CHAPTER - ONE

INTRODUCTION

1.1   General Background

Language is a means of communication. It is a unique identification of human civilization. Language has made it possible to change a wild human being to a civilized-human being. Language is a powerful vehicle to express our ideas, desires, opinions and feelings. Language shows the past, present and future of human race. Linguistically, language has been defined as voluntary vocal system of human communication.

According to Wardhaugh (1972), "Language is system of arbitrary vocal symbols used for human communication" (as cited in Brown, 1994a, p.4). Sapir (1978) expresses a similar view in more elaborated form as "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (p.8).

By these definitions, language is a blessing among human being and a unique gift. Human beings have been accustomed to follow this system of communication. Animal just as humans also have to communicate for survival but their system of communication is far more limited while compared to human language though some features of human language like interchangeability, displacement and semanticity are found in bees, Gibbon's call system etc. Apart from language, there are other means of communication too, namely olfactory, gustatory and tactile. But linguistic means of communication is flourished much more than other means of communication.

There are more than six thousands languages spoken all over the world. Among these, English is one of the major languages of the world. English is regarded as lingua franca, a contact language among the countries of the world. It is established as an international and one of the UN languages since it is spoken throughout the world. More than fifty percent of textbooks and print media of the world in any discipline are published in this language. Thus, English is used to get worldwide knowledge in various fields like literature, culture, religion, education, science and technological advancements and discoveries. Thus, in the context of Nepal, English is accepted as the language of international communication.

In Nepal, English has long been taught as a foreign language in all the schools starting from grade one and up to graduation level in colleges. English is the appropriate international language for Nepal and a vital tool to become successful in local, national and international communication. This proves its need, significance and popularity.

1.1.1 Literature: An Introduction

Literature simply refers to any piece of writing that is valued as works of art. In general sense, it is the expression of human thoughts, feelings and experiences. Literature can display both good and bad aspects of society. Hence, literature can be regarded as a mirror of society whatever changes the society undergoes they will be reflected in contemporary literature in one way or the other. Literature then is a successful medium to express human emotions: sadness, happiness, pleasure, pain, love, hate, fear, disgust and anger such human emotions in literature are expressed artistically through language. It means literature needs to be beautiful and trustful.

According to Lazar (1993), "Literature is a world of fantasy, horror, feeling, visions…put into words" (p.1).

Paley (1974) writes "Literature, fictions, poetry, whatever makes justice in the world. That is why it is almost always on the side of the underdog" (as cited in Lazar, 1993, p.2).

Thus, literature is a vital record of what men have seen in life, what they experienced of it, what they have thought and felt about those aspects of it which have the most immediate and enduring interest for all of us. It was thus fundamentally an expression of life through the medium of language. Literature could be said to be sort of disciplined technique for arousing certain emotions. It begins in the creative possibilities of human language and in the desire of human beings to use their language creatively. Literature enriches our lives because it increases our capacities for understanding and communications. It helps us to find meanings in our world and to express it and share it with others. And this is the most humane activity of our existence.

1.1.1.1   Genres of Literature

Literature, specifically, displays its two forms, poetry and prose. These two forms are different in structure and subject matter. They can be classified into different forms or genres.

(Adapted form: Regmi, 2003)

The above (poetry, dramas, essays, novels, short stories) are not only the broader forms of literature but also literary texts. They are different fields under literary studies.

Further, literature can be broadly divided into four genres/forms:

Fictions

(Narrations)

Poetry   Drama

(Meditation)   (Interaction)

Essays

(Persuasion)
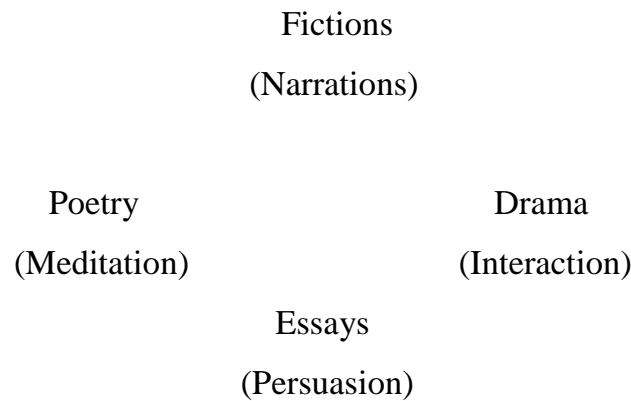
(Adapted from: Scholes, et al. 1997)

1.1.1.2   Fiction: A Genre of Literature

Fiction is a work of prose narrative invented by the writer in which characters and events are imaginary. Novels and short stories are all works of fictions. There are a large cast of characters and numerous flashbacks to the past with highly complicated plot and subplots. The description of event in a fiction is shaped by a narrator and the language is used in a highly self conscious way in order to convey particular effect.

> Fiction is any literary prose narrative, which is invented instead of being
>
> and account of events that in fact happened. In a narrower sense,
>
> however, fiction denotes only narratives that are written in prose (the
>
> novel and short story), and sometimes is used simply as synonym for the
>
> novel (Abrams, 2005, p.99).

In fiction the realities, shadows, miseries, absurdities of human life and social disorders are presented creating a fictional world. The author tries to present human life inventing the characters and events himself instead of observing an account of events that in fact happened. A fiction can have several varieties.

A) Fiction of Formation: The subject of such fiction is the development of protagonist's mind and character. It is known as the novel of education too.

B) Social/Realistic Fiction: Such fiction emphasizes the influence of the social and economic conditions of society on characters. They present the realistic life of common people in society.

C) Picaresque Fiction: Such fiction exhibits the miserable condition of the main character.

D) Historical Fiction: Such fiction takes its setting, characters, and events from history. This type of fiction is documentary fiction which incorporates the contemporary journalistic reports apart from the historical materials.

E) Gothic Fiction: A type of fiction (novel) characterized by mystery, horror and the supernatural qualities.

F) Meta Fiction: In such fiction, the author is discussing about the problem specially, the problem about the creation.

G) Psychological Fiction: The fiction that presents various states of human mind: id, ego, super ego.

H) Regional Fiction: It emphasizes the setting, speech, social structure and customs of particular locality, not merely as a local colour but important conditions affecting the temperament of the characters and their ways of thinking, feeling and interaction.

I) Fiction of the Soil: It is a type of sociological fiction that focuses on the hardship of those who struggle to wrest a living from the land.

1.1.2 Relation between Language and Literature

Literature is a key to language learning. Language and literature are always regarded as two inseparable entities. Literature is the heart or soul of a language. So, it is the true manifestation of human language. Every human language has its literature, either oral or written. The roots of what we call literature are in everyday stories, dramas, rhymes, songs and flow of relationship. Literature, therefore, resides in the conversational use of everyday language. There is a close relationship between language and literature.

Language and literature are intricately attached. We spring from our inborn love of story of carrying words in pleasing patterns, of expressing in words some special aspects of our human experience. Thus, literature is a part of our life and is always under the cover of language. By studying literature, our range of the use of language increases.

1.1.3 Literature and Language Teaching

Language teaching is a 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 and pedagogy but also from literature. The aim of language teaching is to impart linguistic skills to the language learners and help the learners to acquire competence in language use. In other words, teaching means creating environment that maximally facilitates learning by helping the language learner to learn. Language learning involves learning the different aspects like vocabulary, structure, skills (listening, speaking, reading, and writing) and different functions of language. And literature stretches student's imaginations, widens their insights, deepens their experiences and heightens their awareness. A language learner is not regarded as a competent learner unless he knows the

culture and literature of the native speakers. Therefore, a language learner must learn the target language literature.

Literature increases all language skills because literature extends linguistic knowledge by giving evidence, extensive and subtle vocabulary usage and complex and exact syntax. Literature contains diverse uses of language and various levels of discourse. The varieties of language found in literature provide a very interesting basis for language teaching. So, literature is one of resources of language teaching. If language is taught through rules and grammar, it becomes tedious and boring task for the learners. And if it is taught through literature, language learning becomes interesting to the learners. The best road to language proficiency lies in its literature; nothing is so emotionally gripping so that it is remembered for a longtime. Literature has indeed a significant place in language teaching.

1.1.4 Value of Literature in Language Teaching

Language is the expression of human personality in words, whether written or spoken and literature is a vehicle of language. There are both positive and negative views for placing literature in language teaching. Many language experts reject the role of literature in a language teaching. According to them there must be basic language skills before introducing literature. Literature can be introduced only in advanced stages to enhance linguistic competence to avoid any reverse effect. Many other language experts are in favour of integrating language and literature in the language teaching.

Brumfit and Carter (1986) state, "We believe that there is no such thing as literary language"(p.6).Similarly, Littlewood (1976) expresses a similar view in more elaborated form as "…Literature is not qualitatively different from any other linguistic performance. It is an instance of the productive use of a limited

number of linguistic structures in order to achieve communication". (as cited in Brumfit and Carter, 1986, p.178).

Literature in language teaching plays a very important role by providing sufficient motivating materials and various communicative activities. One of the main reasons of introducing literature in language classroom is to facilitate learners in learning language by providing a rich context that make extensive and subtle vocabulary use including various syntactic structures. Regarding the importance of literature in language teaching, Carter and Long (1991) have highlighted the significant role of literature in language classroom through three different models:

1. The Cultural Model

2. The Linguistic Model

3. The Personal growth Model

Lazar (1993) says, "Literature may provide a particularly appropriate way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language" (p.17). He further says "Literature should be used with students because it is motivating, stimulus for language acquisition, students enjoy it and it is a fun" (p.19).

> … Literature provides a rich context in which individuals lexical or syntactical items are made more memorable. The formation and function of sentences, the variety of possible structures, and different ways of connecting ideas… a literary genre can serve as an excellent prompt for oral work (Collie and Slater, 1987, p.5).

Similarly, Kennedy (1983), states that "Literature, as they who teach it know has basic skills to provide. Being an art of words, it can help you become more sensitive to language-your own and other peoples" (p.178).

> Teaching literature within a cultural model enables students to understand and appropriate cultures and ideologies different from their own in time and space and to come to perceive traditions of thought, feelings and artistic from within the heritage the literature of such cultures endows (Carter and Long, 199, p. 2).

Literature can incorporate a great deal of cultural information. It provides valuable authentic materials and reading literary texts, students develop linguistic competence. Literature fosters personal involvement in the readers. It shows variety also. Literature enjoys a bountiful and varied body of written substances. It is important because it provides matters related to fundamental human issues. Universality of literature in terms of themes and genres gives momentum for literature teaching. Thus, literature includes variation in the use of style of language as well as subject matter. It provides an opportunity for the students to interact with the language of different subjects.

The world of a play, story and fiction is of course a created one and sometimes exaggerated also. This imitation of the world can present a foreign reader a picturesque of real but unknown society, learners, encountered with the literature, familiarize the various use of grammatical structure and they develop their intimacy with unique use of language. Figurative language offers new dimensions of perception in a way that can be startling and exhilarating. The learners always relate the literary texts to their own environment and situation because it deals with ideas, things, sensations and events either from the part of

reader's experience or which they can enter into imaginatively, they are able to relate their own lives and become more creative and adventurous as they associate themselves with the variety and richness of language and the class thus, become a place for interactive discussion.

1.1.5 A Brief Introduction to Approach, Method, Technique and Strategy

In an attempt to clarify the difference between Approach, Method and Technique, Anthony (1963) identified three levels of conceptualization and organization of them.

> …An approach is a set of correlative assumptions dealing with nature
>
> of language teaching and learning. An approach is axiomatic. It
>
> describes the nature of the subject matter to be taught…
>
> …Method is an overall plan the orderly presentation of language
>
> material no part of which contradicts, and all of which is based upon,
>
> the selected approach. An approach is axiomatic, a method is
>
> procedural. Within one approach, there can be many methods…
>
> A technique is implementational- that which actually takes place in a
>
> classroom. It is a particular trick, stratagem, or contrivance used to
>
> accomplish an immediate objective. Technique must be consistent
>
> with a method, and therefore in harmony with an approach as well.
>
> > (as cited in Richards and Rodgers, 2001, p.19).

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level

at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described (as cited in Richards and Rodgers, 2001, p.19).

> strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year. Strategies vary intra-individuality, each of us has whole host of possible way to solve a particular problem and we choose one or several of those in sequence-for a given problem. Further, he says, strategies are those specific 'attacks' that we make on a given problem. They are moment by moment techniques that we employ to solve problems (Brown, 1994a, pp.104-14).

Marton (1998) talks about four overall teaching strategies. They are as follows. (as cited in Cook, 1992:131).

1. Receptive Strategy**:** Receptive strategy relies primarily on listening.
2. Communicative Strategy**:** It focuses that students learn by attempting to communicate.
3. Reconstructive Strategy**:** In this strategy, students participate in reconstructive activities based on a text.
4. Eclectic Strategy**:** It combines two or more of the others.

Apart from these, in recent years, the alternative approaches and teaching style also have been proposed that mark a radical departure from those outlined

earlier, either in their goals or in their exclusion. It is difficult to assign these a single name. Some of the alternative methods are humanistic method, self directed teaching academic, socio-communicative, task- based, content -based and participatory approaches, co-operative language learning, communicative language learning, and competency based language teaching and so on.

1.1.6 Approaches to Teaching Literature

Using literature in language classroom is a very skillful job. It needs wide consideration. Teacher should be very careful about the needs, interests, and level of the students and also try to bridge the gap between their linguistic and cultural knowledge that will help learners to know the use of linguistic items according to the context.

According to Collie and Slater (1987) the following aims have provided a rational for the kind of activities to put fresh momentum into the teaching of literature.

1. Maintaining interest and involvement by using a variety of student-centered activities,

2. Supplementing the printed page,

3. Tapping the resources of knowledge and experiences within the group,

4. Helping students explorer their own responses to literature,

5. Using the target language,

6. Integrating language and literature (pp.8-10).

Lazar (1993) proposes the three approaches to using literature with the language learners.

1. A language based approach,

2. Literature as content,

3. Literature for personal enrichment (pp.23-24).

Along with a combination of the three approaches, the teacher may resort to the metalanguage of criticism or literary terminology. Further more, there are two approaches to literary text analysis. Textual approach and Non-textual approach

I. Textual Approach

It is text dominated approach. This approach presents the microscopic analysis of a literary text while analyzing a literary text using this approach, we should bear the following items in our mind.

- Language (Form, structure, diction, imagery, allusion)
- Content
- Theme
- Plot
- Character
- Style (narrative/descriptive, emotive/reflective, personal/impersonal rhetorical/plain, satirical/cryptic, compact/elaborated, poetic/prosaic).

II. Non-textual Approach

The fundamental aspect what this approach follows is the background information of an author as well as of the text. The background information includes the following things.

- Trends of writing
- Time and age
- Social-economical-political situation.
- Subject and topic
- Ideas/attitude about life

⟩ Love, humanity and morality

⟩ Author's childhood and upbringing and so on.

This approach avails us with author- centered information and it does not present the text objectively.

1.1.7 Common Strategies used in Teaching Literature

In this modern period, the main goal of language teaching is to foster student's communicative ability. Modern approaches view language as a means of communication. Modern linguists viewed that the meaning of a text is determined by negotiation between readers and text like developing communicative competence: the ability to negotiating meaning, Literature, like other forms of discourse, displays the language function: emotive connotative, poetic, metalingual, phatic and referential. Using Literature to language teaching facilitates modern approaches, methods and technique by providing useful resources to carry out communicative activities like discussion, communicative games, problem solving, talking about yourself, simulation, role play, etc which helps to perform different exercises: summarizing unscrambling, comprehending, completing, creative writing, etc.

It is found that role play, creative writing, improvisation, questionnaires, visual aids, etc. can work as an stimulation for active participation of the students. Teachers should try to exploit the emotional dimension of the literature, which is very integral part. Group work is a means of increasing students' confidence and personalizing their contact with literature. Shared activities can help the students to find a way into authors' link or fill in an appropriate meaning of a crucial work. The students must be given maximum chance of entering the universe of any literary text.

1.1.8 Strategies used in teaching Fiction

There might be various strategies in teaching fiction, because strategies might be varied according to the individual. According to Carter (1986), different texts require different strategies and any adequate teaching of literary text goes beyond language teaching techniques. In case of short narrative fictions, he proposes the following strategies:

1. Prediction: What comes next?

2. Cloze procedure,

3. Forum: debating Opposing overview points,

4. Guided writing.

In a novel, there is likely to be a larger cast of characters, more complicated plot, numerous flashbacks to past events, complex narrative methods then we would need to account for students in the tasks and activities we devised to use with the novel. Such activities are as: writing summaries, providing sentence-completions, exercises, reordering jumble sentences jigsaw reading activities etc. However, while these activities can help students with the more specifically literary problems of reading the novel, a number of practical problems remain. Among those, Lazar (1993) points out the following three main problems (p.89-90).

1. Coping with length of many novels,

2. Helping students to cope with the volume of unfamiliar vocabulary in the novel,

3. How to adopt activities which work well for short stories to use with a novel.

In this sense, the tasks and activities for use with a short story are also applicable in teaching fiction. Lazar (1993) mentions the following tasks

and activities for teaching short stories which are applicable in teaching fiction (p.83).

A. Pre – reading activities:

1. Helping students with cultural background.

2. Stimulating student interest in the story.

3. Pre- teaching vocabulary.

B. 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.

C. Post – reading activities:

1. Helping students to make interpretation of the text.

2. Understanding narrative point of view.

3. Follow up writing activities.

4. Follow up fluency practice.

1.2. Review of the Related Literature

The research should draw knowledge from the previous studies since they provide foundation to the present studies. I have consulted different books, journals and research reports carried out in the field of literature and language teaching. Similarly, I have gone through the different research reports carried out in Central Department of English, Faculty of Humanities and Department of English Education related to the techniques and strategies used in teaching literary genres and different aspects of language in general. Some of the worth noted studies are mentioned as follows:

Dhakal (1998) and Jha (1999) carried out the research on "A Case Study of Teaching English Language through Literature at Proficiency Certificate Level" and "Teaching of English through Literature." They have concluded that literature is an integral part of language teaching. Language learning is not complete without learning literature.

Bhattarai (1999) carried out the research on "A Survey of Techniques and Participation in ELT in Secondary Level of Kaski District" and found that more than seventy five percent teachers are using traditional way of teaching English.

Similarly, Devkota (2003) and Bhatta (2006) carried out the researches on "Learning Strategies in Literary Texts: An Attitudinal Study" and "A Study on Grade ten Students' Ability to Understand Literary Texts" respectively. Both research objectives were to find out the ability and learning strategies employed in studying and understand literary texts and concluded that students were found better in prose than poetry.

Gyawali (2004) and Timsina (2007) conducted a research study on "A Study of Teaching Poetry at Secondary Level" and "A Study on Teaching Poetry in Higher Secondary Level." Their objectives of the study were to analyze and explore the strategies and complexities of teaching poetry. They concluded that the majority of teachers were not acquainted with the learning strategies and learning process was completely teacher centered.

Khadka (2005) and Lamsal (2005) carried out the researches on "Teaching Drama at Secondary Level" and "A Study on the Strategies used in Teaching Story at Secondary Level" respectively. Both research objectives were to find out the strategies used in teaching drama and story. The researchers found that there were not any fixed strategies and poor and faulty

strategies being used. There were a lot of complexities and problems in teaching both drama and story.

Many researches have been carried out on different aspects of language and literature, e.g. attitudes, problems, techniques and relevance of teaching poems, drama and short stories under Department of English Education but no research work has been carried out on strategies adopted in teaching fiction particularly novels in Master's Level. Therefore, I have selected to carry out a research work entitled "Strategies Used in Teaching Fiction" at Master's level. Fiction is one of the genres of literature and is included in course of study in almost all levels and faculties either in compulsory courses or in specialization courses. And, no doubt, fiction is important for the language classroom.

1.3.   Objectives of the Study

The objectives of the study were as follows:

1. To find out the strategies adopted in teaching fiction at Master's level.

2. To list some pedagogical implications for enhancing teaching learning process of the fiction.

1.4   Significance of the Study

Teaching fiction in language class is a difficult task because there are many obstacles to comprehend it. It requires too many teaching qualities of the teacher, strategies, and techniques and so on. So far as some research works are carried out in the field of teaching literature. The present study will play a significant role in teaching fiction. Similarly, this study will be beneficial to the teachers, students and the applied linguists. The findings and recommendations of this study will be helpful to the real classroom teaching. Moreover, the findings of the research study will be beneficial to the syllabus designers, textbook writers, subject experts, language trainers and those related to teaching and learning English language and literature.

CHAPTER - TWO

METHODOLOGY

To achieve the set of objectives of the study, the following methodology was adopted.

2.1   Sources of Data

In this research, I used mainly the primary sources of data. However, secondary sources were also used.

2.1.1   Primary Sources of Data

The primary sources of data were the English teachers teaching fiction at Master's level of selected campuses and the students of the same level, who are studying in the same campuses.

2.1.2   Secondary Sources of Data

The secondary sources of data were the related literature, books, textbooks, journals, articles, reference materials, course of study, informal interviews with the teachers, talk to the seniors and colleagues, and suggestions of thesis guidance team. Mainly, Collie & Slater (1987), Lazar (1993), Brumfit & Carter (1986), Marton (1998), Showalter (2003) and www.rebaccaoxford.com, were consulted.

2.2   Sampling Population and Sampling Procedure

The total sample population was eighty five, seventy students and fifteen teachers of three campuses. Three campuses (Central Department of English, Kirtipur, Ratna Rajya Campus, Kathmandu and Butwal Multiple Campus, Rupendehi) were selected purposively. Among fifteen teachers, seven teachers from Central Department of English, five teachers from Butwal Multiple Campus and three teachers from Ratna Rajya Campus were selected purposively. Among seventy students, forty students from Central Department

of English, fifteen students from Ratna Rajya Campus and fifteen students from Butwal Multiple Campus were selected using simple random method. Thus, the magnitude of the sample population was eighty five only. Moreover, questionnaires were given to the teachers and students and twenty class lectures of ten teachers were observed purposively using class observation form.

2.3   Tools for Data Collection

Two sets of questionnaires (one for teachers and one for students) and class observation form were used as the tools of data collection.

2.4   Process of Data Collection

After preparing the tools, I visited the selected campuses and requested the administration to get their permission to carry out the research. Then, I established the rapport with them and explained the purpose of my study. I sampled the population as described in 2.3 and provided the clear instruction to the teachers and students. Then, I requested the subject teachers to get permission for observing their classes and took the classes of fiction and observed them. I tried to identify the strategies adopted by the teachers and problems of teaching fiction and questionnaire were given to both teachers and students regarding the strategies.

2.5   Limitations of the Study

The proposed study had the following limitations:
1. The study was limited to Master's level of Humanities stream of Central Department of English, Kirtipur, Ratna Rajya Campus, Kathmandu and Butwal Multiple Campus, Butwal.
2. The study was limited to only fictional novel.
3. Only twenty class lectures of ten teachers were observed using class observation form.
4. The study was limited to identify the strategies adopted in teaching fiction.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter incorporates analysis and interpretation of the data which have been collected from different sources. Data were collected by using two tools, viz. observation and questionnaire. I mainly used descriptive approach to analyze and interpret the collected data. Besides, a statistical tool like percentage was used to analyze the data vividly. The data were presented analytically by using paraorthographic texts such as tables. So this chapter includes the analysis and interpretation of data collected from the different sources to fulfil the specified objectives. The data are analyzed under the following headings:

1. Analysis and interpretation of collected data from the questionnaire of the teachers.

2. Analysis and interpretation of collected data from the questionnaire of the students.

3. Analysis and interpretation of collected data from the class observation.

3.1 Analysis and Interpretations of Collected Data from the Questionnaire of The Teachers

The section deals with the analysis and interpretations of the collected data in terms of strategies used by the teachers while teaching fiction at the Master's level. The researcher distributed the questionnaire to the teachers and collected the required data through close-ended and open-ended responses (see appendix A).The close-ended responses collected form the questionnaire and their frequencies were counted and changed into numerical values. The numerical values were converted into percentage and presented in the table. Likewise, the

open-ended responses of each question were analysed an interpreted descriptively and the summarized responses were presented in pointwise.

Table No. 1

Teachers' Response in Percentage

1.	Feeling difficulty in teaching fiction	Yes	No	
		(20%)	(80%)	
		Always	Sometimes	Never
2	Providing background information	93.33	6.66	-
3	Brainstorming on the topic	46.6	53.33	-
4	Explaining elements and features	73.33	26.66	-
5	Reading the whole fiction	-	13.33	86.66
6	Translating into Nepali	26.66	46.66	26.66
7	Giving critical appreciation	100	-	-
8	Providing central idea	86.66	13.33	-
9	Giving assignment	46.66	53.33	-
10	Suggesting to consult references	86.66	13.33	-
11	Discussion and debate	26.66	73.33	-
12.	Review of the fiction	13.33	86.66	-

The above table shows that 20 % teachers responded that they felt difficulty in teaching fiction whereas 80 % did not feel so. It shows that majority of the teachers prefer teaching fiction rather than other genres of literature. Regarding the introduction of the writer and text, 93.33 % teachers always provide the general background of the writer and text since it is easier for students to understand the text and only 6.66 % teachers sometimes provide it at the beginning.

Considering the brainstorming about the little, 46.66 % teachers always do so before teaching fiction whereas 53.33 % responded sometimes. From the above fact, most of the teachers brainstorm about the title of the fiction before teaching it.

As elements and features are the major aspects of teaching fiction, 73.33 % teachers always explain them at the beginning and 26.66 % explain sometimes since it is the task of the students to deal with such aspects after teaching fiction. Only 13.33 % teachers replied that they read and explain the text sometimes and 86.66 % never read the text while teaching fiction. They only explain the text in their own and encourage the students to read the text themselves. Regarding the translation of difficult words, phrases abstract theme of the fiction, 26.66 % always translate these aspects, 46.66 % translated sometimes and 26.66 % never translate them into the Nepali language. This shows that majority of the teachers translate these aspects as they viewed that translation helps the students to deal with these aspects of the fiction in their own language.

Providing critical appreciation of the fiction is the main task of the teachers, so 100 % teachers always provide it to the student. Regarding the central idea and summary, 86.66 % teachers always provide them to the students after teaching particular aspects of the fiction and only 13.33 % provide sometimes. It shows the fact that almost all teachers provide the central idea and summary of the fiction at the end of their teaching.

After teaching the particular aspects of the fiction, 46.66 % teachers always give the assignment on the theme, plot, characters, setting and narrative techniques of the fiction and 53.33 % responded that they do so sometimes. Regarding consulting the reference and supplementary materials, 86.66% teachers always encourage the students to consult reference materials after teaching fiction and only 13.33 % responded that they do so sometimes. It was found that 26.66 % teachers always conduct the debate and discussion sessions on the critical commentary from different perspectives, theoretical constructs and world view of values expressed in fiction and 73.33 % sometimes do so. Likewise, 13.33 % teachers always provide the written exercises on review of

the text, stylistic features, narrative techniques and point of view and 86.66 % responded sometimes. This shows the fact that majority of the teachers preferred to use teacher dominant activities rather than involving the students in classroom discussion and debate on different aspects, issues raised and world view of values expressed in the fiction.

Question no. 13

Assessing the interpretive skills and critical thinking of the students is very difficult task. Activities adopted in assessing these aspects of the students, different teachers follow different strategies. Here it is worthwhile to mention the exact responses given by the teachers in the following points.

) Evaluating the students' oral and written performance.

) Assigning the task of analyzing certain aspects of the fiction.

) Through students' perception and critical attention.

) Involving the students in classroom discussion.

) Engaging the students thinking critically about issues raised in fiction.

) Providing the historical, social, cultural and literary background, trends, movement and other information.

) Presenting their periodic writing and paper presentation.

) Presenting their product and adding some points for further improvements.

) Encouraging the students to explain critically.

) Asking the students to contextualize and establish link with other text of similar nature.

The above list shows that the strategies vary from one teacher to another. No one had adopted the fixed strategies. Most of the teachers were found providing

oral exercises engaging students thinking critically about the issues in the fiction. Likewise, assigning the periodic writing, asking to contextualize and establish link with other text of similar nature of already taught fiction.

Question no. 14

Plot, characters, setting, theme, style and narrative techniques are the major aspects of teaching fiction. Regarding the strategies to deal with these aspects, the activities mentioned by the teachers are summarized in the following points.

- Through explanation of each features and elements while teaching particular text.
- Discussing on significance of features elements.
- Providing example relevant to features and elements from the text of contemporary time.
- Analysis and interpretation of each features and elements.
- Creating the link among the features and elements contribute the theme of the fiction.
- Using the theoretical concepts in the text.
- Through assimilation, illustration and demonstration of characters.
- Chronological presentation and analysis of conflict and contrast relevance with theme.
- Comparing each items, describing point of views, styles, expression etc.

From the aforementioned activities, most of the teachers were found mostly using explanation, interpretation, illustration and comparison. This shows the fact the almost al teachers preferred the teacher dominant activities in teaching fiction.

Question no. 15

Regarding the techniques, activities and strategies mostly adapted by the teachers while teaching fiction, the responses given by the teachers are presented in the following points.

- Giving lecture.
- Approaching the text with specific theoretical concepts.
- Shared discussion and interaction with students.
- Interpretation and critical analysis of text from different theoretical perspectives.
- Making comparisons and contrasts.
- Narrating the point of view, distinct features of the fiction both in terms of form and content.
- Assigning group work.
- Presentation of paper on the given topic or issues e.g. narrative techniques.

From the above listed activities, all the teachers used the lecture method along with some interactive techniques like shared discussion, assigning group work, critical analysis and approaching the text with different theoretical perspectives. Though some teachers were found using interaction, discussion group work as a classroom activities, it can be found that all most all teachers were found using the lecture method as it is the easiest and common method in our context where there are more than 200 students in each class.

Question no 16

Figurative use of language is common feature of literary text. It is most difficult for both the students and teachers to deal with since it has different possible meanings and the cultural reference that a text involves. Thus,

familiarizing the students with this aspect, the exact activities given by the teachers are summarized and presented as follows:

- Language for language sake approach.

- Language is seen in its dialogue form and content.

- Comparing figurative expression with common language.

- Explaining and interpreting theme in relation to the meaning.

- Telling the implication behind the use of figurative language.

- Citing examples form the Nepali literary works.

- Relating the specific symbols, images and motifs and their contribution to the overall effect of the text.

- Providing different possible meanings of the symbolic use of language.

- Suggesting the students to consult the dictionary of literary terms.

- Delineating and interacting as per the context.

- Pointing out the specific figures of speech in the text.

From the above points, it can be found that most the teachers deal with this aspect by explaining and interpreting them in relation to the meaning in course of teaching fiction. Likewise citing examples from Nepali literary text, telling its implication and contribution to the overall effect of the text were adopted as well.

Question no. 17

Regarding the evaluation of the students' comprehension of the text, it is worthwhile to mention the exact activities given by the teachers were summarized in the following points:

- Observing the para-linguistic features of the students, e.g. modest smiles in acceptance.

) Asking questions and inviting cross questions.

) Inviting the critical commentary from different theoretical perspectives.

) Analyzing the interpretative skills and critical thinking.

) Interacting with the students.

) Asking students to summarize, paraphrase and retell the plot, theme and other aspects.

) Text based question essays writing on elements and features, etc.

) Evaluating the students' product or assignments.

) Encouraging students to response and interact in each aspect.

The above list shows that the activities and strategies vary from one teacher to another. Most of the teachers were found using question and answer activities based on the text, assigning written exercises and interacting with the students on different aspects of the fiction.

Question no. 18

This question is asked to find out the problems faced by the teachers in teaching fiction. The common problems exist in teaching fiction mentioned by the teachers are summarized in the following points:

) The cultural reference that a text involves.

) Students lack of identification with the world view of the text.

) Lack of study culture among learners.

) Students usually don't go through the entire text.

) Students tend .to take fiction for pleasure not for knowledge and appreciation.

) Students' poor literary background.

) Exam oriented teaching and learning.

) Lack of competence in language.

) Inadequate time to deal with the text.

) Overcrowded class.

) Lack of reference materials.

) Student's dependent on secondary sources e.g. Bazar notes and guides.

From the above list, it can be concluded that the cultural reference that a text involves was the main problems in dealing with the text. Lack of identification of the world view of the text, students' poor literary background and lack of study culture are the most common problems for the majority of the teacher.

Question no. 19

Here, it is worthwhile to mention the exact responses given by the teachers in each of the following stages or activities.

A. pre-teaching activities:

) Collection of critical recourses.

) Encouraging students to read the text in advance.

) Stimulating interest of the students in the text and making students feel comfortable.

) Brainstorming over the topic and title.

) Providing the historical, cultural, social and literary background of the fiction in relation to its setting.

) Giving biographical information of the author.

) Telling literary trends and movements in which the text falls.

) Discussion on the elements and features of the fiction.

) Discussion on the issues the author raises in the fiction.

) Discussion on major thrusts of the fiction.

B. While-teaching activities:

) Focusing on setting and its significance with adequate examples.

) Introducing the characters and their relations.

) Narrating the plot of the fiction focusing on important events and incidents that developed in course of the story.

) Unit wise discussion on elements, features and content relationship in developing the theme.

) Summarizing the technical aspects of the plot, e.g. Balance- Inciting force- Climax- Falling action – Resolution.

C. Post-teaching activities:

) Inviting student's queries and issues raised.

) Providing issues for further analysis.

) Asking students to interpret the fiction applying different literary theories and approaches.

) Evaluating the students understanding.

) Analyzing the text from different perspectives.

) Assigning students to present the critical commentary on the themes, issues raised setting, character's role, narrative techniques and style.

) Review of the major thrust of the fiction.

D. Follow-up activities:

) Encouraging the students to consult study reference materials related to the author, contemporary trends, movements, style and setting.

) Asking students to relate the interpretation in other similar text.

) Providing periodic assignment

) Asking students to write commentary and present their paper in the classroom.

From the above mentioned activities listed in different stages, it is clear that the activities were varied from teacher to teacher. None was following the same strategies. It was found that a very few teachers were aware of following the above mentioned activities systematically though they were not familiar with the stages given. Some of the teachers were found overlapping the activities. It was also found that some teachers tried to involve the students in discussion, interaction, group work, pair work. Majority of the teachers were found using teacher centered activities viz. lecture giving technique, explanation, interpretation and illustration. It shows the fact that instead of involving the students in interactive activities, most of the teachers were found using traditional and teacher dominating ways of teaching. The context focused teaching was preferred and adopted in teaching fiction.

Question no. 20

This question was asked to find out the possible strategies applicable in teaching fiction. In this regard, the following activities mentioned by the teachers are summarized in the following points.

) Periodic paper presentation on specific issues.

) Visualization of fictional text.

) Dramatization of fiction.

) Role playing and demonstration of characters' life.

) Watching movies and films.

From the above list, some of the teachers were found conducting the seminars periodically and encouraging the students to present the paper on specific issues of the fiction. Moreover, visualization of the fiction through movies and dramatization of fiction was also done by the students.

Analysis and Interpretation of the Collected Data from the Questionnaire of the Students

This section deals with the analysis and interpretation of the data obtained form the questionnaires given to the students. The researcher purposively selected 70 students studying English literature at Master's level in different campuses as mentioned in chapter 2.6.

The researcher distributed the questionnaire randomly to the students and collected the required data through close-ended responses (see appendix B). The responses collected from the questionnaire and their frequencies were counted and changed into numerical values. Then the numerical values converted into percentage and presented in the following table.

Question no. 1

Students' interest towards the genres of literature plays the significant role in understanding the particular text. They should be interested in and enjoy the text to be taught. Regarding the students' interest towards the different genres of literature, the responses given by the students are presented in the following table:

Table No. 2

Students' Interest Towards the Genres of Literature

S.N.	Genres	Frequencies	Percentage
a	Poetry	23	32.85
b	Fiction	27	38.57
c	Drama	15	21.42
d	Essay	5	7.14

The above table shows that 32.85 % students responded that they enjoyed poetry, 38.57 % enjoyed fiction. Similarly, 21.42 % enjoyed drama and only

7.14 % essay. From the above fact, it can be found that majority of the students enjoyed the fiction in comparison to other genres of literature.

Question no. 2

The comprehension and performance of the students in particular genre depends on the student's difficulty towards the genres of literature. This question tries to find out the difficulty in understanding the genres of literature.

Table No. 3

Students' Difficulty Towards the Genres of Literature

S.N.	Genres	Frequency	Percentage
a	Poetry	35	50
b	Fiction	3	4.28
c	Drama	9	12.85
d	essay	23	32.85

The above table shows that 50 % students felt the most difficult in poetry and only 4.28 % do so in fiction. Likewise, 12.85 % felt the most difficult in drama and 32.85 % in essay. The above fact shows that majority of the students responded that they feel ease to cope with fiction and poetry is the most difficult for them.

Questions no. 3

Initiation of the teaching is pre-teaching activities. It reflects the teacher's art of presenting the lesson. In this regard, the following activities of presenting lesson and the responses given by the students are presented in the following table.

Table No. 4

Students' Responses on Teachers' Initiation of Teaching Fiction

S.N.	Activities	Frequency	Percentage
a	Eliciting students opinion	2	2.85
b	Directly starting the text	8	11.42
c	Giving background of the text writer	55	78.57
d	Explaining the title of the fiction	5	7.14

From the above table, only 2.85 % students responded that the teachers start the lesson eliciting their opinion, 11.42 % responded directly starting the text, 78.57 % students replied providing the background of the writer and text and only 7.14 % replied explaining the title of the fiction. This shows the fact that almost all the teachers initiate the lesson providing background of the writer and text.

Question no. 4

Motivation is the key factor in the field of pedagogy which plays a significant role in teaching learning activities. Though the Master's level students might be self-motivated and interested, motivating students towards the fiction classed adds a plus point in teaching learning activities.

Table No. 5

Students' Interest and Motivation in the Fiction Class

S.N.	Response	Frequency	Percentage
a	yes	63	90
b	No	7	10

The above table shows that 90 % students were interested and motivated in fiction classes and only 10 % students were found not motivated. From the

above fact, it can be inferred that the most of the students were interested and motivated in fiction classes.

Question no. 5

Interaction is the joint venture of the teachers and students. It is student independent activities. It helps to develop the confidence, competence and performance of the students. This question tries to find out whether the teachers encourage the students in classroom interaction or not.

Table No. 6

Encouraging the Students in Classroom Interaction

S.N.	Options	Frequency	Percentage
a	Always	16	22.85
b	Sometimes	47	67.14
c	Never	7	10

The above table shows that 22.85 % students responded that the teachers always encouraged them in classroom interaction, 67.14 % respondent sometimes and only 10 % never. From the above fact, most of the teachers did not always encourage the students in classroom interaction. Here, it shows that instead of involving the students in classroom interaction, most of the teachers were found active and dominant.

Question no. 6

Although, translation is regarded as the traditional and out dated method, it can not be avoided in teaching. It helps the students to understand the difficult terms, abstract concepts, theme and cultural aspects of the text and grasp the meaning of literary text. Translation can be used as a strategy rather than method as a last option when the other techniques fail to deal with the fiction.

Table No. 7

Translating the Major Aspects of Fiction into Nepali

S.N.	Aspects	Frequency	Percentage
a	Whole texts	-	-
b	Central theme	43	61.42
c	Difficult terms	12	17.14
d	Summary	13	18.57

The table shows that 61.42 % students responded that the teachers translated the central them in the Nepali language, 17.14 % responded the difficult words and 18.57 % respondent the summary. From the above fact, most of the teachers were found translating the central theme in the Nepali language.

Question no. 7

Figurative language and cultural aspects are main difficulties in understanding the literary text. Providing the possible meanings of such language and dealing with the cultural aspect is challenging job for teachers. Regarding this aspect, the following table shows the actual classroom behaviors of the teachers.

Table No. 8

Providing the Meanings of Figurative Language Used in the Fiction

S.N.	Opinion	Frequency	Percentage
a	Always	17	24.28
b	Sometimes	50	71.42
c	Never	3	4.28

The above table shows that 24.28 % students responded that the teacher always provide the meanings of figurative language of the fiction. 71.42 % responded sometimes and only 4.28 % responded never. Here, the figurative use of language in literary text is the most culturally dominant aspect; the teacher

should always provide the possible meanings of such language. But most of the teachers were not found dealing with such language regularly.

Questions no. 8

Students centered activities are preferable than the teacher centered activities in teaching. Regarding the involvement of the students in pair work, group discussion and interaction and other activities, this question is asked to find out whether the teachers use the students centered activities or not.

Table No. 9

Involving the Students in the Classroom Activities

S.N.	Activities	Frequency	Percentage
a	Group discussion	23	32.85
b	Pair work	5	7.14
c	Individual work	39	55.71
d	Role play	3	4.28

The table shows that 32.85 % students replied that the teachers involved the students in group discussion, 7.14 % responded pair work. Likewise 55.71% students responded the individual work and only 4.28 % responded role play. From the above fact, majority of the teachers involved the students in individual work rather than the others. It shows that instead of involving the students in interactive activities, most of the teachers preferred the teachers dominated activities.

Question no. 9

Critical appreciation of the text is the main aspect of teaching literary text. Critical commentary and appreciation of the fiction is the major task of teachers. In relation to this, the following table shows the facts.

Table No. 10

Providing Critical Appreciation of the Fiction

S.N.	Options	Frequency	Percentage
a	Always	31	44.28
b	Sometimes	29	41.42
c	Never	10	14.28

The table shows that 44.28 % students replied that the teachers always provide the critical appreciation of the fiction, 41.42 % responded sometimes and 14.28 % never. From the above fact, majority of the teachers always provided the critical appreciation of the fiction. Likewise, large numbers of the teachers were found providing the critical appreciation of the text occasionally.

Question no. 10

Teaching is regarded as an idiosyncratic style: an art of individual teachers. The style of teaching plays a significant role in effective learning. Regarding the styles, this question tries to find out the teachers' way of teaching fiction.

Table No. 11

Teachers' Way of Teaching Fiction

S.N.	Option	Frequency	Percentage
a	Interesting	20	28.57
b	Average	46	65.71
c	poor	4	5.7

The table shows that 28.57 % students replied that the teachers' way of teaching is interesting, 65.71 % responded the average and 5.71 % poor. The above fact shows that the majority of teacher's way of teaching is average.

Question no. 11

The performance of the teachers is measured on the basis of explanatory and expressive power. The degree of explanatory and expressive power of the teachers arouses the students' interest and motivation towards their teaching. This question tries to find out the explanatory and expressive power of the teaching.

Table No. 12

Teacher's Explanatory and Expressive Power

S.N.	Option	Frequency	Percentage
a	Excellent	15	21.42
b	Good	50	71.42
c	Poor	5	7.14

The table shows that 21.42 % students replied that the teachers' expressive and explanatory power is excellent, 17.42 replied good and 7.14 % poor. From this information, it was found the most of the teachers' expressive and explanatory power is good.

Question no. 12

In this case, methods, techniques and strategies are taken as synonymous. So, this question is asked to find about the techniques and activities mostly used to teach fiction by the teachers. The following table shows the actual classroom activities of the teachers.

Table No. 13

Strategies Mostly Used by the Teachers in Teaching Fiction

S.N.	Methods/ techniques	Frequency	Percentage
a	Lecture giving	57	81.42
b	Audio lingual	46	65.71
c	Communicative	13	18.57
d	Translation	-	-

The table shows that 81.42 % students responded that the teachers mostly used the lecture giving technique and 18.57 % replied the communicative method. It was found that almost all the teachers used the teacher dominated techniques rather than students centered techniques.

Questions no. 13

Managing the amount of time in particular aspect of the fiction is a challenging task because all the aspects of the fiction may not be equally emphasized. Some of them need to be more discussed in the classroom teaching and it takes much time. The following table shows the time spend on particular aspect of the fiction.

Table No. 14

Time Spending in Teaching in the Different Aspects of the Fiction

S.N.	Aspects of fiction	Frequency	Percentage
a	Language	6	8.57
b	Figures of speech	4	5.71
c	Content	44	62.85
d	Commentary	16	22.85

The table shows that 8.57 % students responded that the teacher spent much teaching time in language style, 5.71 % do so in figures of speech. Likewise 62.85% spent much time in teaching content and 22.85 % commentary. From the above fact, most of the teachers spend much time for content rather than other aspects. It shows that the content focused teaching is adopted in teaching fiction.

Questions no. 14

Summarizing the plot, theme, style and other aspects of the text at the end of the teaching is main task of the teachers. It provides the gist of the text at a glance. This question tries to find out whether the teachers always summarized their teaching at the end or not.

Table No. 15

Summarizing the Fiction at the End of the Teaching

S.N.	Option	Frequency	Percentage
a	Always	25	35.71
b	Sometimes	36	51.42
c	Never	9	12.85

The table shows that 35.71% students responded that the teachers always summarized their teaching at the end of lesson, 51.42 % responded sometimes and 12.85 % replied never. The above fact shows that the majority of the teachers sometimes summarized their teaching at the end instead of always summarizing the fiction.

Question no. 15

This question tries to get the students' opinion towards the problems in studying fiction. Studying fiction means not only enjoying the story but also facing various problems.

Students' Opinion Towards the Major Problems in Studying Fiction

S.N.	Aspects	Frequency	Percentage
a	Complicated vocabulary	24	34.28
b	Complicated structure	27	38.57
c	Complicated theme	19	27.14
d	Complicated style	-	-

The above table shows that 34.28 % students responded that the main problem in studying fiction is the complicated vocabulary, 38.57 % responded the structure and 27.14 % theme. From the above fact, the main problems in studying fiction are complicated vocabulary, structure and theme respectively.

Question no. 16

By studying the particular fiction, we could not grasp the details of literary trends, movements, contemporary style and the socio-cultural features. For this, students should go through the different texts similar to the selected ones. Thus, the teacher should encourage the students to read the fiction in their own choice at the end of the teaching particular fiction.

Table No. 17

Encouraging Students to Read the Fiction in Their Own Choice

S.N.	Response	Frequency	Percentage
a	Always	9	12.85
b	Sometimes	33	47.14
c	Never	28	40

The table shows that 12.85 % students responded that the teachers always encourage the students to read the fiction in their own choice, 47.14 % responded sometimes and 40 % never. It shows the fact that majority of the

teachers do not always encourage the students to read the fiction in their own choice.

Questions no. 17

Teaching fiction means not only discussing the aspects and features of the text but also consulting the reference materials, supplementary essays on fiction, production and presentation of critical commentary from different perspective and theoretical tools. For this, the teachers should suggest the students to collect materials, consult references and produce the materials related to the fiction taught encouraging them in the follow-up activities.

Table No. 18

Providing Guidance to Consult the Reference Materials

S.N.	Response	Frequency	Percentage
a	Always	29	41.42
b	Sometimes	38	51.42
c	Never	5	7.14

The table shows that 41.42 % students replied that the teachers always encouraged them to consult reference and supplementary materials 51.42 % responded sometimes and only 7.14 never. The above fact shows that the majority of teachers encourage the students to consult reference and supplementary materials very often.

3.3   Analysis and Interpretation of the Collected Data of the Classroom Observation

In this section, the researcher observed the 20 fiction classes of 10 teachers with the help of classroom observation from (see appendix C) while teaching fiction. Along with the class observation, I had taken the notes, informal interaction with the teachers and students and examined the real classroom

teaching and existing problems in teaching fiction aimed to check whether the teachers use the strategies as they responded in the questionnaire. The strategies applied by the teachers were observed. The observed data were analyzed and interpreted using some statistical tool of percentage and presented in the following table.

Table No. 19

Strategies Adopted by the Teachers on the Basis of Classroom Observation in Percentage

Q.No.	Strategies/ Activities	Excellent	Good	Average
1	Motivation	10	75	15
2	Clarity of the expression	30	60	10
3	Background information	10	90	
4	Prediction	5	20	75
5	Pre teaching activities	10	20	70
6	Helping to understand the plot	70	30	-
7	Reading for the gist	15	50	35
8	Linguistic guidance	5	30	65
9	Participating the students	15	35	50
10	Explanation	15	70	15
11	Critical appreciation	25	75	-
12	Debate and discussion	30	40	30
13	Interpretation	40	50	10
14	Writing activities	-	25	15
15	Follow-up activities	5	15	80
16	Overall evaluation	-	75	25

The above table depicts the classroom activities of the teachers while teaching fiction at Master's level on the basis of observed classes. Regarding

maintaining motivation and arousing interest in the fiction, only 10% teachers were found excellent, 75% were found good and the rest 15% found average claiming that the Master's level students were self motivated and interested. So, motivating the students was not primary activity for them. Regarding the presentation of the lesson, 30% teachers were found excellent, 60% good and the rest 10% average. From this information, some of the teachers were not found with the good command in clarity of expression and presentation of the lesson.

Regarding providing the historical, social, cultural and political background of the text, only 10% teachers were found excellent and the rest 90% good. It indicates that the main activity of teaching fiction for them is providing the general background of the writer and the text as it provides basis for better understanding the theme of the text.

A very few teachers focused on prediction. Only 5% teachers were found excellent, 20% good and the rest 75% average in this regard. It reflects the fact their teaching mainly focuses on teacher-centered activities rather than student-centered. Likewise only 10% teachers were found excellent in pre-teaching vocabulary, figures of speech, symbols etc, 20% were found good and the rest 70 % average. It is found that the majority of the teachers were found average in this aspect of teaching fiction as well.

Regarding helping students to understand the plot, characters, setting, etc. 70% teachers were found excellent and the rest 30% good. The above fact proves that the main task of the teachers is to help the students to deal with these aspects. Only 15% teachers were found excellent in reading for gist and specific mode of the fiction, 50% were found good and the rest 35% average in this regard. It proves the fact that all the teachers were not found focusing this aspect in teaching fiction.

Dealing with style and linguistic guidance 5% teachers were found excellent, 30% good and the rest 65% average in his aspect of teaching fiction. Though the linguistic guidance and style helps the students to understand the text, most of the teachers were not found focusing this aspect. Participating students in comprehensive exercises of the text, only 15% teachers were found excellent, 35% good and the rest 50% average. It also proved that teacher centered activities are highly adopted in teaching fiction.

Only 15% teachers were found excellent in explaining the cultural terms and figurative aspects, 70% good and the rest 5% average. From this information, it is concluded that most of the teachers explained the cultural terms and figurative aspects in Nepali for the better understanding of the theme of the text.

Providing the critical appreciation and summary of the fiction, 25 % teachers were found excellent, and the rest 75% good. The above fact shows that almost all teachers provide the critical appreciation and summary of the fiction. Likewise 30% teachers were found excellent in involving students in interaction, discussion, and debate on the theme, plot, characters, setting and other features of the text, 40% good and 30% average in this aspect. So, majority of the teachers were found good at involving students in classroom interaction and discussion on different aspects of the fiction.

In writing activities on stylistic features, themes, point of view, characterization and narrating the plot and so on only 25% teachers were found good and 75% average. So, the writing activities on these aspects were not emphasized. Only 5% teachers were found excellent in follow-up activities. 15% were found good an 80% average. It indicates that follow-up activities like review of the fiction and presentation of papers on fiction from different perspectives and theoretical

tools is not much focused in teaching fiction. It is found that the whole teaching is based on content of the fiction.

The activities like group work, pair work, role play, interaction, discussion, elicitation, explanation, characterization, etc. are some of the student centered techniques which can be used in teaching fiction. Regarding this aspect, 70% teachers were found good and 25% average in adopting these strategies while teaching fiction. In this way, the overall evaluation on the techniques and strategies adopted by the teachers in teaching fiction were found teacher-centered.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research on the basis of analysis and interpretation of the data. It also incorporates some recommendations for pedagogical implications on the basis of the findings of the study.

4.1   Findings

The main objective of this study was to find out the strategies used in teaching fiction at Master's level. To achieve this objective, two research tools questionnaire (one for teachers and one for students) and observation form were used. After the analysis and interpretation of the data, the researcher found that there were not any fixed strategies adopted in teaching fiction. The strategies were different from one teacher to another. Different strategies and activities were not adopted systematically in teaching fiction. They were overlapped even in the stages of teaching activities. Teachers were not clear and aware of what type of strategies should be used to deal with the particular aspect of the fiction in a particular stage of teaching. The following findings have been derived regarding the strategies used by the teachers in teaching fiction at Master's level.

4.1.1   Findings Based on Teacher's Questionnaire

1. Almost all the teachers (93.33%) always provide background information about the text and the writer.

2. More than half of the teachers (53.33%) sometimes brainstorm about the topic.

3. Large numbers of the teachers (73.33%) always explain the elements and features of the fiction.

4. Majority of the teachers (86.66 %) never go through the text explaining every details of the fiction. They left the job on the shoulder of the students.

5. Nearly half of the respondents (46.66%) sometimes translate the difficult terms, central theme and summary of the text.

6. All the teachers (100%) always provide the critical appreciation of the fiction at the end of their teaching.

7. Majority of the teachers (86.66%) always provide the central idea and summary after teaching fiction.

8. More than half of the respondents (53.33%) sometimes give the assignment about theme, plot, character and setting of the fiction.

9. Majority of the teachers (86.66%) always encourage the students to consult the reference and supplementary materials.

10. Large numbers of the teachers (73.33%) sometimes conduct the debate and discussion sessions on the critical commentary, world view of the values expressed in the fiction.

11. Majority of the teachers (86.66%) sometimes give written exercise on review of the text, stylistic features and narrative techniques.

12. Regarding assessing the interpretative skills and critical thinking, the teacher had given different techniques. Some common ways are listed below:

) Providing oral and written exercise.

) Assigning the task to analyse certain aspects of the fiction.

) Involving students in classroom discussion.

）Assigning the periodic writing and paper presentation.

）Asking the students to contextualize and establish the link with other text of similar nature.

13.　　Common strategies adopted in teaching elements and features of the fiction:

）Explaining each elements and features of the fiction.

）Providing examples relevant to features and elements from the text of cotemporary time.

）Creating the link among the features and elements contributes the theme of the fiction.

）Using the theoretical concepts in the text.

）Through assimilation, illustration and demonstration of characters.

）Comparing each item, describing point of views, styles and expression.

14.　　Strategies very often used in teaching fiction:

）Lecture

）Approaching the text with specific theoretical concepts.

）Interacting with the students.

）Providing critical analysis of the text from different theoretical perspectives.

）Comparisons and contrasts

）Assigning group work.

15.　　Common techniques used to familiarize students with figurative use of language:

）Comparing figurative expression with common language.

）Telling the implication behind the use of figurative language.

⟩ Citing examples from Nepali literary works.

⟩ Providing different possible meanings of the symbolic use of language.

⟩ Pointing out the specific figures of speech in the text.

16. Common ways of assessing students understanding:

⟩ Observing the students paralinguistic features.

⟩ Asking questions and inviting cross questions.

⟩ Interacting with the students.

⟩ Asking students to summarize the plot, theme and other aspects.

⟩ Evaluating the students' product or assignment.

⟩ Encouraging students to respond and interact.

17. Regarding the pre-teaching, while-teaching, post- teaching and follow-up stages, the exact activities given by the teachers in each of the stages are as follows:

A.   Pre-teaching activities:

⟩ Collecting the critical recourses.

⟩ Encouraging students to read the text in advance.

⟩ Stimulating interest of the students in the text and making students feel comfortable.

⟩ Brain storming over the topic and title.

⟩ Providing the historical, cultural, social and literary background of the fiction in relation to its setting.

⟩ Giving biographical information of the author.

⟩ Telling literary trends /movements in which the text falls.

⟩ Discussion on the elements and features of the fiction.

⟩ Discussion on the issues the author raises in the fiction.

⟩ Discussion on major thrust of the fiction.

B.   **While-teaching activities:**

⟩ Focusing on setting and its significance with adequate examples.

⟩ Introducing the characters and their relations.

⟩ Narrating the plot of the fiction focusing on important event and incidents that developed in course of the story.

⟩ Discussion on the plot, characters, point of view, style and narrative techniques, etc.

⟩ Interpretation of major themes, motifs, symbols, and other elements.

⟩ Analysising the story of the fiction using different critical approaches.

⟩ Providing critical appreciation from different theoretical perspectives.

⟩ Unit wise discussion on elements, features and content relationship in developing the theme.

⟩ Classroom interaction on major issues, thrust, symbols motifs, themes, narratives, characters and other features and elements.

⟩ Summarizing the technical aspects of the plot, e.g. Balance-Inciting fore -Climax -Falling action- Resolution.

C.   **Post-Teaching activities:**

⟩ Inviting the student's queries and issues raised.

⟩ Providing issues for further analysis.

⟩ Asking students to interpret the fiction.

⟩ Applying different literary theories and approaches.

⟩ Evaluating the students' understanding.

⟩ Analyzing the text from different perspectives.

⟩ Assigning students to present the critical commentary on the themes, issues raised setting, character's role, narrative techniques and style.

⟩ Review of the major thrust of the fiction.

D.   Follow-up activities:

⟩ Encouraging the students to consult/study reference materials related to the author, contemporary trends/movements, style and setting.

⟩ Asking students to relate the interpretation in other similar text.

⟩ Providing periodic assignment.

⟩ Asking students to write commentary and present their product and paper in the classroom.

4.1.2   Findings Based on Students' Questionnaire

1. Large numbers of the students (78.57%) replied that their teachers always provide background of the writer and text.

2. Almost all students (90%) replied that their teachers motivate and arouse the interest in fiction as a pre- teaching activity.

3. Majority of the respondents (67.14%) replied that their teachers sometimes encourage them for interaction.

4. Majority of the students (61.42%) replied that their teachers sometimes translate the central theme and other aspects of the text.

5. Large number of students (71.42%) replied that their teachers sometimes provide the figurative meaning of the language used in the fiction.

6. Majority of the students (55.71 %) replied that their teachers involve the students in an individual work rather than group work activities.

7. Almost half of the students (49.28%) replied that their teachers always provide the critical appreciation of the fiction.

8. Large numbers of the respondents (81.42%) replied that their teachers mostly adopt the lecture method and the remaining 18.57% go through the communicative way.

9. More than half of the students (52.42%) replied that their teachers always summarize the text at the end of the teaching fiction.

10. Almost half of the students (48%) replied that their teachers sometimes encourage them to read the fiction in their own choice.

11. Majority of the students (70.14%) replied that their teachers never provide the guidance to consult the reference materials as a follow-up activity.

4.1.3 Findings Based on Classroom Observation

1. Majority of the teachers were found motivating their students while teaching fiction.
2. Almost all the teachers were found trying their best to present the lesson clearly and vividly.
3. All teachers were found providing historical, social, cultural and political background of the text, only the degree varies.
4. Most of the teachers were found poor in encouraging students to predict possible happening in the text.
5. All teachers were found performing well to help students in understanding the plot, characters, setting and other aspects of the fiction.
6. Almost all teachers were found average in reading for gist and dealing with specific mode of the fiction.

7. Majority of the teacher were found poor dealing with the style and providing linguistic guidance.

8. Almost all the teachers were found using teacher centered techniques.

9. Most of the teachers were found good at explaining the cultural terms and figurative aspects of the fiction.

10. All the teachers were found providing critical appreciation and summary of the fiction without leaving any stone unturned. They tried their best to satisfy the students in this regard.

11. Almost all teachers were found interpreting the theme, world, view of the values and narrative techniques of the fiction.

12. Most of the teachers were found poor dealing with stylistic features and narrative techniques of the fiction.

13. Students centered techniques like group work, pair work, role play, interaction and discussion were found not taken much into consideration in teaching.

4.2 Recommendations for Pedagogical Implications

On the basis of the findings obtained from the analysis and interpretation of the collected data, some recommendations for pedagogical implications are listed below:

1. Teachers were found not much conscious of the strategies which are to be adopted in teaching fiction. So they need to consult the reference books which reflect different strategies used in teaching literature.

2. Every teacher needs to brainstorm before going through the text.

3. Translation should be minimized as it decreases fluency and proficiency.

4. Students should be well motivated even if they are supposed to be self-motivated.

5. Minimising teacher centered activities is utmost necessary and priority should be given to student centered techniques.

6. Teachers need to encourage the students to participate in classroom activities.

7. Some teachers were found not much aware of adopting the strategies even if they were familiar with the strategies. So, those strategies need to be thoroughly adopted.

8. The students should be encouraged in predicting the happenings as it helps the students in understanding the text.

9. The figurative meanings must be provided as per the need of the students.

10. The teachers need to adopt different updated and recently developed techniques and methods instead of using translation and lecture method all the time.

11. Lecture should be used as a technique but not as a method.

12. The class must be interactive and communicative to break down the monotony.

13. Different teaching references suitable to the text should be used in teaching literature.

14. The teachers need to provide linguistic guidance. Hence, language for language shake approach should be applied.

15. Teaching fiction should not be confined within the content. It should develop the creative aspect of the students through literary world.

16. Students should develop the study culture among themselves.

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APPENDIX - A

Questionnaire

Dear respondent,

As a student of M.Ed. Level in English Education, I am working on research entitled **"Strategies Used in Teaching Fiction"** at Master level under the guidance of **Mrs. Tapasi Bhattacharya**, **Reader,** Department of English Education, T.U., Kirtipur. This questionnaire is presented to you under the assumption that practical experiences are the best clues in the implementation of a progamme. The fruitfulness of the study will depend on your unbiased and accurate responses. I assure that your response will be completely anonymous. The researcher will be grateful if you could return the questionnaire, presented here with duly filled in at your earliest convenience.

<div align="right">

Researcher

Tanka Prasad Pokhrel

T.U., Kirtipur, Kathmandu

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Name of the teacher: **Date:**

                                                 Subject:

Campus: **Teaching Item:**

Experience:

1. Do you feel difficulty in teaching fiction?

   a. Yes   b. No

2. Do you give background information of the text and the writer while teaching fiction?

   a. Always   b. Sometimes   c. Never

3. Do you brainstorm about the title before teaching the fiction?

   a. Always   b. Sometimes   c. Never

4. Do you explain the elements and features of the fiction before teaching it?

   a. Always   b. Sometimes   c. Never

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

   a. Always   b. Sometimes   c. Never

6. Do you translate only difficult words, phrases or some part of the novel?

   a. Always   b. Sometimes   c. Never

7. Do you give the critical appreciation of the fiction to the students?

   a. Always   b. Sometimes   c. Never

8. Do you give the central idea and summary of the fiction at the end of lesson?

   a. Always   b. Sometimes   c. Never

9. Do you give the assignment of comprehension of theme, plot, character, setting and summary?

   a. Always   b. Sometimes   c. Never

10. Do you suggest your students to consult reference and supplementary materials of the fiction?

    a. Always   b. Sometimes   c. Never

11. Do you conduct discussion and debate on the critical literary writing about the author and world view of values expressed in fiction?

    a. Always   b. Sometimes   c. Never

12. Do you provide written exercises on review of the text, stylistic features and narrative point of view?

    a. Always   b. Sometimes   c. Never

13. How can you assess the interpretive skills and critical thinking of your students?

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14. How can you teach the features and elements such as plot, characters, setting, point of view, dialogue and style of the fiction? Please mention in points.

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15. What techniques/strategies do you apply very often in teaching fiction?

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16. How do you familiarize your students with figurative use of language?

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17. What are the ways to check whether the students understood the text or not? Please specify the ways.

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18. What problems do you face while teaching fiction in the class?

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19. What do you do in the following activities of teaching fiction?

A. Pre –teaching activities

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B. While -teaching activities

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C. Post-teaching activities

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D. Follow-up activities

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20. Apart from these, what activities do you prefer in teaching fiction? Please

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Thank you for your cooperation.

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APPENDIX - B

Questionnaire

Dear respondent,

As a student of M.Ed. Level in English Education, I am working on research entitled **"Strategies Used in Teaching Fiction"** at Master level under the guidance of **Mrs. Tapasi Bhattacharya**, **Reader,** Department of English Education, T.U., Kirtipur. This questionnaire is presented to you under the assumption that practical experiences are the best clues in the implementation of a progamme. The fruitfulness of the study will depend on your unbiased and accurate responses. I assure that your response will be completely anonymous.

The researcher will be grateful if you could return the questionnaire, presented here with duly filled in at your earliest convenience.

<div align="right">

Researcher

Tanka Prasad Pokhrel

T.U., Kirtipur, Kathmandu

</div>

Name of the student:

Campus:

Date:

1. Which of the following genre of literature do you enjoy most?

   a. Poetry   b. Fiction   c. Drama   d. Essay
2. Which of the following genre is the most difficult for you?

   a. Poetry   b. Fiction   c. Drama   d. Essay

3. How does your teacher start teaching fiction?

   a. Eliciting your opinion

   b. Directly starting the text

   c. Giving background of the writer and the text

   d. Explaining the title of the fiction

4. Are you interested and motivated when your teacher teaches fiction?

   a. Yes   b. No

5. Does your teacher encourage you to interact in the classroom?

   a. Always   b. Sometimes   c. Never

6. What does your teacher translate in Nepali?

   a. Whole text in Nepali   b. Difficult words in Nepali

   c. Central theme in Nepali   d. Summary in Nepali

7. Does your teacher give figurative meaning of the literary text?

   a. Always   b. Sometimes   c. Never

8. Which activities are you involved in fiction class?

   a. Group discussion   b. Pair works

   c. Individual work   d .Role play

9. Does your teacher give critical appreciation of the fiction?

   a. Always   b. Sometimes   c. Never

10. How is your teacher's way of teaching?

    a. Interesting   b. Average   c. Poor

11. How is your teacher's explanation and expression power?

    a. Excellent   b. Good   c. Poor

12. Which techniques/strategies does your teacher apply most often while teaching fiction?

    a. Lecture   b. Audio-lingual

    c. Communicative   d. Translation

13. What does your teacher spend much teaching time for?

    a. Language-function   b. Figures of speech

    c. Content   d. Commentary

14. Does your teacher summarize the novel at the end?

    a. Always   b. Sometimes   c. Never

15. What in your opinion is the major problem in learning fiction?

    a. Complicated vocabulary   b. complicated structure

    c. Complicated theme   d. Complicated spelling

16. Does your teacher make you read the fiction in your own choice?

    a. Always   b. Sometimes   c. Never

17. Does your teacher suggest you to consult reference and supplementary materials of the fiction?

    a. Always   b. Sometimes   c. Never

Thank you for your cooperation.

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APPENDIX - C

Classroom Observation

Name of the teacher: Date:

Campus: Faculty:

Experience: Teaching Item:

S.N.	Criteria for Evaluation	Excellent	Good	Average	Remarks
1.	Motivation: Maintaining interest in the fiction.				
2.	Teachers' clarity of expression in presenting the lesson.				
3.	Background information on the text. (Historical, political, social, etc.)				
4.	Prediction: Guessing subject matter				
5.	Pre-teaching vocabulary, figures of speech, symbols, metaphors, etc.				
6.	Helping students to understand the Plot, Character, Incidents, Setting, etc.				
7.	Reading for gist and specific incidents/modes of the fiction.				
8.	Linguistic guidance: Style, Register, Structures, grammar etc.				
9.	Students' participation in comprehensive exercises on the text.				
10.	Explaining the cultural terms, figurative aspects in Nepali.				
11.	Giving critical appreciation and summary of the fiction.				
12.	Discussion and debate on the Theme, Plot, Characters, Settings, etc.				
13.	Interpretation of the themes, world view of values, narrative point of view, etc.				
14.	Writing activities on stylistic features, point of view, central idea and paraphrasing.				
15.	Follow-up activities: Review of the fiction				
16.	Overall evaluation: techniques and strategies (group works. pair work, role play, discussion, elicitation, explanation, prediction, etc.).				