multimedia is a combination of various types of media, including sound, animation, video and graphics. A presentation involving audio and video clips would be considered a multimedia presentation. Multimedia is perhaps the fastest growing application for computer systems. Users employ computers to present graphic, sound and imaging information to end users. More recently, presentations using multimedia projection systems have become popular for conducting sales demonstrations, business meetings, and classroom instruction. Color projection systems have been used for many years to project motion pictures and still photographs onto screens for viewing. Projection systems have been used for many years to project motion pictures and still photographs onto screens for viewing. In the past, slide and overhead transparency projectors were commonly used for conducting sales demonstrations, business meetings, and classroom instruction. Due to their inherent disadvantages, slide and overhead presentations have been largely replaced by presentations employing multimedia projection systems. Such multimedia projection systems typically receive from personal computer analog video signals representing display images that are converted into digital video signals for controlling a digitally driven image forming device. In general, projectors are devices that display images by projecting light in accordance with image signals transmitted from image transmitters, such as computers. A projector is provided where an image is generated by an image display device receiving an image data from a personal computer or a video camera and projected on a screen.

1.1.2.6 Internet

The internet is computer based global information system. It is composed of many interconnected computer networks. Each network may link thousands of computers enabling them to share information. The internet has brought a

transformation in many aspects of life. It is one of the biggest contributors in making the world into a global village. Use of internet has grown tremendously since it was introduced. It is mostly because of its flexibility. Nowadays one can access the internet easily. Most people have computers in their home even the ones who don't they can always go to cyber cafes where this service is provided. The internet developed from software called the ARPANET which the U.S military had developed. It was only restrict to military personnel and the people who developed it. Only after it was privatized was it allowed to be used commercially. The internet has developed to give many benefits to mankind. The access to information being one of the most important.

Students can now have access to libraries around the world. Some charge a fee but most provide free services. Before students had to spend hours and hours in the libraries but now at the touch of a button students have a huge database in front of them. The internet has brought new opportunities to government, business and education. Governments use it for various processes such as distribution of information and internal communication. Businesses use it to sell and buy products online and also to interact with other businesses. New business opportunities have sprouted because of the internet. Auctions take place and sites like? E-bay? Provide the opportunity for everyone to put their things on auction. In the field of education it has provided new knowledge and help the professionals to be updated adopting new insights, happenings etc. in their practice deliver the knowledge in real sense. Teaching of English language being no exception of it.

1.2 Review of the Related Literature

Although great number of researches have been carried out in the field of English language teaching each year in Nepal as well as countries outside, there are very few researches in teaching literature in language class room though literature is considered as a best tool of teaching language. Being more specific, there is no any research conducted in effectiveness of using technology in teaching short stories in our department.

To talk about the researchers conducted using the aspects of technology, there are two researches in our department first, “ Effectiveness of Using Computer in Teaching Vocabulary” by Adhikari (2007) and second “Effectiveness of using PowerPoint Presentation in Teaching English Tenses” by Gohiwar (2009). Each of these are distinct in their own from this research study except being the part of technology as an independent variable similar in all.

The research conducted by Adhikari (2007) “Effectiveness of Using Computer in Teaching Vocabulary” aimed to find out the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. The tool for data collection had been prepared on the basis of “Our English grade 9” prescribed in high school curriculum. The total no. of participants of his studies was 24. These participants were classified into two Groups namely controlled and experimental on the basis of odd and even number of their scores on the pre-test. His research came up with the findings that using computers in teaching vocabulary is a best way of teaching new vocabulary items. In contrast to it, the research conducted by Gohiwar (2009) “Effectiveness of Using PowerPoint Presentation in Teaching English Tenses” was a action research with single Group to examine the effectiveness of using PowerPoint presentation in teaching English tenses with prime objectives and came up with the positive result.

Likewise, Gwawali (2004) has carried out a research on 'A study on teaching poetry at secondary level'. His objectives were to find out the strategies used in teaching poetry at the secondary level and to suggest pedagogical implications. It was a survey research. The researcher has found out that the strategies used by the teachers were different from one to another. Despite many problems, teaching poetry at the secondary level helps more in language learning that bridges the gap in curriculum, motivates the students, expands the language awareness and gives entertainment to the students.

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 and to find out the significance of teaching story at the secondary level. The researcher presented the findings that 50% of secondary English teachers in Kathmandu district are not using the activities needed for teaching story properly i.e. they are poor in pre-reading activities and post-reading activities. Teachers themselves are more active rather than making their students active. Furthermore they found that reaching story at secondary level is relevant to develop reading skill, grammar, creativity, moral lessons, and cultural awareness to learn the literature.

Adhikari (2008) has carried out a research study on the title "Techniques used in teaching poetry." The Objectives of his study were to find out the techniques used in teaching poetry in grade XII and to compare the teaching techniques used in urban and rural areas. He has concluded the difference between the techniques used by the teachers in urban area and rural area of the Panchthar district.

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 touching 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 to in a good and 20% of them were found in an average condition in motivating the students.

Pokharel (2008), has also 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 list some pedagogical implications for enhancing teaching learning process of the fiction. He recommended that every teacher needs to brainstorm before going through the text and translations should be minimized as it decreases fluency and proficiency. And lecture should be used as a technique but not a method.

K.C. (2010) carried out the research study in activities in teachings short stories. The objectives of the study were to find out the activities in teaching short stories at secondary level and to suggest some pedagogical implications. It was carried out in public and private schools of Dang district. It was a survey research and questionnaire and observation were the tools for data collections. This research came up with the finding that more than 50% of the teachers hardly follow the activities while teaching short stories.

From the above mentioned evidences, it can be claimed that this research is peculiar in its own and no any research has carried out in 'Effectiveness of Using Technology in Teaching Short Stories'. The one month practice teaching experience of mine at grade 12 in Gaurisankar higher secondary school Balkumari , Kathmandu where I taught using technology most of the time made me realize the fact that the use of technology while teaching language is effective which I knew from the change that I saw in the behavior of the students after the completion of the class. So, this fact triggered me to think and rethink again and again and it arose the hidden interest of mine in this field. With this insight in mind I choose this area for the research to know the fact indeed and add some new ideology in this filed.

1.3 Objectives of the Study

The study had the following objectives:

- I. To find out the effectiveness of using technology (laptop, Power point presentation, Multimedia projector and use of internet) in teaching short stories.
- II. To suggest some pedagogical implications of the study.

1.4 Significance of the Study

Since this work of study is completely a new in the department of English education T.U, Kirtipur as there are very few researches that have been conducted in this area of teaching literature. So, it would be beneficial to researchers and language teachers to arise their interest to do further research and to give something new in this area in accordance to the time. Most importantly, the age today is the age of science and technology and to go with the pace of time is inevitable in every field. So, the field of English language teaching is no exception of it. This is a simple attempt to adopt new findings of science and technology in language teaching so as to make the delivery of it more natural, learning of it less painful and more fruitful and indeed the highly desired subject to learn among the learners. From the view point of specified objectives of the research and its findings, it is of great significant to the language teachers who are still practicing the almost failure traditional mode of teaching in language classroom to change their traditional mode of teaching and apply technology in teaching as far as practicable. Furthermore, it is equally important for the teacher trainers to focus on how to use technology in teaching and learning and thereafter making the trained teacher so that they can use the technology in the language classroom effectively. Likewise, it is more important for the syllabus designers to include education and technology related aspects in curriculum to make the new generation of learners able to go with the fast paced world of technology.

CHAPTER TWO

METHODOLOGY

As the methodology varies from problem to problem of the research, the researcher has adopted the following methodology to fulfill the specified objectives of the study.

2.1 Sources of Data

The researcher has used both the primary and the secondary sources of data. The primary sources of data are used to make the research more valid and reliable and secondary sources are used to enrich and facilitate the study.

2.1.1 Primary Sources of Data

The primary data are elicited from the students of grade 12 of Shree Krishna Snatak Campus Lali, Darchula where the researcher himself went and took the class for 30 days using the above mentioned aspect of technology in the classroom by administering the pre-test and post-test.

2.1.2 Secondary Sources of Data

While making theoretical backup of the study the researcher has consulted Adhikar(2007), Brown(1994), Burns(1999), Carol(2003), Collie and the Slater(1990), Dewey(1938) , Graddol (1997), Gohiwar(2009), Higgins and Johns (1984),Hidgkinson(1957), Hiller(1983), Lenore(1993), Manley (1989), Sarace(2003), Tood (1957) and the Heritage of Words of grade 12 .

2.2 Sampling Procedure

First of all, the researcher visited the campus for the permission to conduct the research. After getting the consent of the authority, the researcher adopted random sampling procedure whereby the subjects were assigned the test and with the help of pre-test and the scores, the existing sampling population of 50 was divided into the two equal groups namely controlled and experimental by the even and odd scores they got. After the division of groups the researcher taught for thirty days using the existing methodology to the controlled group and by introducing new methodology i.e. using the technology to the experimental one. At the end, when the thirty days teaching was over, a post test was administered and the scores were assigned. Finally, the scores of the pre-test and post –test of the both groups were compared to find out the effectiveness of newly introduced methodology.

2.3 Tools for Data Collection

The pre-test and post-test items were the tools for data collection. The pre-test and post-test items were the same. Most importantly, there were two test items that were administrated in two different days. The first test items was of fifty marks to be accomplished within an hour where there were nine short answer questions and five true false items each consisting of five and one marks respectively. Contrary to it, the second test item was of creative type comprising of fifty marks. There were only five questions comprising ten marks to each to be accomplished within an hour.

2.4 Process of Data Collection

The researcher collected the primary sources of data by the following processes.

- i. First, the researcher prepared the tools for the data collection.
- ii. Then, the researcher visited the campus and built the rapport with authority and the subjects.

- iii. The next day after getting consent, the researcher administered the pre-test.
- iv. Then, the researcher assigned the raw scores to the pre-test.
- v. On the basis of even and odd marks obtained by the students, two equal groups were formed one being controlled and another experimental one.
- vi. Thereafter, the researcher applied existing methodology for the controlled group and applied technology based teaching to the experimental one for thirty days.
- vii. After the completion of thirty days teaching, the researcher administered post-test items to the both groups and assigned the raw scores.
- viii. And finally, the researcher compared the scores of the pre-test and post of the both groups to verify the effectiveness of the newly introduced independent variable i.e. technology.

2.5 Limitations of the Study

This study had the following limitations:

- i. The study was limited to the grade 12 students of Shree Krishna Snatak Campus Lali, Darchula and the only one genre of literature (short stories) of Heritage of words of grade 12 is treated.
- ii. Only laptop, PowerPoint presentation, Multimedia projector and internet are used as a device of technology.
- iii. The primary data were collected by administering pre-test and post-test.
- iv. The number of subjects to be treated was fifty.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The raw data are presented comparatively in holistic, group wise and test wise format in the form of tabulation, diagram, charts, graph etc. followed by the analysis and interpretation at the end in this section.

3.1 Holistic Comparison

In this comparison the result of pre- test and post-test of Group A and Group B is shown comparatively. In other words, in this comparison the overall performance of group A and B in both pre- and post- test of short and long answer question types of test is presented comparatively along with the difference of scores of pre- and post- tests of respective groups in average.

With the help of this comparison, we can find out the average scores of Group A and B in pre- and post- test. When we know the average scores of both groups in the two different tests, then it helps us to figure out the average difference of the scores in two different tests of the respective groups.

Likewise, when we get the average difference in scores of the respective groups in pre- and post- tests, this lead us to generalize the interpretation easily. So, this comparison has the great value to figure out the facts and induce the valid generalization. This has vividly presented in the following table No.1

Table No.1

Average overall performance of Group A and B in pre- and post- tests.

S. N	Test item	F. M	Group A		Group B		Difference		
			Pre- test	Post - test	Pre- test	Post - test	Pre- and post-test Group A	Pre- and post-test Group B	Post-test Group A and B
1	Short questions	5 0	18.52	20.28	19.64	29.28	1.76	9.64	9
2	Long questions	5 0	18.92	21.26	21.62	29.52	2.34	7.9	8.26

The above mentioned table No.1 shows the average overall performance of Group A and B in pre -and post -tests of two different types of tests. Just glancing over the above table we can see that the Group A which is also known as the controlled group has got the 18.52 average scores in pre-test and 20.28 in post-test in short question answer type. Likewise, the same group has got 18.92 average score in pre-test and 21.26 in post- test in long answer question type of test. So, comparing and analyzing the average scores of pre-test and post- tests of the controlled group in two different types of test, we can find the difference of 1.76 average scores in pre - and post- tests of short type of answer questions and the difference of 2.34 of average scores in pre- and post- tests of long type of questions. Therefore, it can be concluded that the difference of average scores in pre- and post- test of Group A is not too much which is the testimony of teaching methodology not being effective.

Contrary to the Group A, the Group B which is also known as the experimental group has got the average scores of 19.64 in pre- test and 29.28

of average scores in post- test in short answer question type. Likewise, the same Group B has secured the average score of 21.26 in pre- test and 29.52 of average scores in post- test in long / creative type of test. So, comparing and analyzing the average scores of experimental group secured in pre- test and post- test of short answer questions and long \ creative type of tests, we can find the difference of 9 marks in the average in pre- test and post- test items. So, this fact supports that the methodology that was applied to the experimental/ Group B is effective as the difference of scores of pre- and post- tests of this Group is more i.e. 9 marks.

3.2 GroupWise Comparison

In this comparison the overall performance of Group A and Group B in pre- and post- test of short answer questions and long/ creative type of test is shown as a whole so that the difference of scores in pre- test and post- test of both groups is drawn. In other words, this is the comparison of the average score of short and long answer question types of test of both groups in pre- and post- test. This comparison helps us to find out the difference of scores of pre- and post- test of both groups. In the same way, when we know the difference of average scores of both groups in pre- and post- test we can easily figure out the facts and induce the right interpretation.

Table No. 2

Groupwise comparison of average scores in pre and post test

Group	F.M.	Average Score in Pre-test	Average score in post- test	Difference	Difference in Percentage
A	100	37.44	41.54	4.1	10.95%
B	100	41.26	58.8	17.54	42.51%

The above table No. 2 represents the total average scores obtained by the Group A and B in both short answer question type of test and long/ creative answer type of test in pre- test and post- test out of total marks hundred.

Inducing the facts and figures above, it is vividly seen that Group A which is known as controlled group has secured average 37.44 marks in pre- test and 41.54 marks in post- test. While comparing the scores of pre- test and post- test of Group A there is average 4.1 marks difference in between which happens to be the average of the 10.95% which is very less. This is the evidence of not having more difference in the performance of the students and this shows the ineffectiveness of teaching methodology to the controlled group.

In opposition to the Group A, Group B which is also known as the experimental group has got the average scores of 41.26 in pre- test and 58.80 scores in post- test whereby the Group B increased the average scores of 17.54 in post- test which happen the average of 42.51% improvement and which is the testimony of the fact that the methodology that was applied to this group was effective in comparison to the first one

3.3 Item -wise Comparison

In this comparison the scores in pre- and post- tests of Group A and Group B in short answer questions and long / creative answer questions is presented separately so as to find out whether or not the Group B has obtained highest marks in the post- test of short answer question and long / creative answer questions separately so as to find out the continuity of the scores of the students and there after inducing the fact that the Group B which has obtained highest marks in short answer type of questions in post- test has also obtained the highest marks in long / creative type of question in post- test which is must to claim the methodology adopted to the Group B was effective.

Table No. 3

Comparison of average scores of Group A and B in short and long answer questions

Group	Item	Scores in pre test	Scores in post test
A	Short answer questions	18.52	20.28
	Long answer questions	18.92	21.26
B	Short answer questions	19.64	29.28
	Long answer questions	21.62	29.52

The figures in the above table speak the fact that the Group A which has secured the average marks of 20.28 in the post- test of short answer question has secured 21.26 in the post- test of long/ creative type of test. This means this Group has not proceeded towards the progression since there is not much difference in marks of pre- and post- tests. Likewise, the Group B has secured

19.64 in pre- test of short answer question whereby it has secured 29.28 marks in the post- test of same test items where we found the difference of around 9 marks between two tests which shows the improvement in the achievement of the students. In the similar way, this group has secured 21.62 in the pre- test of long/creative type of test whereby the same group in the same test at the end in post- test has secured 29.52 marks where there is the difference of around 8 marks in between the two tests. This also shows the improvement in the performance of students. Therefore, it can be claimed that the methodology that was introduced to the experimental group was effective.

3.4 Comparison of Failed Number of Students of Group A

In this comparison the failure number of students of Group A is compared in terms for their pre- and post- tests of short answer and long answer questions as we know if the failure number of students in pre- test is decreased in the post- test, then it shows the improvement, if it remained constant then it is the sign of the teaching methodology being ineffective. So, this comparison is one of the most reliable parameter to draw the conclusion.

Table No. 4
Failed number of students of Group A

S.N	Items	Failed number of students	
		Pre Test	Post Test
1.	Short answer questions	12	11
2.	Long answer questions	11	11

The above table No.4 shows that there are 12 students of Group A who failed in pre- test of short answer questions whereby this number decreased by one in

the post-test and fall down in 11. This is not the sign of better improvement. Similarly, there are 11 students who failed in pre- test of long answer questions whereby this number remained constant in the post- test as well. So, we can clearly see that there is not any big change in the failed number of students in pre- and post- tests of two different test items. This implies that the methodology that was applied to the Group A is completely failed.

3.5 Comparison of Failed Number of Students of Group B

In this comparison the failure number of students of Group B is compared in terms of their pre- and post-test results of short answer and long answer question tests as we know if the failure number of students in pre- test is decreased in the post- test, then it shows the improvement, if it remained constant then it is the sign of the teaching methodology being ineffective. So, this comparison is one of the most reliable parameter to draw the conclusion.

Table No. 5
Failed number of students of Group B

S.N	Items	Failed number of students	
		Pre Test	Post Test
1.	Short answer questions	12	1
2.	Long answer questions	11	0

The above table No.5 shows that there are 12 students of Group B who failed in pre- test of short answer questions whereby this number decreased by 11 in the post-test and fall down into 1. This is the sign of better improvement. Similarly, there are 11 students who failed in pre -test of long answer question type of test however, there are no any students who failed in the post-test of Group B which implies the methodology that was applied to the Group B was effective.

CHAPTRE FOUR

Findings and Recommendations

In this section the findings of the research are drawn on the basis of analysis and interpretation of the data. Findings are of worth so as to fulfill the specified objectives of the research and thereafter bringing the reality into the surface from the bottom of ignorance and recommend for the acceptance and behavioral change.

4.1 Findings

After the analysis and interpretation of the data the following findings have been derived.

1. a) The Group A which is also known as the controlled group is found getting the difference of only the average scores of 4.1 in pre -and post -test which happens only the 10.95% improvement in average . Likewise, the failed No. of students was 12 in pre- and post- test of this group which is found not being decreased even by the one number. So, the methodology applied to this group is found ineffective.

b) The Group B which is also known as the experimental group is found getting the difference of average scores of 17.54 in pre- and post- test which happens to be the 42.52% improvement. Similarly, the failed No. of students of this group which was 12 in pre- test is totally decreased in post- test and fall down into zero. So, the methodology applied to this group is found more effective.
2. a) The Group A which has got the average scores of 18.52 in short and 18.92 in long answer question type of tests in pre-test is found getting the average scores of 20.28 in short and 21.26 in long answer question type of tests in post-test respectively where we can find the difference

of about 2 marks in average in two different types of test. So, the methodology applied to this group is found less effective.

b) The Group B which has got the average scores of 19.64 in short and 21.26 in long answer question type of tests in pre-test is found getting the average scores of 29.28 in short and 29.52 in long answer question type of tests in post-test respectively where we can find the difference of about 10 marks in average in two different types of test. So, the methodology applied to this group is found effective.

4.2 Recommendations

The recommendations and pedagogical implications which have been made on the basis of findings are as follows:

1. a) The outdated traditional mode of teaching short stories should be replaced by the modern teaching methodology of short story.
b) The technology which is found more effective in comparison to traditional mode of teaching short story should be used while teaching the short stories as far as practicable.
2. a) Teachers should be trained to use technology in the language classrooms.
b) The curriculum and text book of grade 12 of the Heritage of the Words should be modified and it should focus the use of technology in language classroom as a methodology.
c) The easy access of technology must be first throughout the country.

This research is short term and limited to only 50 students of grade 12 of Shree Krishna Snatak Campus. So, it cannot however be claimed that the findings of this research are applicable throughout the country or they are complete in themselves. Therefore, for the validity of the study and make the findings more reliable, there should be more in-depth further researches in this field.

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APPENDIX 3

Summary of the Lesson plans

Lesson Plan no.1

Specific Objectives:

At the end of the class the students will be able to:

- a) Summarize the story in their own words,
- b) Characterize the main characters in the story,
- c) Answer the short questions

Teaching Items: About love

Group A

Teaching Materials: Blackboard, chart of difficult words with their meanings and other usual materials.

Teaching learning activities: As teacher enters the class room s/he makes the brief revision of earlier lesson. Then, s/he opens the book and asks the students to do the same. Students open the book and teacher writes down the topic in the black board and hangs on the chart paper in the wall and asks the student to note down the vocabulary. When the job of noting down the vocabulary is finished then the teacher ask any students to read aloud the story if the story is short and enough time is available asking others to listen if not, the teacher summarizes the story in English as well as in their mother tongue and tell the answer of some questions of the story and finally s/he asks the student to write the summary and order to them to memorize.

Group B

Teaching Materials: Laptops, PowerPoint presentation, multimedia projector, and some downloaded pictures that suit the story and resemble the characters.

Teaching Learning Activities:

First, the teacher enters the classrooms and motivates the students revising the earlier lesson for a while. Then, the teacher install all the equipments properly and ask the students to guess the theme of the story as students are asked to go through thoroughly the story the previous day at home and make the list of difficult words they encounter.

Then, students are encouraged to guess the meaning of difficult words in the context by themselves and teacher provides contextual meaning in case they fail to do so after many trails. After that, teacher turn on the laptop, multimedia projector supplying the power making sure that the projection of multimedia projector is visible to all. After doing this, the teacher shows the photo (if possible) of the story writer with his background information in slide shows followed by the pictures that resemble the characters of the story with their characterization in slide shows and ask the students to read it out and teacher help the students in case any misunderstanding occurs by the open discussion and explanation making everything clear. After that, the teacher shows the synopsis of the story in PowerPoint presentation with open discussion and explanation so that the theme of the story is understood best by the students followed by the critical and creative analysis of the story from the part of students. Then, both teacher and students will solve the exercises and teacher asks the students to write down the summary in their own at home and helps them in the next day if they got any problems.

Note: There were same objectives, teaching materials and teaching learning activities throughout teaching short stories to the respective groups for thirty days as the research was conducted to find out the effectiveness of technology in teaching short stories and only one genre of literature was dealt in the research. So, for the sake of economy only one lesson plan is presented here as a model.

APPENDIX 1

Test – 1 (pre-test and Post-test item)

Time: 1 hour

Name:

Roll.no:

Give the short answer to the following questions. (9x5=45)

1. Is love a great mystery? Give any two reasons.

Ans.(.....
.....
.....
.....
.....
.....)

2. Sketch the character of Alyohin in Short.

Ans.(.....
.....
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.....
.....
.....
.....
.....)

3. Why didn't the narrator call her aunt as aunt?

Ans.(.....
.....
.....
.....)

.....
.....
.....)

8. Who leaved Hansel and Gretel to the forest? And why?

Ans.(.....
.....
.....
.....
.....
.....)

9. Would you call the narrator mad? Give any two reasons. In favor or against it.

Ans.(.....
.....
.....
.....
.....
.....)

10. Write 'T' for True and 'F' for False. (5x1=5)

- a) The narrator of the story in The Till- Tale Heart is mad.()
- b) Lack of food in the house compelled Hansel and Gretel to leave the home. .()
- c) The shiny pebbles helped the little brother and sister to find the way to home. .()
- d) There was a violent love between Pelageya and Alyohin. ()
- e) The story of Hansel and Gretel is a story of hope and victory ()

APPENDIX 2

Test-Two (pre-test and Post-test item)

Time: 1 hour

Answer the following questions in your own words as far as practicable.

(5x10=50)

1. Highlight the moral part of the story “The Little Brother and Sister” in your own words.
2. How did the Alyohin show his two fold character in the story “About Love”. Give your reasons.
3. How the story of adolescence is shown in the story “The Boarding House”.
4. Summarize the story “A story” in your own words in a paragraph.
5. Do you think that “A Story” is not a story proper, but a jumble of various people? Give details for your answer.

APPENDIX 4

The Result of Short Answer Questions of Group A

S.N.	Roll No.	Name	F.M	P.M	Pre-test	Post-test	Difference
1	1	Bimila Giri	50	17.5	18	20	2
2	3	Bishnu Bhat	50	17.5	29	30	1
3	5	Chet Thapa	50	17.5	16	16	0
4	7	Amar Parki	50	17.5	13	14	1
5	9	Gopal Joshi	50	17.5	9	13	4
6	11	Bashu Bhatta	50	17.5	17	17	0
7	13	Nanda Raj Dhami	50	17.5	30	31	1
8	15	Deepak Mishra	50	17.5	35	37	2
9	17	Naresh Mahara	50	17.5	20	22	2
10	19	Nanda Luhar	50	17.5	13	21	8
11	21	Sita Thapa	50	17.5	11	13	2
12	23	Gita Awasthi	50	17.5	19	19	0
13	25	Rita Joshi	50	17.5	13	18	5
14	27	Sabita Mahara	50	17.5	33	35	2
15	29	Nirmal Pant	50	17.5	31	33	2
16	31	Ashok Pant	50	17.5	21	22	1
17	33	Laxmi Joshi	50	17.5	26	29	3
18	35	Kabita Gurung	50	17.5	15	19	4
19	37	Monika Dhami	50	17.5	18	18	0
20	39	Rina Karki	50	17.5	13	14	1
21	41	Radha Bhat	50	17.5	12	14	2
22	43	Mohan Joshi	50	17.5	11	13	2
23	45	Khem Dhami	50	17.5	13	14	1
24	47	Nisha Awasthi	50	17.5	19	19	0
25	49	Pradip Pal	50	17.5	12	14	0
Total					467	515	44

APPENDIX 5

The Result of Short Answer Questions of Group B

S.N.	Roll No.	Name	F.M	P.M	Pre-test	Post-test	Difference
1	2	Gokul Joshi	50	17.5	20	29	9
2	4	Prakash Chand	50	17.5	19	28	9
3	6	Mahabir Gurung	50	17.5	25	32	7
4	8	Lata Dhami	50	17.5	11	19	8
5	10	Renuka Pant	50	17.5	18	27	9
6	12	Kamala Thakuri	50	17.5	9	19	10
7	14	Meena Thapa	50	17.5	22	30	8
8	16	Manju Dhami	50	17.5	30	38	8
9	18	Kalawati karki	50	17.5	33	40	7
10	20	Muna pant	50	17.5	17	28	11
11	22	Rajib Thapa	50	17.5	15	26	11
12	24	Raju Joshi	50	17.5	23	31	8
13	26	Lok Raj Mahara	50	17.5	31	39	8
14	28	Depesh Parki	50	17.5	7	17.5	10.5
15	30	Urmila luhar	50	17.5	12	19	7
16	32	Sarita giri	50	17.5	18	31	13
17	34	Sabina Thapa	50	17.5	13	21	8
18	36	Netra Thakuri	50	17.5	17	25	8
19	38	Kamelesh Joshi	50	17.5	19	32	13
20	40	Kunti Parki	50	17.5	22	32	10
21	42	Anisha Dhami	50	17.5	13	36	23
22	44	Govinda Gurung	50	17.5	35	42	7
23	46	Durga pal	50	17.5	17	29	12
24	48	Uma pal	50	17.5	16	30	14
25	50	Rekha pal	50	17.5	29	39.5	10.5
<i>Total</i>					491	740	239

APPENDIX 6

The Result of Long Answer Questions of Group A

S.N.	Roll No.	Name	F.M	P.M	Pre-test	Post-test	Difference
1	1	Bimila Giri	50	17.5	17.5	19	1.5
2	3	Bishnu Bhat	50	17.5	28	30	2
3	5	Chet Thapa	50	17.5	16.5	17.5	1
4	7	Amar Parki	50	17.5	15.5	17	1.5
5	9	Gopal Joshi	50	17.5	11	14	3
6	11	Bashu Bhatta	50	17.5	15	17.5	1.5
7	13	Nanda Raj Dhama	50	17.5	25	27	2
8	15	Deepak Mishra	50	17.5	33	33	0
9	17	Naresh Mahara	50	17.5	22	25	3
10	19	Nanda Luhar	50	17.5	18.5	21	2.5
11	21	Sita Thapa	50	17.5	13.5	16.5	3
12	23	Gita Awasthi	50	17.5	18	19	1
13	25	Rita Joshi	50	17.5	15	17	2
14	27	Sabita Mahara	50	17.5	31	33	2
15	29	Nirmal Pant	50	17.5	23	26	3
16	31	Ashok Pant	50	17.5	28	31	2
17	33	Laxmi Joshi	50	17.5	13	16	3
18	35	Kabita Gurung	50	17.5	19.5	23	3.5
19	37	Monika Dhama	50	17.5	17.5	20	2.5
20	39	Rina Karki	50	17.5	14	17	3
21	41	Radha Bhat	50	17.5	11.5	15.5	4
22	43	Mohan Joshi	50	17.5	13.5	15	1.5
23	45	Khem Dhama	50	17.5	21	23	2
24	47	Nisha Awasthi	50	17.5	15.5	17	1.5
25	49	Pradip Pal	50	17.5	17	19	2
Total					473	529	56

APPENDIX 7

The Result of Long Answer Questions of Group B

S.N.	Roll No.	Name	F.M	P.M	Pre-test	Post-test	Difference
1	2	Gokul Joshi	50	17.5	21	30	9
2	4	Prakash Chand	50	17.5	18.5	27	8.5
3	6	Mahabir Gurung	50	17.5	27	33	6
4	8	Lata Dhami	50	17.5	13.5	17.5	4
5	10	Renuka Pant	50	17.5	20	28	10
6	12	Kamala Thakuri	50	17.5	11.5	18	6.5
7	14	Meena Thapa	50	17.5	23	29	6
8	16	Manju Dhami	50	17.5	32	39	7
9	18	Kalawati karki	50	17.5	36	40	4
10	20	Muna pant	50	17.5	19	26	7
11	22	Rajib Thapa	50	17.5	17	28	11
12	24	Raju Joshi	50	17.5	25	35	10
13	26	Lok Raj Mahara	50	17.5	34	41	7
14	28	Depesh Parki	50	17.5	11	19	8
15	30	Urmila luhar	50	17.5	15	24	9
16	32	Sarita giri	50	17.5	19	25	6
17	34	Sabina Thapa	50	17.5	16.5	23	6.5
18	36	Netra Thakuri	50	17.5	16	27	11
19	38	Kamelesh Joshi	50	17.5	20	35	15
20	40	Kunti Parki	50	17.5	23.5	29	5.5
21	42	Anisha Dhami	50	17.5	16	27	11
22	44	Govinda Gurung	50	17.5	38	42.5	4.5
23	46	Durga pal	50	17.5	16.5	29	12.5
24	48	Uma pal	50	17.5	23	30	7
25	50	Rekha pal	50	17.5	27	36	9
Total					496	738	242