

CHAPTER ONE

INTRODUCTION

1.1. General Background

Language is a means of communication through which we express our thoughts, desires, and emotions in our daily life. It is species specific i.e. only possessed by human beings. Language is extremely complex and highly versatile code used for human communication. That is why it will not be wrong to claim that language has made us different from other living beings. This social phenomenon is used in our society to express our ideas and feelings by means of which we establish the relation in a society. Our history, literature, culture, and ideas are transmitted from one generation to another through language. From this point of view, we can say that language is a complex phenomenon used for human beings.

Various scholars have defined language variously. To quote Sapir (1921), “Language is purely human and non- instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols” (as cited in Lyons, 1981, p.3).

Language is the chief means of human communication. Human beings are able to establish this advanced civilization because of language. Different people have defined language, the special gift to human beings.

Chomsky (1957) defines language from structural perspective as “A language to be a set of (finite or infinite) sentence, each finite in length and constructed out of a finite set of element” (p. 13).

Lyons on the other hand, defines language from socio- linguistic perspective. In his words, “language is the principal system of communication used by particular groups of human beings within the particular society/ linguistic communality of which they are members” (1986, p.266).

No matter whether it is defined from structural or sociolinguistic perspectives, language is extremely and highly versatile code used for human communication. There are thousands of languages spoken around the world and these are the tools for human beings to communicate with each other. Among the languages spoken around the world, English is the one which has greater significance. It is used widely in various fields such as medical, business, science, education, sports, law, literature and so on. Now it has been established as a lingua franca for most of the speakers of other language. So, it is very much crucial to have the knowledge of English for almost all people.

In Nepal, English has long been taught as a foreign language in all schools starting from grade one to the bachelor’s level. English is the appropriate international language for Nepal and a vital tool for any students to become successful in local, national and international communication.

Language and literature are always regarded as two inseparable entities. Literature has been regarded as a mirror of a society. Whatever changes the society undergoes, they will be reflected in contemporary literature in one way or the other. Literature includes various genres such as story, drama, essay, novel and poetry. Story is one of the important genres of literature. It has become one of the successful and effective aspects of teaching literature.

The short stories belong to fiction. They are short and simple enough by nature. They are accounted of invented or imagined events in chronological order. They are ranging from 500 to 1500 words and usually limited to a very few characters, a single setting and a single incident (Regmi, 2061, p.18).According to Abrams (1993), “A short story is a brief work of prose fiction and most the terms for analysis the component element, the types and the various narrative techniques of the novel are applicable to the short stories as well” (p. 193).

In the present curriculum of higher secondary level, stories have been included to teach like other genre. There might be various strategies and problems in course of teaching and learning the stories at that level. And to find out the strategies and problems adopted by the teachers and faced by the students was the goal of the researcher.

1.1.1 Teaching English in Nepal

The English language, being an international language, has great influence in each and every part of the world. It has been taught as a foreign language in many countries including Nepal. Like in other

countries, the English language has a long history in the context of Nepal as well.

Teaching and learning of English was begun in Nepal after the establishment of Durbar High School in 1853 A.D. by Janga Bahadur Rana. With the establishment of Tri-Chandra College in 1919 A.D, it was included in the higher education. English has occupied its vital position in the field of education in Nepal. Now, it has been prescribed as a compulsory subject up to the bachelor's level. During the time of Rana regime, the situation of the English language was very poor. But due to the number of facts, the English language is nurtured in both rural as well as the urban areas at present. Most of the development of works in the field of science and technology as well as in other fields have been introduced and described in English. It has occupied its vital position in the field of mass communication as well. A great deal of journals, newspapers, and magazines is being published in English. Most of the private educational institutions have accepted English as a medium of instruction. People in Nepal are giving more significance to English rather than Nepali language. From this point of view, we have sufficient inferences to say that English has positioned a great space.

1.1.2 Language and Literature

Language is a means of communication and literature is a discourse in which the creativity and complexity of language is designed with a wide range of styles. They are considered as the two sides of the same coin. In the absence of one the other remains incomplete. Literature is rooted in a language and language gets life through literature. Without language,

literary texts cannot be expressed. language also does not limit itself with the boundary of communication functions rather goes ahead where the intricacies of language in the form of literature demand the reader to prepare themselves to be well equipped with different tools in order to analyze the pieces.

Literature is an art of writing and a medium to express thoughts, feeling and emotions reflecting the society. It is an authentic source for language. Literature is the manifestation of human language. Every human civilization has literature, the fragrant of language is lost in the absence of literature and literary texts also cannot be expressed in the absence of language. So, there is no point in clarifying the relationship between language and literature.

1.1.2.1 Value of Literature in Language Teaching

The value of literature in language teaching is crucial. Language teaching without literature will remain incomplete and handicapped. Literature provides knowledge regarding various culture of the world, which enables students to impart useful and often surprising perceptions of the foreign culture. Language learning involves learning its culture as well. And it is only the literature that provides an opportunity for the learners to be familiar with the foreign culture. So, we cannot minimize the value of literature in language teaching.

The language used in native culture situation creates lively teaching and learning in the classroom. Developing linguistic competence, the learners get mastery over all the language skills and the capacities of

understanding culture. Literature develops the learners' aesthetic and critical perception of the language presented in different styles. So, literature has become a good source for developing students' holistic capacity to infer meaning and making interpretation. Therefore, literature has been proved as an essential element for students in language teaching.

Lazar (1993) has put forward some reasons for using literature with the language learners. He argues that literature is motivating material, it has general educational value, and it is authentic material. It helps students to understand another culture and encourages students to talk about their opinions and feelings. There is wider educational value of literature in language teaching. We can undoubtedly say that literature is only one way of acquiring the advanced command of language. Similarly, Collie and Slater (1987, p.3-6) have discussed the value of literature in language teaching in the following ways.

a. Valuable Authentic Material

They opine that literature offers a large and extremely varied body of written materials. Literature is authentic material because the texts related to literature include the authentic sources from the particular society, culture and environment. Literature says something about the fundamental human issues and which is lasting for a long time rather than used for a short period of time. Its relevance moves with the passing of time but seldom disappears completely. In reading literary texts, students have to cope with language intended for native speakers and thus they gain additional familiarity with different linguistic uses, forms and conventions with written mode.

b. Cultural Enrichment

Literature is more valuable in language teaching because students acquire and grasp new information about the culture they are not familiar with studying the literature. Reading literature in English encourages students to become broadly aware of the social, political, and historical events. At the same time, literature provides a way of contextualizing how a member of a particular society might behave or react in a specific situation.

c. Language Enrichment

Literature provides a rich context in which individual, lexical and syntactical items are made more memorable. Literary language is somehow different from other forms of discourse in that it breaks usual rules of syntax, collocation, cohesion. Students get familiarity with many features of language by reading a substantial and contextualized body of text, which broaden and enrich their writing skills. The learning of such materials develops the students' language awareness and involves them to discover the different features of language rather than the rigidly governed language by grammatical rules and regulations.

d. Personal Involvement

Literature can be more valuable in language learning process because of the personal involvement it develops in the readers. "Engaging imaginatively with the literature enables learners to shift the focus of their attention beyond the more mechanical aspect of the foreign language system" (Collie & Slater 1987, p.5).

1.1.2.2 Aims and Objectives of Teaching Literature

Literature has played a significant role in the teaching of language. There are different views on aims and objectives of teaching literature. Long and Carter (1991) have suggested the following three models for teaching literature in language teaching.

a. The Cultural Model

Language cannot be learnt in isolation. Learning a language involves learning the culture of that language too. Literature is closely related with culture so that it provides enough cultural materials that a second language learner has to cope with and it develops the learning ability of the learners.

b. The Language Model

Learning the language does not mean only learning the plain language for communication but also involves learning the special form, deviated form as well. Literary language reflects aesthetic properties of language by using figure of speech. Literature rather includes prosodic features and deviation in different literary genres of literature which provide enough samples of materials that the learners get chance to expose with.

c. The Personal Growth Model

This model aims to motivate the students to read by relating the themes and topics depicted in a literary text to her/ his personal experience. Literature develops learner's personal skill like critical thinking, critically appreciating the texts and presenting their creative writing in good manner. Literature can also help to stimulate the imagination of the

learners, to develop their cultural abilities and to increase their emotional awareness.

Thus, the main aims of teaching literature are developing cultural awareness language development and personality of the person.

1.1.2.3 Genres of Literature

Literature is a full- fledged discipline of language. It is complete in itself with its many genres. They are drama, short story, novel, essay and poetry. The researcher has selected only the short story as the area of research. The same is discussed in the following subsections.

a. Poetry

Poetry is one of the important genres of literature. It is a piece of creative writing which is also composed in verse. The language of poetry is connotative and figurative which is different from prose. Poetry requires meditation on the part of the reader. So, meditation is the essential quality of poetry. There are different forms of poetry such as epic, ballad, lyric, odd, elegy, and sonnet.

b. Drama

Drama is a piece of creative writing which is composed to be performed on the stage. Especially, drama is not for reading purpose but to be performed on the stage and to give entertainment to the audience. So, it is not complete until it is staged. Interaction is the essential quality of drama. Mainly there are three types of drama viz tragedy, comedy, tragic-comedy.

c. Essay

Essay is one of the important genres of literature which is written in prose and moderate in length. Essay is not fictional but it expresses the authors' ideas and views directly to the readers. Essays can be written using different modes of expression, description, narration, argument and dramatization for varieties of purposes. Persuasion is the essential quality of essay.

d. Novel

A novel is a relatively long fictional prose narrative with a complex plot or patterns of events about human beings, their feelings, thoughts and actions. In the words of Abrams "Novel is an extended work of fiction written in prose" (1993, p.130). Some scholars even call it a summary of actual life since it gives a fuller representation of real life and character rather than the essential quality of novel. A novel is different from the short stories in its length. Novel may be fictional or non-fictional. The fiction is a work of prose narrative invented by the writers with characters and events that are imaginary. Non-fiction simply refers to writing about factual subjects. It is also a work of prose narrative that deals with the fact instead of inventing the imaginary characters and events.

e. Short Story

Short story is one of the important forms of literature. A short story by its name is short and simple enough by nature. It is a work of prose fiction which can be read at one sitting from half an hour to two hours. A short story is centered on a single main event. According to Abrams (1993), "A short story is a brief work of prose fiction, and most of the

terms for analyzing the component elements, the types and the various narrative techniques of the novel are applicable to the short story as well”(p.193). By the definition, we can say that short story is like the novel on a reduced scale. Narration is the essential quality of short story and plot, character, setting, dialogue, language style, theme are the elements of short story.

1.1.2.4 Elements of the Short Story

The followings are the elements of short story.

a. Plot

Plot consists of chain of events. Every event in plot is part of carefully designed pattern or process. To quote Abrams (1993), “The plot in a dramatic or narrative work is constituted by its events and ordered towards achieving particular emotional or artistic effects” (p.159). Plot is a wholly interconnected system of events which are carefully selected and arranged. In the plot of short stories, the writer introduces a very limited number of persons, their less elaborated explanation and development of character.

b. Character

In a story, the character is a compulsory element. Character can be human or non- human. The character in a story can either be protagonist or antagonist or main or subsidiary according to the roles. The character through dialogues performs action that is physical or visible. Character is the determination of incident.

c. Dialogue

In a story, dialogue is an utterance of the character. It makes the plot dynamic and interesting. The dialogues of short stories should be simple and brief.

d. Setting

It is the place and time at which the story takes place. Setting often advances theme by providing an appropriate situation or by symbolically reflecting relationships in action or plot.

e. Language Style

The use of simple, effective language with well- selected dictions is one of the elements of short stories.

f. Theme

A particular piece of literature is written with a special aim and objective. Such aim and objective is the main intention of the author. The theme is the main message and philosophy of the story that the author wants to convey through the story.

1.1.2.5 Characteristics of the Short Story

Short story represents very limited parts of human life. Short stories are absolute and spontaneous form of literature. They differ from novel in their length and the representation of human life. The following are the main characteristics of short stories.

a. Brevity

Short story is the prose tale as a narrative which can be read at one sitting from half an hour to two hours and is limited to a certain unique or single effect to which every detail is subordinated. It has the brevity in the number of characters, their dialogues, selection of words and the details about them.

b. Singleness of Unity

The short story does not represent the various aspects of human life. Very limited aspects of human life are presented in short story. Plot, setting, and characters are less elaborated in a short story.

c. Simplicity

Simplicity and economy are the important features of short story. It has the use of simple, communicative and effective language.

1.1.2.6 Types of Short Story

Short stories are of various types. The types of short stories are described in the following subsections:

a. Myth

Myth is a short story which is not true and involves supernatural beings. Myth is always concerned with creation. It explains how something came to exist. In Abrams' (1993, p.121) words, "A myth is one story in a mythology". Myth is transmitted from one generation to the other through oral saying.

b. Legend

It is a popular short story handed from earlier times whose truth has not been found. It is a story about the life and deeds of a saint, a folk hero or a historical figure. Legend is also transmitted from one generation to the other through oral saying.

c. Fable

Fable is a type of short story that teaches a moral lesson. It exemplifies an abstract moral thesis and principle of human behavior. The character in fable is often animals and they exhibit human standard.

d. Parable

Parable teaches a moral or spiritual lesson. It uses familiar events to illustrate a religious or ethical situation. The parable is one of Jesus' favorite devices as a teacher.

e. Folk tale

Folk tale is a short narrative in prose of unknown authorship which has been transmitted orally. Folktales are found among people everywhere in the world. They include legends, fables, ghost stories, stories of giants and saint's devils' and spirit's, husband and wife tales, master and slave tales.

f. Fairy tale

Fairy tale belongs to folk literature and is a part of the oral tradition. It is about the fairies or other mythical or magical beings. It tends to be a narrative in prose about the fortunes and misfortunes of a hero and

heroine who has experienced various unusual experiences of more or less supernatural kind. (Regmi, 2061, pp.20-22).

By the various discussions, we come to the point that short story, one of the important genres of literature, has very great significance in the field of pedagogy. It helps the learners to be familiar with the foreign culture and belief of the second language. Different types of short story have their own significance in teaching and learning the foreign language. To sum, stories play an important role in teaching and learning the foreign language.

1.1.3 Teaching Strategies

Strategy simply refers to the plan that is intended to achieve a particular purpose. In the field of pedagogy, teaching strategy refers to the pattern of teaching acts that serves to attain certain outcomes and to guard against others. To say it in another way, teaching strategy is a purposefully conceived and determined plan of action. To quote Strasser, “Teaching strategy is a generalized plan for a lesson which includes structures, desired learner behavior in terms of the goals of instruction and an outline of tactics necessary to implement the strategy” (as cited in Sharma & Sharma, 2062, p.199).

Teaching is not an easy job. It is an integrated form of science and art. As a teacher, s/he is responsible for the all round development of the learner. And for the sake of overall development of the learners, s/he has to adopt different activities, techniques, ways, and tasks. Such tasks, activities,

ways adopted by the teachers in course of teaching are known as teaching strategies.

The strategy of teaching has its aims and objectives. It develops clear thinking on the part of the students towards learning and creates their interest in the subject matter to be learnt. It aims at helping the learner as well as the teachers to achieve the objectives of teaching within a short period of time. The strategy of teaching aims to motivate the students to exchange their ideas, feelings, sharing emotions. The main aim of teaching strategy is to make teaching and learning process effective by motivating and reinforcing the persons involved in it.

1.1.3.1 Principles of Teaching Strategy Building

Teaching strategy is the foundation for teaching. Until and unless there is the proper use of teaching strategy, our teaching learning will not be effective. So, the teacher, while selecting the strategy has to be very much sincere. Generally, the following principles have to be taken into consideration by the teacher while selecting the strategy.

a. Principle of Selection

The teacher should select the teaching strategy according to the educational objectives, level of the students and nature of the course to be taught.

b. Principle of Motivation

The teacher has to adopt only those strategies that motivate students towards learning.

c. Principle of Maxims of Teaching

Simple to complex, easy to difficult, known to unknown, concrete to abstract, particular to general, whole to the part are some of the maxims used in teaching. While selecting the strategy, the teacher should not forget these maxims.

d. Principle of Variety

Various kinds of activities should be included in teaching strategy because only one activity is not enough to achieve the objective, e.g., lecture, observation, demonstration, project work, homework, class work etc are included in teaching.

e. Principle of Correlation with Environment

One should not forget learners' personal, social, cultural, educational, economic environment while adopting the teaching strategy.

f. Principle of Feedback

This principle states that teaching strategy should provide regular feedback to the learners as well as the teacher.

g. Principle of Individual Difference

This principle of teaching strategy states that it should identify the individual differences of the learners only then teaching will go ahead effectively.

h. Principle of Child's all Round Development

The main goal of teaching is to help child's all round development. So, while selecting the strategy in teaching, one should select those strategies that help in child's all round development. (Sharma & Sharma, 2062, p.197-200).

Teaching strategy has great significance in language teaching. Without the proper selection and use of strategy, the teaching and learning process is always incomplete. The main goal of teaching is to help in children's over all development. No matter whether the class is formal, informal or non- formal, it is very much important for the teacher to have the knowledge of teaching strategy. S/he should select and adopt the strategy in teaching according to the situation. As it is discussed earlier, the strategies of teaching are different in accordance with the situation, subject matter to be taught as well. The strategy used in teaching the poetry may not be the same with prose. Here, the research addresses the strategies of teaching short story; the same is discussed in the following subsections.

1.1.3.2 Strategies of Teaching Short Story

Strategy is a means to achieve the objectives. The use of strategy may vary according to the level of the students, nature of the subject matter, and so on. The strategy may vary according to the individuals as well to fulfill the same objective, one may follow one type of strategy another follows another strategy. In teaching the same story, the strategy may vary according to the level of the students and objectives of the teaching. The purpose of story teaching is different from one level to the other. In

elementary level, stories are taught for entertainment, in intermediate level, they are taught for general purpose, i.e. for developing reading habit with creative world and so on. And in advanced level, stories are taught for critical appreciation where they are analyzed from narrative point of view, cultural background, and characterization by analyzing plot, character, setting and theme and other creative activities.

There is no uniformity in the strategies of teaching the story. Some scholars have given one type of strategy and some others have given the other types of strategy. Brumfit and Carter (1986, p p.111-118) have given the following strategies of teaching the story.

- a) Prediction: What comes next?
- b) Cloze procedure
- c) Summary: what is all about
- d) Forum: debating opposing view points
- e) Guided re-writing

a. Prediction

Brumfit and Carter (ibid) opine that this is one of the important strategies of teaching story. It is for the teacher to stop the reading at key points and to elicit predictions of how the narrative will develop. It requires careful preparation before the story is read in the class. The story can be presented in the following ways using this strategy;

- a) The title can be omitted and after the story has been read, students can be invited to predict what it should be.
- b) At the end of first paragraph, students might be asked to predict what the story is going to be about. This can be an important stage in

sensitizing students to the function of the opening of the story in an interpretation of the whole.

- c) In course of teaching the story, students might be asked to predict about the role of the characters as well.
- d) After the reading is over, the teacher might ask different questions to predict the probable answers.

b. Cloze procedure

This is also a form of prediction. But focus is given on individual words or text. Teachers need to give careful attention to the number of words deleted, to the relative multivalency of the chosen items, to the linguistic competence of a group and to preparatory activities on non-literary texts in order to give practice in context where a greater degree of predictability may obtain.

c. Summary

This is one of the important strategies of teaching the story. It is designed to focus attention on the overall point or meaning of the story. Students are asked to produce summaries of the text. Instructions need to be fairly precisely formulated while using this strategy otherwise there is a danger of committing the here say of paraphrase by suggesting that there is a paraphrasable meaning to the story. And it is useful to impose a word limit for the summary.

d. Forum: debating opposite view points

This is a strategy of teaching the story which lends itself to small group based activity with groups being allocated to defend either one of the

propositions even if this may not be their own personal view. The story can be taught dividing the students in different groups. One group offers an argument and other group listens and tries to provide counter examples. Either the whole class or a section of the class can participate in judging and voting for which propositions they considered to have been most persuasively argued.

e. Guided re-writing

It is another widely employed story teaching strategy. It aims at helping students to recognize the broader discourse patterns of texts and the appropriate styles. It involves the students in re-writing stretches of discourse to change its communicative value. The basis for the strategies is to provide practice at expressing intension within contexts according to specified information about audience and purposes. Teachers can ask the students to re-write the report, news, and story in their own ways.

Other scholars have also given the other strategies of teaching the story. There are number of ways through which story can be presented. However, there is no any water tight formula to teach short stories. Lazar (1993) has given the following tasks and activities for teaching the story which are the general ways of presenting the stories.

- a) Pre-reading activities
- b) While-reading activities
- c) Post- reading activities

a. Pre-reading activities

It is the first stage of teaching the story in the class. The teacher makes the student prepared for the lesson and the task to be performed. In this stage, the teacher can ask some questions related to the story to draw the attention of the students or s/he can ask to describe the pictures related to the stories. The following are the activities of this stage:

- i. Helping students with general background.
- ii. Stimulating student's interest in the story.
- iii. Pre-teaching vocabulary.

b. While-reading activities

At this stage, the teacher presents the task to be performed. The students read the story silently and answers the questions or performs the task specified. The teacher is required to watch students and evaluate their activities being silent but attentive. At this stage, the following activities are done:

- i. Helping students to understand the plot.
- ii. Helping students to understand the character.
- iii. Helping students with different vocabulary.
- iv. Helping students with style and language.

c. Post-reading activities

The student's answers are checked by the teacher directly or indirectly. The teacher clarifies the ambiguities if the students are confused at some points. The following activities are included in this stage.

- i. Helping students to make interpretations of the text.
- ii. Understanding narrative point of view.

- iii. Follow-up writing activities.
- iv. Follow-up fluency practice.

1.2 Review of Related Literature

A few research works have been carried out in the field of literature and language teaching. Only one research has been carried out on the strategies of teaching story in the department of English Education. So the researcher was interested to carry out the research in this field. The research should draw knowledge from the previous studies since they provide foundation to the present study.

Therefore, an attempt has been made to review the books, journals and researches that are related to the present research topic.

Collie and Slater (1990) opine that literature is an authentic material and offers bountiful and extremely varied context. The overall aim of approach to teaching of literature is to let the students derive the benefits of communicative and other activities for language improvement within the context of suitable works of literature. Literature provides a rich context in which lexical, individual or syntactical items are made more memorable. Students get familiarity with many features of language with the help of story. Similarly, Lazar (1993) states that stories tend to present fully developed plots with sequences of actions with discernible beginnings, middle and ends. His best way of teaching stories is to present in three stages, pre- reading activities, while- reading activities and post- reading activities. Likewise, Shrestha (2000) expresses stories can provide such meaningful situations as they are always meaningful to the children in real life as well as the children love listening to stories.

Brumfit and Carter (1986) have discussed different strategies in teaching the story. Prediction: What comes next is one of the important strategies for story teaching. Prediction is for the teachers to stop the reading at key points and to elicit predictions of how the narrative will develop. This requires careful preparation before the story is read in the class.

Dhakai (2002) states that the techniques of teaching literature may be varied as modes of literature. So, the teacher first of all needs to be specific in the purpose of teaching literature to the students. He further says, the only associated method with the teaching of literature so far is lecture method, which is not so much effective as it causes little possibility of interaction between the teacher and students. Instead of lecture method, discussion will be more effective for the literature teaching. If it is taught interactively, it will be more beneficial for the learners and for the teachers too.

Singh (2005) carried out a research on "Teaching Literature at Higher Secondary Level." His study was concerned with the strategies, problems and relevancy of teaching literature at HSL. For that he selected six higher secondary schools from Siraha district non-randomly and selected sixty students and six teachers from the same schools purposively. He administered the questionnaire to the students and teachers to find out the strategies of teaching the literature and to find out the relevancy of teaching literature at that level. He often observed the classes of sample teachers when they taught literature to the students. At last he comes to the point that the teachers were not confident and clear about what type of strategies should be adopted in teaching the literature to that level. The

strategy was different from one teacher to another. And also found that the teachers were facing with many problems while teaching. Problems of language difficulty, cultural diversity and lack of background information were some of the main problems. Regarding the relevancy, he found that teaching literature is most at that level as it could contribute a lot to the learner to be familiar with the foreign culture. Similarly, Lamsal (2006) carried out a research on "A Study on the Strategies in Teaching story at Secondary Level" aiming to find out the strategies and relevancy of teaching story. For that, he selected the sample randomly from Kathmandu district and administered questionnaire to the students as well as the teachers. Along with the class observation, he took interview with the teachers taken into the study to find out the strategies adopted by them in teaching the story and also to point out the relevancy of teaching the story at that level. And he found that the strategies in teaching story are not the same to all individuals. It was different from person to person. Also found teachers were not adopting communicative method in teaching so the teaching and learning process was fully teacher-centered. The preliminaries and follow-up activities were too weak. Regarding the relevancy, he found, it was very much important to teach story at the respective level because story could contribute a lot to develop language skills, cultural enrichment and creativity on the part of the students.

Although one of the above mentioned research works was similar to the present one, the present study is different from the former in terms of methodology: research tools and sampling procedure of the study and in the objectives too. The present researcher aimed to find out the strategies adopted by the teachers at grade twelve while teaching the story. For that

she selected the sample non- randomly. More focus was given to class observation of the teachers to find out the strategies of teaching the story though questionnaire was administered to the students. But the former researcher had adopted the random sampling procedure to select the sample; less focus was given to class observation and apart from finding out the strategies of teaching story, his study was concerned with pointing out the relevance of teaching the story at that level. But the present research is concerned with pointing out the problems faced by the students while learning the story along with finding out the strategies adopted by the teachers in teaching at grade twelve. In this way this study is different from others.

1.3 Objectives of the Study

The study had the following objectives:

1. To find out strategies adopted by the teachers in teaching short story.
2. To point out the problems faced by the students while studying the short story.
3. To suggest some pedagogical implications.

1.4 Significance of the Study

The researcher has carried out a research work entitled “A Study on the Strategies in Teaching Story at Grade Twelve” which studied the teaching strategies and problems of teaching and learning the story. In fact, stories are appropriate materials to teach English and to be familiar with English language and culture. Thus, it is highly beneficial to the students and English language teachers of higher secondary level to deal with teaching

a story. This study will be helpful to the subject experts, syllabus designers, textbook writers, language trainers and those related to teaching and learning the English language.

CHAPTER TWO

METHODOLOGY

In this study, the researcher attempted to find out the strategies of teaching story at higher secondary level and also to identify the problems faced by the students while studying the story. The following methodology was adopted by the researcher to accomplish the objectives.

2.1 Sources of Data

The sources of data for the research were as follows.

2.1.1 Primary sources of Data

The primary sources of data for the study were the sample students and teachers of English of class twelve in Kathmadu district.

2.1.2 Secondary Sources of Data

Secondary sources of data for the study were the related books, journals, researches and curriculum. Some of them were Collie and Slater (1987), Brumfit and Carter (1986), and Lazar (1993).

2.2 Population of the Study

The population for the purpose of this study includes teachers of English and students studying in grade twelve in Kathmandu district.

2.3 Sampling Procedure

The researcher has selected ten higher secondary schools (public as well as private) of Kathmandu district (Appendix VIII). The data were collected from the non- randomly selected teachers and students of class twelve (Appendix IV, V, VI) who were teaching and learning the English language. Forty students were selected purposively, four from each school (Appendix IX). The total number of the sample population of teachers and students were ten and forty respectively.

2.4 Tools for Data Collection

The following research tools were used to collect the data from the informants.

- i) Questionnaire
- ii) Class observation

2.4.1 Questionnaire

A set of questionnaire consisting of twenty two questions were prepared. (Appendix I) .Questions were both open- ended as well as closed- ended. After selecting the students from the class, Questionnaire was administered to them with clear instruction about the questions.

2.4.2 Class observation

A set of class observation form was developed by the researcher consisting of pre- reading, while- reading and post- reading activities along with the elements of the story (Appendix II & III) to find out the strategies of teaching story adopted by the teachers at that level.

Apart from the research tools mentioned above, the researcher had also used her notebook to record the activities which were not included in those tools for observing the class.

2.5 Process of Data Collection

After preparing the research tools, the researcher visited non- randomly selected HSS in Kathmandu. She talked to the concerned authority to get permission to collect data from them. Only after having their permission, she met the concerned teachers and requested them to help to select the students for administering the questionnaire. She also requested them whether she could observe their classes while teaching the story. After getting permission she went and observed their classes when the story was taught. She observed for four classes of each teacher. All together she observed forty classes focusing on the teaching story. Finally, after collecting the data, she analyzed them using simple statistical tools and accomplished the objectives.

2.6 Limitations of the Study

The study was done with the following limitations:

1. The population of the study was confined to Kathmandu district.
2. Ten higher secondary schools were selected non- randomly for collecting data. The data were collected from the forty students and ten teachers of the respective schools.
3. Class observation was confined to only forty i.e., four classes of each teachers were observed.
4. The study was limited to find out the strategies of teaching story in terms of its elements and to point out the problems faced by the students in learning the story.
5. The study was further limited to class twelve.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The researcher collected the required data from the English teachers and students of class twelve. The responses were analyzed and interpreted using simple statistical tool of percentage.

The collected data were analyzed and interpreted classifying into different headings. They were as follows:

3.1 Strategies Used by Teachers in Teaching Short Story

This section deals with the analysis of collected data in terms of strategies used by teachers. To identify the teaching strategies the researcher had used different tools i.e. questionnaire to the students and class observation of English teachers to the concerned level while teaching the story.

Questionnaire was administered to the students to find out how their teachers taught them short story. For that both open- ended as well as closed -ended questions were asked to them. Out of twenty- two questions, nineteen were related to strategies and two were related to the problems. Closed- ended questions included only ‘Yes’/ ‘No’ questions and multiple choice questions. Besides that, the researcher observed the classes of the sample teachers when they taught a story to the students.

3.1.1 Analysis of Students’ Response on Teaching Strategy

To find out strategies adopted by the teachers in teaching the short story, the researcher administered a questionnaire to the students. The responses

made by the students are analyzed here. The students' response has been shown in the table as well.

Table no.1: Analysis of Teaching Strategies as Responded by the Students

| Q.no | a | b | c | Remarks |
|-------------|----------|----------|----------|----------------|
| 1 | 90% | 10% | - | |
| 2 | | | | Open-ended |
| 3 | 40% | 40% | 20% | |
| 4 | 30% | 20% | 50% | |
| 5 | 10% | 90% | - | |
| 6 | 10% | 90% | | |
| 7 | 40% | 60% | - | |
| 8 | 60% | 10% | 30% | |
| 9 | 10% | 20% | 70% | |
| 10 | - | 50% | 50% | |
| 11 | 100% | - | - | |
| 12 | 40% | 40% | 20% | |
| 13 | 60% | - | 40% | |
| 14 | 50% | 50% | - | |
| 15 | 90% | 10% | - | |
| 16 | - | 70% | 30% | |
| 17 | - | 30% | 70% | |
| 18 | 60% | 40% | - | |
| 19 | 100% | - | - | |
| 20 | - | 80% | 20% | |
| 21 | 20% | 30% | 50% | problem |
| 22 | | | | Open-ended |

Q.No.1 Do you feel interested when your teacher teaches story in the class?

This question was asked to the students to know whether they felt interested in the class or not when their teacher taught them the story. Two options were given to them. One was 'Yes' and the other was 'No'. It was found that 90% students responded positively i.e. they felt interested when their teacher taught story in class whereas, 10% students responded that they did not feel interested when the teacher taught them the story in the class.

Q.No.2. If no, what are the reasons behind it?

Those students who responded negatively said that they did not like the way their teacher taught the story. He taught in an uninteresting way. There would not be any interaction in the class. He just went on telling the story himself. They also responded that when the story was not short enough, they felt difficulties in getting the point.

Q.No.3. How does your teacher start teaching story in the class?

In order to know as to how the teachers start teaching the story in the class, this question was asked to the students providing them three options. According to their responses, it was found that there was not any fixed strategy of the teachers in starting the lesson in the class. In response to this question, 40% students opined that their teacher started teaching the story by introducing the author and 40% responded that their teacher taught the story by familiarizing them with its title whereas, 20% of the students said that their teacher taught it by providing them with its historical and cultural background.

Q. No 4. How does your teacher create your interest in the story?

For this question, students were given three options. Thirty percent students responded that their teacher created their interest by asking them to make very general predictions about the story using pictures but 20% of them said their teacher let them discuss in group to find out what the title of the story suggests for creating their interest in the story. The majority of student i.e.50% said that their teacher let them predict what the story is about just after reading the first paragraph and created their interest in learning the story.

Q.No.5.Does your teacher ever teach you the difficult vocabulary before teaching the story?

It was 'Yes'/ No' question and administered to find out whether vocabularies were taught by the teachers before teaching the story. Regarding this question, 90% students wrote that their teacher did not teach them difficult vocabulary before teaching the story. Out of the total, 10% students responded that they were taught difficult vocabulary by their teacher before teaching the story.

Q.No.6. If yes, how does s/he teach the vocabulary?

Those students who responded that they were taught difficult vocabulary before teaching the story said that teacher taught them vocabulary by matching important words in a story with their dictionary meanings but 30% of them responded that teacher also taught them vocabulary by asking them to find out the meanings of difficult words through group discussion. None of the teacher taught vocabulary by giving more than

one definitions of the word and asking to choose students which definition was suitable to the context.

Q.No.7. How does your teacher help you to understand the series of events of the story?

The abovementioned table (Table No.1) clearly shows that out of the three options given to the students, they responded differently. Forty percent responded that their teacher helped to understand the series of events of the story just by giving lecture on them whereas 60% students wrote that their teacher helped them to understand the series of events of the story with more examples. None of the students responded that the teacher divided the class into various groups and let them to discuss on the series of events of the story. By these responses it was clear that teachers did not adopt the same strategy in teaching the story.

Q. No. 8.How does your teacher teach you the character of the story?

Responses were varying regarding this question as well. Out of the three options provided to the students, sixty percent responded that their teacher taught about the characters just describing their role in the story and 10% of them responded that their teacher taught about the character by making comparison and contrast with other people. Similarly, 30% students said teachers taught about the character with more explanation.

Q.No.9. How does your teacher help you to understand the meaning of difficult vocabulary?

This question was asked to know how teachers taught the vocabularies to their students while teaching the story. Regarding this question and

options given to them, ten percent students responded that their teachers taught them difficult vocabulary by letting them look up in the dictionary the meanings of difficult words found in the story but 20% of them responded that teachers provided different multiple meanings of the words and asked them to guess which was the correct one to the context whereas 70% of the students said teachers themselves provided meanings for difficult words found in the story.

Q.No.10. How often does your teacher practice you the dialogue in class?

Regarding the options provided to them, none of the students responded that their teachers usually made them practice dialogue in class but 50% of them responded that their teacher asked them practice the dialogue rarely in the class. And same percent of the students wrote their teacher never asked them to practise the dialogue.

Q.No.11. What kind of dialogue does your teacher ask you to practice in the class?

Those students who responded that they were made practice the dialogue in class said that non- textual dialogue were never practiced in the class. All the students wrote that their teacher made them practice the textual dialogue only.

Q.No.12. How does your teacher make you practice the dialogue in class?

Regarding this question, 40% students responded that teachers made them practice the textual dialogue in single pair but 40% of them responded

that their teacher made them practice the dialogue in two pairs of four and 20% students wrote in a group of five or six.

Q.No. 13. How does your teacher help you to comprehend the story?

Regarding this question, 60% students wrote that their teacher helped them to comprehend the story by asking them to find out the answer of the questions given in the book after reading the story. And 40% said that their teacher helped to comprehend the story by asking them to write brief summary and checking whether they were right or not in the class. But none of the students responded that teacher helped to comprehend the story by dividing the class into different groups and providing each groups the different question to find out the answer.

Q.No. 14. How often does your teacher use translation in the class?

Responses were varying regarding this question as well. Out of the total, 50% students wrote that teacher used translation usually in the class while teaching the story and 50% students responded that their teacher used translation in story teaching class rarely.

Q.No.15. Does your teacher ever asks you to read the story and answer the question in class?

As it was a Yes No question, students were given only two options. The following table shows that 90% students responded that their teacher asked them to read the story and to answer the questions in class but 10% of them said that their teacher did not do so.

Q.No.16. what type of language does your teacher use in the class while teaching the story?

None of the students wrote that their teacher used literary language in the class in teaching the story. However, 70% students responded that simple and clear language was used by their teacher in class while teaching the story. Whereas, 30% of them responded that more explanatory language was used by their teacher in the class while teaching the story.

Q.No.17. How often does your teacher interact with you in the class?

Students responded variously regarding this question. Out of the total, seventy percent of them responded that their teacher interacted with them usually in the class and 30% wrote that rare interaction was done by the teacher in the class. But none of them wrote no interaction was taken place in the class.

Q.No.18 How does your teacher summarize the story?

It was found that the teacher summarized the story just in one sentence according to 50% of the students but 30% responded that story was summarized by their teacher in two or three sentences. Minority of the students i.e., 10% of them responded that teacher summarized the story in an elaborative way.

Q.No. 19. Does your teacher ever assign you written work?

It was found that 100% students responded positively regarding this question that is to say that all of their teachers provided them the written task.

Q.No.20. If yes, what kind of work does s/he assign?

Regarding this question and options provided to them, 80% students wrote that they were asked to write a review of the story whereas, 20% of them responded that their teacher asked them to develop the similar story in their own way. But none of their teacher asked them to write a few paragraphs using certain stylistic features of the story.

3.1.2 Analysis of the Teaching Strategies observed from Teachers Classes

The researcher observed the classes of the English language teachers while they taught story (Appendix V& VI). The strategies applied by them are analyzed and interpreted using simple statistical tool of percentage.

3.1.2.1 Pre- reading Activities

By the name it is clear that it is the first stage of teaching the story in class .Here, the following table deals with how teachers made the students prepare for the lesson and the task to be performed. Different activities performed by the teachers were evaluated in terms of four categories viz excellent, good, poor and average.

Table no.2: Pre- reading Activities Used by Teachers

| S.N. | Activities | Existing condition | | | | Remarks |
|------|--|--------------------|------|---------|------|---------|
| | | Excellent | Good | Average | poor | |
| 1 | Motivation | 20% | 60% | 20% | - | |
| 2 | Giving some general background | - | 80% | 20% | - | |
| 3 | Describing | | 70% | 30% | - | |
| 4 | Asking some questions about the story for guessing answers | - | 30% | 70% | - | |
| 5 | Asking students for guessing the subject matter | 30% | 50% | 20% | - | |
| 6 | Teaching vocabulary of the story | | | | | None |

The above table shows that only 20% English teachers of class twelve motivated their students excellently, 60% of them motivated in a good way and 20% teachers motivated the students in an average way but the researcher did not find any teachers motivating their students in a poor way. Similarly, regarding the general background, she found that 80% teachers gave general background of the story to their students in a good way and 20% of them gave the general background to their students in average way. But she did not find any teachers excellent and poor condition in providing general background of the story. Those teachers who gave general background in a good way, tried to elicit background from the student side as well through group discussion and on the basis of the responses made by the students, they elaborated the background. Majority of the teachers, about 70% of them, described the story in a good way. The researcher found that 30% teachers described the story in average. Those teachers who did it in an average way just described the events themselves without paying any attention to the students' response. For making students to guess the answer 30% teachers tried to do so in a good way but the majority of the teachers i.e. 70% of them did so in an average way. Those teachers who did so in an average way just asked the students to guess the answers but did not responded the students in an appropriate way. Students guessed the answers differently but teachers could not get all of his student's response properly. But none of the teachers was found in excellent and poor condition for this activity. As far as the subject matter is concerned, only 30% teachers asked them to guess in an excellent way. Those teachers who did so excellently, let their students guess what they would expect of the story from its title, they asked their students to predict what the story was about by letting them

read one or two paragraph silently in the class. She found that 50% of them asked their students to guess what the story was about in a good way. And 20% teachers did so in an average way. But none of the teachers were found in poor condition regarding this activity. Regarding the pre- teaching of the vocabulary, she found that none of the teachers taught the difficult vocabularies before teaching the story.

Hence, it was found that the activities at pre- reading stage were satisfactory. Teachers made their students engage in different activities instead of doing all the things themselves.

3.1.2.2 While- reading Activities

The following table deals with the activities adopted by the teachers while teaching the story in class. This also deals with how the teacher presented the task to be performed, how they watched and evaluated their students' activities. As in the pre- reading activity, here also the same categories had been used in the same way to evaluate the activities of teachers in teaching the story.

Table no. 3: While- reading Activities Used by Teachers

| S.N | Activities | Existing Condition | | | | Remarks |
|-----|--|--------------------|------|---------|------|---------|
| | | Excellent | Good | Average | Poor | |
| 1 | Helping students to understand the plot | 30% | 60% | 10% | - | |
| 2 | Helping students to understand the Character | - | 30% | 70% | | |
| 3 | Helping students with difficult vocabulary | - | 60% | 40% | - | |
| 4 | Translating it into Nepali language | 20% | 30% | 50% | - | |
| 5 | Helping students with language and grammar | - | 50% | 50% | - | |
| 6 | Giving the summary of the story | - | 80% | 20% | - | |

The above table shows that thirty percent teachers helped their students to understand the plot of the story excellently. The researcher found that who excellently did it firstly; the teachers briefly introduced what the plot was and described the series of events given in the story with more examples and explanation. Similarly, she found 50% teachers helping their students to understand the plot in a good way. Those who did so did not introduce what the plot was to their students but they just described

the events of the story with simple and clear language. It was also found that 10% teachers helped their students to understand the plot in an average way. Those who taught it averagely did not familiar their students about what the plot was and also did not taught it with explanation. She just helped her students to understand the gist by giving lecture on the series of events of the story. Similarly, the researcher found that 30% teachers helped their students to understand the character in a good way and 70% of them taught it in an average way. Those teachers who did it in a good way, firstly said what the character was. Likewise, they taught about the character by comparing and making contrast with other people. And 30% teachers were found teaching the character in an average way. They just gave the role of the character to the students. Regarding the difficult vocabulary, 60% teachers were found that they taught difficult vocabularies to their students in a good way whereas, 40% of them taught the difficult vocabularies to their students poorly. Those who taught them in a good way taught the words with their contextual meaning. They encouraged their students a lot to get the meaning from the context first and if they were wrong, the teachers told the meaning with context. But who taught it poorly, did not do so. In translating a story in Nepali, the researcher found that 20% teachers did it excellently and used the translation judiciously. They translated only those terms which the students were feeling difficulties with. Fifty percent teachers were found that they used the translation in a poor way; they translated the whole story into Nepali. Half of the teachers i.e. 50% of the teacher emphasized on language and grammatical aspects of the story whereas the same number of teachers did not emphasize the language and grammatical aspect of the story while teaching it into the class. Regarding

the summary, the researcher found that 80% teachers summarized the story in brief at the end of the lesson whereas, 20% of them summarized in an elaborative way. They often used mother tongue in summarizing the story. Hence, it was found that while reading situation was good.

3.1.2.3 Post- reading Activities

This is the stage at which the teachers clarify the ambiguities if the students are confused at some points. Directly or indirectly students' answers are checked by the teachers. The following table shows what and how the teachers clarified the students, helped their students to make interpretation of the text, what kinds of follow up activities were adopted by them after they taught the story to the students.

Table no.4: Post -reading Activities Used by Teachers

| SN | Activities | Existing Condition | | | | Remarks |
|----|---|--------------------|------|---------|------|---------|
| | | Excellent | Good | Average | Poor | |
| 1 | Interpretation of the main theme of the story. | - | 40% | 60% | - | |
| 2 | Helping students to understand narrative points of view | - | 60% | 40% | - | |
| 3 | Writing activities | 60% | 40% | - | - | |
| 4 | Discussion | 70% | 30% | - | - | |

By the above table it is clear that 40% teachers interpreted the main theme of the story in a good way. Though they did not introduce what the theme was to their students, they taught the theme to their students with frequent interaction. Whereas the researcher found that 60% of the teachers interpreted the main theme of the story in an average way. They themselves gave the central idea of the story to their students. It was found that 60% teachers helped the students to understand the narrative point of view and asked them to interpret the story using their own language. Forty percent of them helped them to understand the narrative point of view in an average way. As far as written activities are concerned, the researcher found that 60% teachers involved their students in different kinds of written activities whereas, 40% of them were found that they let their students write the review of the story. Similarly, 70% teachers did the critical discussion about the story involving the students in it. And it was found that 30% teachers just discussed on the questions asked by the students. They did not let their students engage in discussion to the given questions. Here, what the researcher found was the post-reading activities of the teachers were good.

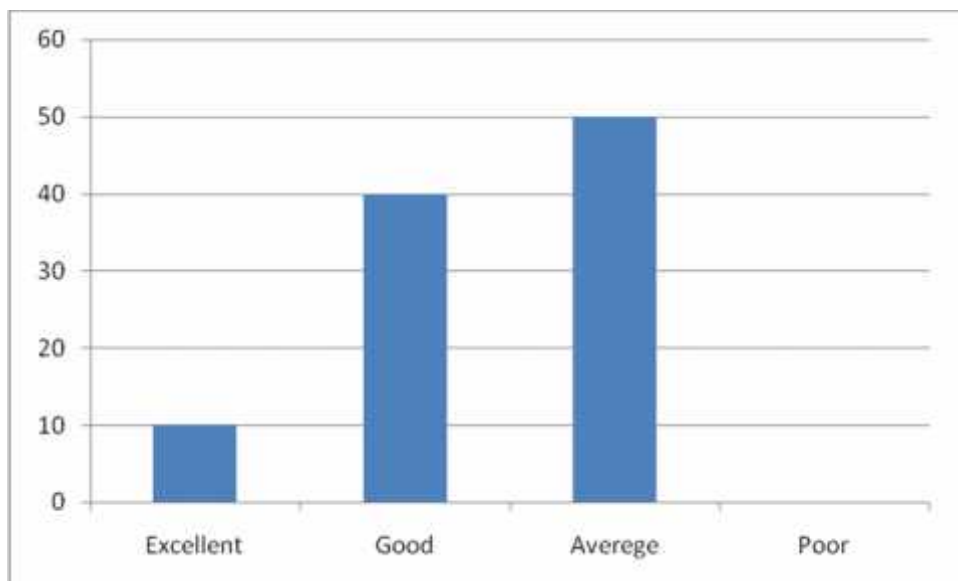
Apart from the above mentioned checklist, there was another check list too prepared by the researcher to find out the strategies adopted by the teachers in terms of the elements of story (Appendix VI). Using that tool, data were collected in terms of four categories Viz, introduction, content, interaction and evaluation. Data were analyzed according to that checklist as well. The analysis and interpretation of the data in terms of the elements of story is presented below.

3.1.3 Strategies Used in Teaching Elements of the Story

This chapter deals with how teachers taught the elements of the story to their students. The strategies of the story were observed in terms of four categories viz, introduction of the elements, methods used in delivering the elements, the pattern of interaction in the class and ways of evaluating the elements of the story. Again those categories were observed in terms of four categories. They were excellent, good, poor, and average. By the observation of ten different teachers for four days, it was found that different strategies were adopted by the teachers in teaching the elements of the story. The figure no. 1 shows how the strategies adopted by the teachers were varying in teaching about characters, one of the elements of the story.

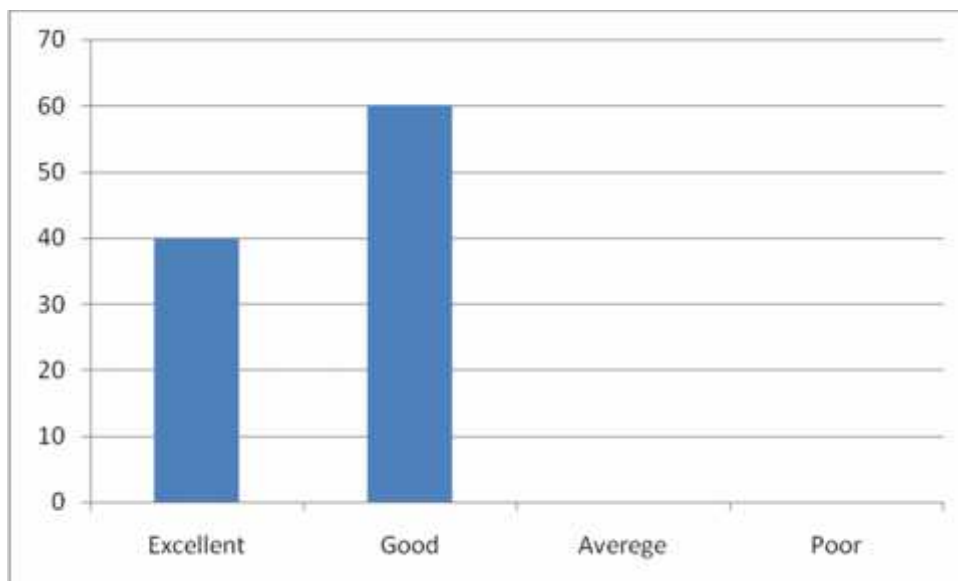
Regarding the introduction of the elements of the story, it was found that all the teachers did not introduce all elements of the story to their students. The researcher found that 60% teachers introduced the character of the story and 50% teachers introduced the theme of the story to their students. But other teachers did not introduce the other elements of the story. It was also found that the degree of introducing the elements was not the same. One teacher introduced the elements in one way and the same element was introduced by the other teacher in another way. The following figures show how teachers introduced the elements of the story.

Figure no.1: Introduction of the Character



During the class observation of different teachers, the researcher found that 60% teachers introduced what the character was to their students and the above graph shows how they introduced the character. Out of them, ten percent introduced the character excellently whereas, 40% of them introduced in a good way and it was found that 10% teachers introduced it in an average way.

Figure no. 2:Introduction of the Theme of the Story

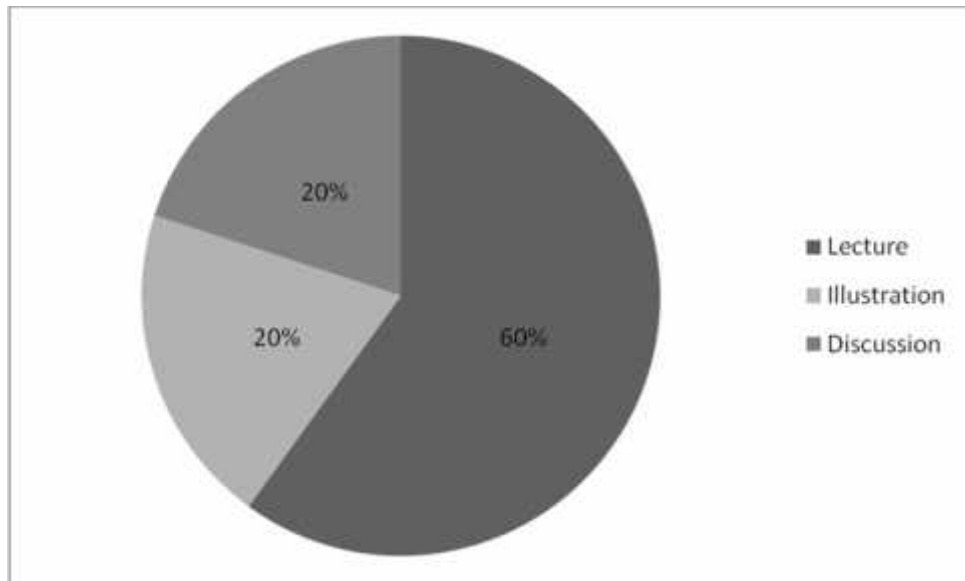


While observing the classes of different teachers the researcher found that only 50% teachers introduced what the theme was to the students. Out of them, 40% introduced excellently and 60% of them were found good in doing so. None of the teachers were found in average and poor condition in doing so.

3.1.4 Methods Used in Delivering the Elements of the Story

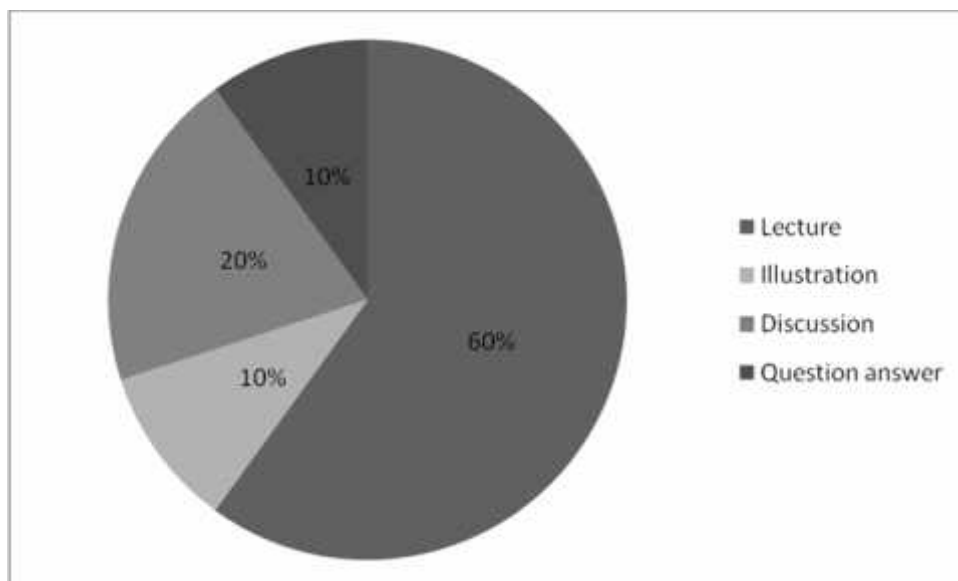
Methods used in teaching should be appropriate to the level of students. If they were not appropriate to their level, students might lose their interest and could not learn what they were supposed to learn. Same method does not work everywhere and it might be different from one teacher to another as well. The following figure shows how the methods were varied according to the content to be taught.

Figure no.3: Methods Used in Teaching the Plot of the Story



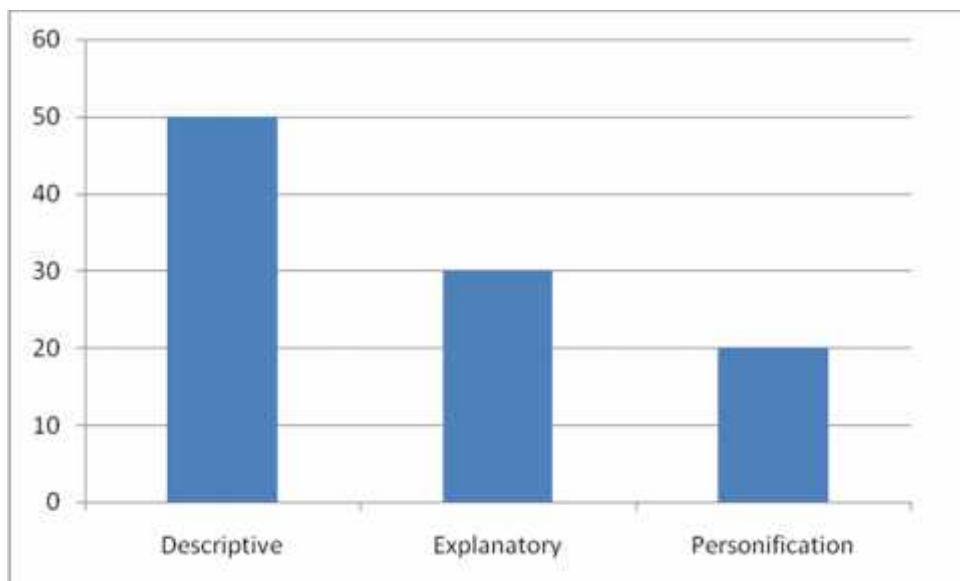
The above pie chart speaks that 60% teachers used lecture as the tool to deliver the content of the plot to their students, 20% of them used discussion and the same degree of teacher i.e. 20% teachers used illustration to deliver the content.

Figure no.4: Methods Used in Teaching the Setting of the Story



The above pie chart clearly says that 60% teachers used lecture as a method of delivering the content of setting. Likewise, 20% teachers used discussion and 10% percent used illustration to deliver the same content. It was also found that 10% teachers used question answer as a method of teaching the setting to the students.

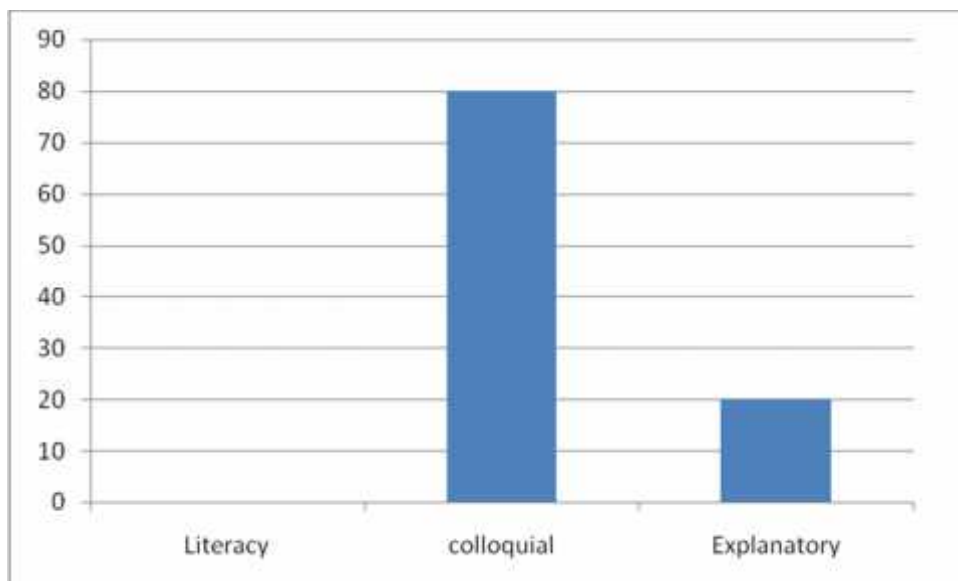
Figure no. 5: Methods Used in Teaching the Character



The researcher found that 50% teacher taught the character of the story following the descriptive way whereas 30% of them taught it by explaining the role of the characters and 10% of them were found teaching the character with comparison and making contrast with other persons.

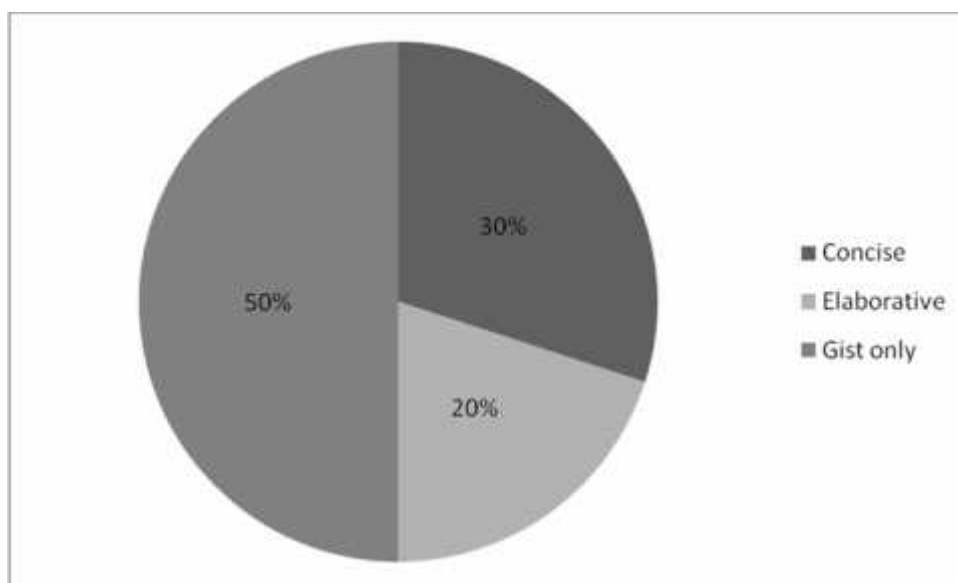
Regarding the content of the dialogue, the researcher found that none of the teachers taught non- textual dialogue in the class. They just taught the dialogue that were given in the story only.

Figure no. 6:Style of Language Used in the Class



By the table it is clear that none of the teachers was found using the literary language in class, 80% of them were found using colloquial i.e. simple and clear language in the class and 20% teachers were found using more explanatory type of language.

Figure no.7: Ways of Giving the Theme to the Students

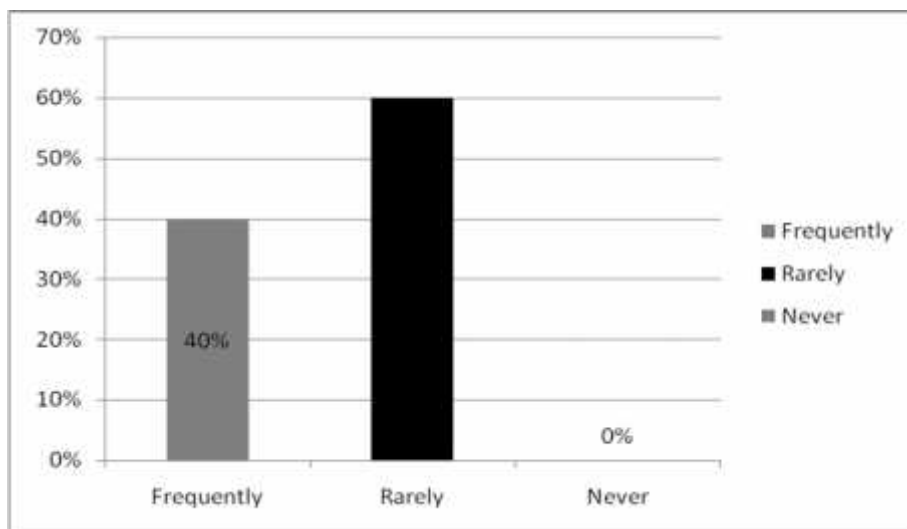


Teachers gave the theme to the students adopting various ways. The researcher found that 50% teachers gave just the central idea of the story and 30% were found giving the theme brief whereas 20% teachers were found giving the gist in an elaborative way.

3.1.5 Interaction in the Classroom of Story Teaching

Interaction is very much important in language class. In the class, it can be made between the teacher and students. Without the proper use of interaction, the language teaching and learning becomes very much difficult. The following table shows how the interaction took place in the class observed for the study.

Figure no. 8: Pattern of Interaction

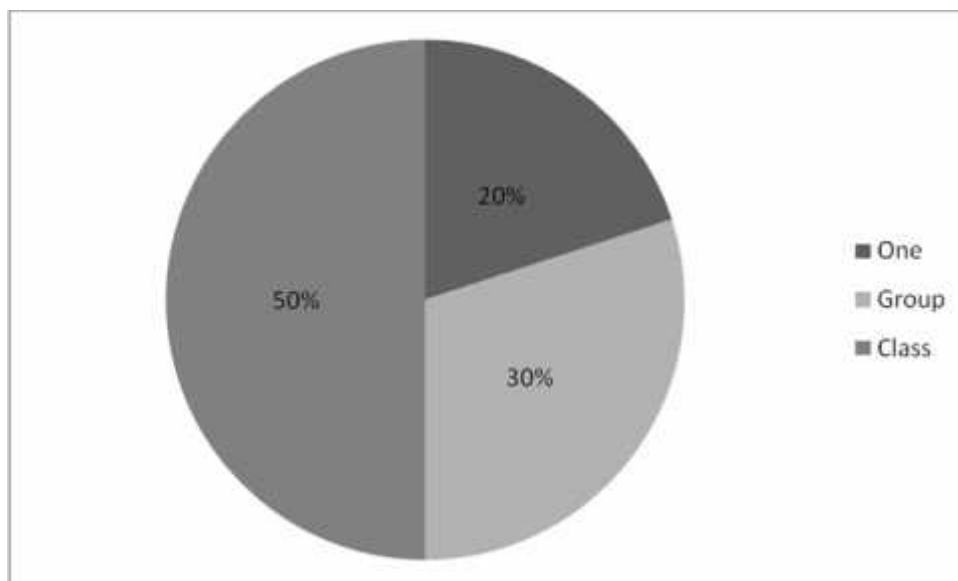


The table clearly shows that frequent interaction was found in the class of 40% teacher whereas it was rare in case of 60% teacher. No teacher was found in zero interaction pattern.

3.1.6 Evaluation in the Story Classes

Evaluation has occupied a great significance in the field of pedagogy. Without evaluating the students, the teacher cannot go ahead. S/he does not know whether the objectives are fulfilled or not in the absence of evaluation of the students. There are different modes of evaluating the students. In course of observing the classes, the researcher had observed how teachers evaluated the students in the class. The following figure shows how they evaluated the students.

Figure no. 9: Ways of Evaluating the Students



By the chart it is clear that 50% teachers evaluated their students by asking the questions to the whole class. Thirty percent teachers asked different questions to different groups and 20% teachers evaluated the students by checking them whether they got the point or not asking one by one. The researcher found that none of the teachers evaluated the learning of dialogue to their students.

3.1 Analysis of Problem Found in Students' Response

This section analyses the problems faced by the students in learning the story. Two questions were asked to the students for this purpose. One was open-ended and the other was closed-ended. The researcher found the following problems of students while studying the story at that level.

No. 1: Problem of language

The researcher found that out of the total, 70% students felt difficulties in learning the story due to the problem of language. They further explained that the language used in the story was not simple and clear enough for them to understand.

No.2. Problem of cultural terms

It was found out that 65% students felt difficulties in learning the story because of the problem of cultural terms. They further wrote that the story had been written in foreign culture and cultural terms used in the story were strange for them. They could not correlate the cultural terms with their own so there arose the problem.

No. 3.Problem with difficult vocabulary

It was found that 80% students felt difficulties in learning the story due to the problem with difficult vocabularies. They often said that they found much more difficult words in course of reading the story and whenever a new and difficult word was encountered, they had to look up the dictionary, or had to ask the senior for getting the meaning. Looking up the dictionary time and again broke their pace of study. Sometimes, they forgot even what they were reading, too.

No.4.Problem to understand the characters' role

It was found that 80% students felt difficulties to understand the role of the character. They said that there were many characters in a story and it was quite difficult for them to get which role belonged to which character.

No. 5. Problem of understanding the narrator's role

Twenty percent students wrote that they felt difficulties in understanding the role of the narrator while reading the story.

No.6. Problem with content of the story

The researcher found that 45% students felt difficulties with the content of the story. They said that the content used in the story was too much uninteresting for them. Due to the uninteresting content, they felt monotonous in the class. So they did not pay any attention to the story.

No.7. Problem to interpret the story

Sixty percent students responded that a story could have been interpreted differently. And they got in confusion with the way while interpreting the story.

No. 8. Problem in getting the theme of the story

Seventy percent students responded that content was too much in a story. And many moral or ethical lessons were included in the story. Out of many lessons, it was quite difficult for them to get which one was the central theme of the story.

Out of the problems mentioned above, the researcher had asked the students which one was the most difficult or serious one. For that, she had administered a closed- ended question.(Table No.1 Q.No 21).Regarding this question,20% students responded that they found language of the story the most difficult one and 30% of them wrote that cultural terms used in the story was the most difficult one for them. Likewise, 50%

students responded that the most difficult one for them to understand was the role of the character used in the story. Thus the main problem seems to be understanding the characters.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the findings obtained from the research and the recommendations. Different tools had been used in the research so the findings were also varying according to the tools. The researcher had described the findings obtained from students' responses and from the class observation of the teachers in the following ways.

4.1 Findings Obtained from Students' Response

1. It was found that 90% students felt interested when the teacher taught them the story in the class and 10% responded that they did not feel interest in the class of story. Those who said that they did not feel interested responded that they did not like their teachers' way of teaching the story also said that due to various problems they did not enjoy the story in the class.
2. It was found that there was not any fixed strategy regarding the initiation of the story. Forty percent students responded that their teacher started teaching the story by introducing the author and same percent of students said that by familiarizing them with the title of the story, their teachers initiated the lesson whereas, 20% students responded that firstly they were provided with some historical and cultural background of the story.
3. It was found that majority of the teachers created their students' interest to the story by letting them predict what the story was about.

4. After reading the first paragraph. Thirty percent students responded that they were asked to predict the story with the help of pictures shown by the teachers and 20% of them responded that they were asked to find out what the title of the story suggested through group discussion.
5. Regarding the pre- teaching of the vocabulary, it was found that most of the teachers did not teach the difficult vocabularies before teaching the story. Only 10% students responded that they were taught difficult vocabularies before teaching the story by their teacher.
6. It was found that those teachers who taught difficult vocabularies before teaching the story adopted different strategies in teaching. Seventy percent students said that their teachers taught them the vocabularies by matching important words in a story with their dictionary meanings whereas, 30% responded that their teacher let them to discuss in group and find out the meanings for difficult words.
7. It was found that teachers used different ways to help their students in understanding the series of events of the story. Forty percent students responded that their teachers just gave lecture on the series of events and 60% said that they were helped to understand the series of events with more examples.
8. Regarding the teaching of the character of the story, sixty percent students responded that their teachers just described the role of the character and 10% said that they were taught the character by making comparison and contrast with other people Whereas, 30% students responded that with more examples their teachers taught the character of the story.

9. It was found that teachers adopted different strategies in teaching the vocabulary at while reading stage. Seventy percent students responded that their teachers themselves gave contextual meanings to the students and 10% students said that teacher let them to look up in dictionary for difficult words whereas 20% of them said their teachers asked them to choose the suitable one providing multiple meanings for a word.
10. It was found that teachers did not make their students practice the dialogue usually in the class. Fifty percent students said that their teachers made them practice the dialogue rarely in the class but same percent students wrote that dialogue was never practiced in the class.
11. Regarding the dialogue practice in the class, almost all the students responded that they were asked to practice only the textual dialogue. And also found that their teachers asked them to practice the dialogue either in a single pair, two pairs or in a group of five or six.
12. Students' responses were varying regarding the comprehension of the story. Out of the total, sixty percent students said that their teacher helped them to comprehend the story by asking to find out the answers of the questions given at the exercise and 40% responded that they were asked to write a brief summary in the class and checked by the teachers to know whether they right or not.
13. Regarding the use of the Nepali language in the class by the teacher, fifty percent students said that their teachers used the Nepali language usually in the class when they taught the story and same percent students responded that teacher used translation rarely in teaching the story to the students.

14. It was found that most of the teachers asked their students to read the story in class and find out the answer of the given questions. Just 10% students responded that they were not asked by their teacher to read and find out the answers of the questions in the class.
15. Regarding the style of language, It was found that majority of the teachers used simple and clear language in class to teach the story whereas,30% students responded that more explanatory type of language was used by their teacher in teaching the story.
16. It was found that teachers' ways of summarizing the story were varying. Fifty percent students responded that their teacher summarized the story just in one sentence and 30% students said that in two or three sentences teacher summarized the story. Ten percent students responded that in an elaborative way their teachers summarized the story.
17. It was found that almost all the teachers assigned their students the written task but the types of the task were different from teacher to teachers. According to 80% students, their teachers asked them to review the story and 20% responded that their teachers asked them to develop the similar story of their own.

Hence, it was found that the strategy of teaching the story was not the same for all the teachers.

It was found that students were faced with many problems while reading the story at the respective level. They are as follows:

1. Problem of the language used in the story
2. Problem with the cultural terms used in the story
3. Problem with difficult vocabularies found in the story

4. Problem to understand the role of the character
5. Problem with the content of the story
6. Problem to interpret the story
7. Problem in getting the theme of the story
8. Problem to understand the role of the narrator.

And among the problems it was found that 20% students found language of the story as the most difficult one .Thirty percent responded that cultural terms used in the story was the most difficult for them to understand and 50% wrote that it was the role of the character that they were felt the most difficult one to understand.

4.2 Findings Obtained from Teachers' Class Observation

1. It was found that almost all teachers motivated their students before teaching the story. But the degree and way of their motivation was varying. Twenty percent teachers motivated their students excellently whereas 60% did so in a good way and 20% teachers were found in average condition in motivating the students.
2. It was found that 80% teachers gave some general background of the story in a good way .They encouraged their students to guess the historical and cultural background of the story by letting their students read the story silently in the class for a few minutes but 20% gave the general background of the story to their students in an average way. They themselves provided the background of the story to their students.

3. Teachers' way of asking questions about the story for guessing the answers and for guessing the subject matter was good. Though none of the teachers taught the vocabulary before teaching the story, 70% teachers described the subject matter in a good way. So, it seems that the pre-teaching activities performed by the teachers at this stage were satisfactory.
4. Regarding the plot, it was found that 60% teachers helped their students to understand the plot excellently with much more examples and 30% teachers helped them to understand the plot in a good way by dividing them into many groups and letting them discuss for getting the answer of given questions whereas, 10% teachers were found in poor condition in doing so.
5. Seventy percent teachers helped their students to understand the character in an average way and 30% found in good condition. Those who did it in a good way introduced what the character was and also taught about the character by making comparison and contrast with other people. But the teachers found in average condition just provided the main role of the character to their students.
6. A great number of teachers were still translating the whole story into the Nepali language. It was found that only 20% teachers used translation excellently. They used it judiciously.
7. Fifty percent teachers helped their students with the language and grammar of the story in a good way and the same number of teacher did so in an average way.
8. It was found that 80% teachers summarized the story in a good way. They summarized the story with students' participation rather than summarizing the story themselves. But 20% teachers were found in

average condition in summarizing the story. They summarized the story themselves without encouraging the students. Therefore, it was found that the activities in while reading activities were good.

9. It was found that 40% teachers were found in good condition in interpreting the story in class. They interpreted the story by providing various interpretation of the story and letting their students choose which was the best one on their opinion. Sixty percent of them were found in average condition because they interpreted the story themselves in the class.
10. It was found that almost all students were provided with different types of activities. Regarding the writing activity, 90% teachers were found that they asked their students to review the story and 10% teachers let the students to develop the similar story of their own.
11. After completing the story, 70% teachers did discussion on the questions given in the exercise one by one and made their students clear on the questions. But 30% teachers did not find in doing so. They just disused on the questions which were asked by the students. To sum, post- reading activities adopted by the teachers were satisfactory.
12. Regarding the introduction of the elements of the story, It was found that all the elements of story were not introduced by the teachers. Only 60% teachers introduced the character and 50% teachers introduced the theme to the students. Other elements were ignored by the teachers.

13. Talking about the methods, it was found that teachers used various methods but there was domination of lecture method. However, discussion, question answer, illustration and explanation had also taken place.
14. It was found that 80% teachers used colloquial language in the class. Their language was not so much difficult for the students to understand. Whereas, 20% teachers were found in the use of explanatory language.
15. Forty percent teachers interacted frequently to their students in class but 60% were found in interacting rarely in the class.
16. The way of evaluating the students was not the same. Different teachers evaluated the students differently. It was found that 50% teachers evaluated the students asking the questions to the whole class and 30% evaluated in dividing students into groups whereas, 20% teachers were found in evaluating the students asking questions one by one to the students.

4.3 Recommendations

1. The teacher should start the class by motivating the students towards the subject matter, for this s/he can do different kinds of activities either in students' participation or with her/ his own effort.
2. The teacher should encourage the students to guess the subject matter to be taught; to read the story and find out the answers of the given questions.
3. The teacher should tell the general background of the story after student's participation.

4. The teacher should teach difficult vocabularies before teaching the story so that students will not feel much difficulty in getting the point while teaching the story. Vocabularies should be taught in context.
5. Students should be encouraged to participate in different kinds of activities in the class such as group discussion, pair work.
6. Mother tongue should be used judiciously not frequently by the teacher.
7. The teacher should use simple and clear language in the class.
8. Elements of the story should not be ignored to introduce. The teacher should introduce all the elements to their students.
9. The teacher should make their students practice the non- textual dialogue as well in the class so that speaking habit will be developed on the part of the students.
10. The teacher should not use just lecture method to deliver the content. Along with the lecture, the other methods should also be used.
11. The teacher should evaluate the students in the class, and while evaluating the students, s/ he should pay attention to all the students to check whether most of them got the point or not.

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APPENDIX-I

Questionnaire to the Student

Dear Student,

This questionnaire is a part of my research entitled " A Study on the Strategies in Teaching Story at Grade Twelve" under the supervision of Dr. Anjana Bhattarai, the Reader of the Department of English Education, TU, Kirtipur. Your co-operation in completion of the questionnaire will be more valuable for me. I will assure you the responses made by you will be exclusively used confidentially only for present research.

Thank you,

**Research
er
Sumana**

Ghimire

Name of the School:

Name of the Student:

Date:

Class:

Roll No:

Tick () to the best answer:

1) Do you feel interested when your teacher teaches story in the class?

a) Yes

b) No

2) If no, what are the reasons behind it?

3) How does your teacher start teaching story in the class?

a) Introducing the author.

b) Familiarizing you with the title of the story.

c) Providing some historical and cultural background of the story.

4) How does your teacher create your interest in the story?

- a) Asking you to make very general predictions about the story using pictures.
- b) Letting you discuss in group to find out what the title of the story suggests.
- c) Letting you predict about the story based on reading the first paragraph only.

5) Does your teacher ever teach you the difficult vocabulary before teaching the story?

a) Yes

b) No

6) If yes, how does s/he teach the vocabulary?

- a) Matching important words in a story with their dictionary meanings.
- b) Asking you to find out the meaning of difficult words through group discussion.
- c) Giving more than one definitions of the word and asking to choose you which one is the suitable definition while studying the story.

7) How does your teacher help you to understand the series of events of the story?

- a) S/he just gives lecture on them.
- b) S/he teaches the events of the story with more examples.
- c) S/he divides the class into different groups and asks to discuss on the topic.

8) How does your teacher teach you the character of the story?

- a) S/he describes the main role of the character.
- b) S/he teaches about the character by making comparison and contrast with other people.
- c) S/he gives more explanation about the character.

9) How does your teacher help you to understand the meaning of difficult vocabulary?

- a) Letting you look up any difficult words in a dictionary.
- b) Providing multiple choice questions to guess the meaning from context.
- c) Providing definitions for difficult words.

10) How often does your teacher practice you the dialogue in the class?

- a) Usually
- b) Rarely
- c) Never

11) What kind of dialogue does s/he ask you to practice in the class?

a) Textual

b) Non-Textual

12) How does your teacher make you practice the dialogue in class?

a) In one pair

b) In two pairs

c) In a group of five or six.

13) How does your teacher help you to comprehend the story?

a) S/he asks you to find out the answer given in the book after reading the story.

b) S/he gives different questions to different groups to find out the answer.

c) S/he asks you to write brief summary in the class and checks you.

14) How often does your teacher use translation in English class?

a) Usually

b) Rarely

c) Never

15) Does your teacher ever ask you to read the story and answer the question in the class?

a) Yes b) No

16) What type of language does your teacher use in the classroom while teaching the story?

- a) Literary
- b) Simple and clear
- c) More explanatory

17) How often does your teacher interact with you in the class?

a) Usually b) Rarely c) Never

18) How does your teacher summarize the story?

- a) In one sentence.
- b) In two or three sentences.
- c) In an elaborative way.

19) Does s/he ever assign you written work?

a) Yes b) No

20) If yes, what kind of work does s/he assign?

- a) To write a few paragraphs using certain stylistic features of the story.**
- b) To write a review of the story.**
- c) To develop the similar story in our own language.**

21) What is difficult for you to understand?

- a) Language of the story.**
- b) Cultural terms used in the story.**
- c) Characters' role of the story.**

22) Point out any three problems that you usually face with while studying the story.

Thanks for your kind co-operation

APPENDIX - II

Class observation form (I)

Name of the school:

Class:

Name of the teacher:

Date:

Qualification:

Experience:

1. Pre-reading activities

| S.N | Activities | Existing condition | | | | Remarks |
|-----|--|--------------------|------|---------|------|---------|
| | | Excellent | Good | Average | Poor | |
| 1 | Motivation | | | | | |
| 2 | Giving some general background | | | | | |
| 3 | Describing | | | | | |
| 4 | Asking some questions about the story for guessing answers | | | | | |
| 5 | Asking students for guessing the subject matter | | | | | |
| 6 | Teaching vocabulary of the story | | | | | |

2. While reading activities

| S.N | Activities | Existing condition | | | | Remarks |
|-----|---|--------------------|------|---------|------|---------|
| | | Excellent | Good | Average | Poor | |
| 1 | Helping students to understand the plot | | | | | |
| 2 | Helping students to understand the gist | | | | | |

| | | | | | | |
|----------|---|--|--|--|--|--|
| 3 | Helping students with difficult vocabulary | | | | | |
| 4 | Translating it into Nepali language | | | | | |
| 5 | Helping students with language and grammar | | | | | |
| 6 | Giving the summary of the story | | | | | |

3. Post reading activities

| S.N | Activities | Existing Conditions | | | | Remarks |
|------------|---|----------------------------|-------------|----------------|-------------|----------------|
| | | Excellent | Good | Average | poor | |
| 1 | Interpretation of the main theme of the study | | | | | |
| 2 | Helping students to understand narrative point of view | | | | | |
| 3 | Writing activities | | | | | |
| 4 | Discussion | | | | | |

APPENDIX-III
Class observation form (II)

Name of the school:

Class:

Name of the teacher:

Date:

Qualification:

Experience:

| S. N | Elements to be observed | Criteria for observation | | | | | | | |
|------|-------------------------|--------------------------|------|---------|------|-------------|-------------|-----------------|-----------|
| | | Introduction | | | | Content | | | |
| 1 | Plot | Excellent | Good | Average | poor | Lecture | Discussion | Illustration | Fr ntl |
| 2 | Setting | Excellent | Good | Average | poor | Lecture | Discussion | Illustration | Fr ntl |
| 3 | Character | Excellent | Good | Average | poor | Descriptive | Explanatory | Personification | Fr ntl |
| 4 | Dialogue | Excellent | Good | Average | poor | Textual | - | Non-Textual | Fr ntl |
| 5 | Language style | Excellent | Good | Average | poor | Literary | Colloquial | Explanatory | Fr ntl |
| 6 | Theme | Excellent | Good | Average | poor | Concise | Elaborative | Gist only | Fr ntl |

Other
Procedures:

APPENDIX-IV

Questionnaire to the Student

Dear Student,

This questionnaire is a part of my research entitled " A Study on the Strategies in Teaching Story at Grade Twelve" under the supervision of Dr. Anjana Bhattarai, the Reader of the Department of English Education, TU, Kirtipur. Your co-operation in completion of the questionnaire will be more valuable for me. I will assure you the responses made by you will be exclusively used confidentially only for present research.

Thank you,

**Research
er
Sumana**

Ghimire

Name of the School:

Name of the Student:

Date:

Class:

Roll No:

Tick () to the best answer:

23) Do you feel interested when your teacher teaches story in the class?

b) Yes

b) No

24) If no, what are the reasons behind it?

25) How does your teacher start teaching story in the class?

d) Introducing the author.

e) Familiarizing you with the title of the story.

f) Providing some historical and cultural background of the story.

26) How does your teacher create your interest in the story?

d) Asking you to make very general predictions about the story using pictures.

- e) Letting you discuss in group to find out what the title of the story suggests.
- f) Letting you predict about the story based on reading the first paragraph only.

27) Does your teacher ever teach you the difficult vocabulary before teaching the story?

b) Yes

b) No

28) If yes, how does s/he teach the vocabulary?

d) Matching important words in a story with their dictionary meanings.

e) Asking you to find out the meaning of difficult words through group discussion.

f) Giving more than one definitions of the word and asking to choose you which one is the suitable definition while studying the story.

29) How does your teacher help you to understand the series of events of the story?

d) S/he just gives lecture on them.

e) S/he teaches the events of the story with more examples.

f) S/he divides the class into different groups and asks to discuss on the topic.

30) How does your teacher teach you the character of the story?

- d) S/he describes the main role of the character.**
- e) S/he teaches about the character by making comparison and contrast with other people.**
- f) S/he gives more explanation about the character.**

31) How does your teacher help you to understand the meaning of difficult vocabulary?

- d) Letting you look up any difficult words in a dictionary.**
- e) Providing multiple choice questions to guess the meaning from context.**
- f) Providing definitions for difficult words.**

32) How often does your teacher practice you the dialogue in the class?

- a) Usually**
- b) Rarely**
- c) Never**

33) What kind of dialogue does s/he ask you to practice in the class?

- a) Textual**
- b) Non-Textual**

34) How does your teacher make you practice the dialogue in class?

- d) In one pair**
- e) In two pairs**
- f) In a group of five or six.**

35) How does your teacher help you to comprehend the story?

- d) S/he asks you to find out the answer given in the book after reading the story.**
- e) S/he gives different questions to different groups to find out the answer.**
- f) S/he asks you to write brief summary in the class and checks you.**

36) How often does your teacher use translation in English class?

- a) Usually**
- b) Rarely**
- c) Never**

37) Does your teacher ever ask you to read the story and answer the question in the class?

- a) Yes**
- b) No**

38) What type of language does your teacher use in the classroom while teaching the story?

- d) Literary**
- e) Simple and clear**
- f) More explanatory**

39) How often does your teacher interact with you in the class?

- b) Usually**
- b) Rarely**
- c) Never**

40) How does your teacher summarize the story?

- d) In one sentence.**
- e) In two or three sentences.**
- f) In an elaborative way.**

41) Does s/he ever assign you written work?

- a) Yes**
- b) No**

42) If yes, what kind of work does s/he assign?

- d) To write a few paragraphs using certain stylistic features of the story.**
- e) To write a review of the story.**
- f) To develop the similar story in our own language.**

43) What is difficult for you to understand?

d) Language of the story.

e) Cultural terms used in the story.

f) Characters' role of the story.

44) Point out any three problems that you usually face with while studying the story.

Thanks for your kind co-operation

APPENDIX - V

Class observation form (I)

Name of the school:

Class:

Name of the teacher:

Date:

Qualification:

Experience:

1. Pre-reading activities

| S.N | Activities | Existing condition | | | | Remarks |
|-----|--|--------------------|------|---------|------|---------|
| | | Excellent | Good | Average | Poor | |
| 1 | Motivation | | | | | |
| 2 | Giving some general background | | | | | |
| 3 | Describing | | | | | |
| 4 | Asking some questions about the story for guessing answers | | | | | |
| 5 | Asking students for guessing the subject matter | | | | | |
| 6 | Teaching vocabulary of the story | | | | | |

2. While reading activities

| S.N | Activities | Existing condition | | | | Remarks |
|-----|---|--------------------|------|---------|------|---------|
| | | Excellent | Good | Average | Poor | |
| 1 | Helping students to understand the plot | | | | | |
| 2 | Helping students to understand the gist | | | | | |

| | | | | | | |
|----------|---|--|--|--|--|--|
| 3 | Helping students with difficult vocabulary | | | | | |
| 4 | Translating it into Nepali language | | | | | |
| 5 | Helping students with language and grammar | | | | | |
| 6 | Giving the summary of the story | | | | | |

3. Post reading activities

| S.N | Activities | Existing Conditions | | | | Remarks |
|------------|---|----------------------------|-------------|----------------|-------------|----------------|
| | | Excellent | Good | Average | poor | |
| 1 | Interpretation of the main theme of the study | | | | | |
| 2 | Helping students to understand narrative point of view | | | | | |
| 3 | Writing activities | | | | | |
| 4 | Discussion | | | | | |

APPENDIX-VI
Class observation form (II)

Name of the school:

Class:

Name of the teacher:

Date:

Qualification:

Experience:

| S. N | Elements to be observed | Criteria for observation | | | | | | | |
|------|-------------------------|--------------------------|------|---------|------|-------------|-------------|-----------------|-----------|
| | | Introduction | | | | Content | | | |
| 1 | Plot | Excellent | Good | Average | poor | Lecture | Discussion | Illustration | Fr ntl |
| 2 | Setting | Excellent | Good | Average | poor | Lecture | Discussion | Illustration | Fr ntl |
| 3 | Character | Excellent | Good | Average | poor | Descriptive | Explanatory | Personification | Fr ntl |
| 4 | Dialogue | Excellent | Good | Average | poor | Textual | - | Non-Textual | Fr ntl |
| 5 | Language style | Excellent | Good | Average | poor | Literary | Colloquial | Explanatory | Fr ntl |
| 6 | Theme | Excellent | Good | Average | poor | Concise | Elaborative | Gist only | Fr ntl |

Other
Procedures:

APPENDIX VII

Name of the teachers taken into the study

- 1. Baburam B.K.**
- 2. Tilak K.C.**
- 3. Shyam Shrestha**
- 4. Prakash Gyawali**
- 5. Matrika Poudel**
- 6. Sita Acharya**
- 7. Romakanta Sapkota**
- 8. Nimkaji Shrestha**
- 9. Tika Bhatta**
- 10. Baburam Gautam**

APPENDIX- VIII

Name of the visited schools:

- 1. Oxford Higher Secondary School, Nayabazaar, Ktm.(Private)**

- 2. Darwin College, Sorakhutte, Ktm.**
- 3. Geetanjali English Higher Secondary School, Sorakhutte, Ktm.**
- 4. Sigma Higher Secondary School, Sorakhutte, Ktm.**
- 5. National Integrated College, Dillibazaar, Ktm.**

- 6. Ratna Rajya, Higher Secondary School, New Baneshwor, Ktm.(Public)**
- 7. Vijaya Memorial Higher Secondary School, Dillibazaar, Ktm.**
- 8. Padma Kanya Higher Secondary School, Dillibazaar, Ktm.**
- 9. Ganesh Higher Secondary School, Chapali, Ktm.**
- 10.Sangla Balkumari Higher Secondary School, Balaju, Ktm.**

APPENDIX –IX

List of the students selected from different schools:

Padma Kanya Higher Secondary School, Dillibazaar, Ktm.

- 1. Sunita Thapa**
- 2. Shreya Ghimire**
- 3. Deepa Thapa**
- 4. Riya Tamang**

Ratna Rajya, Higher Secondary School, New Baneshwore, Ktm.

- 1. Sushana Sharma**
- 2. Anita Rai**
- 3. Nimesh Shrestha**
- 4. Sudeep Khanal**

Vijaya Memorial Higher Secondary School, Dillibazaar, Ktm.

- 1. Sarwan K.C**
- 2. Purusottam Kafle**
- 3. Raju Basnet**
- 4. Hari Ghimire**

Geetanjali English Higher Secondary School, Sorakhutte, Ktm.

- 1. Monika Simkhada**
- 2. Ang Phurwa Shrepa**
- 3. Deepa Napit**
- 4. Suraj Bohara**

Darwin College, Sorakhutte, Ktm.

- 1. Manoj Thapa Magar**
- 2. Bisakha Bhattarai**
- 3. Bishal Lama**
- 4. Sunita Limbu**

Oxford Higher Secondary School, Nayabazaar, Ktm.

- 1. Santosh K.C**
- 2. Hema Chetry**
- 3. Narayan Raimajhi**
- 4. Sirjana Koirala**

National Integrated College, Dillibazaar, Ktm.

- 1. Bhawana Bhattarai**
- 2. Susmita Shrestha**
- 3. Pradip Bista**
- 4. Cholakanta Poudel**

Ganesh Higher Secondary School, Chapali, Ktm.

- 1. Gyanu Dahal**
- 2. Anjana Shrestha**
- 3. Pannkaj Koirala**
- 4. Santosh Karki**

Sangla Balkumari Higher Secondary School, Balaju, Ktm.

- 1. Kamal Rijal**
- 2. Dhan Bahadur Gurung**
- 3. Suman Shakya**
- 4. Sona Baral**

APPENDIX- X

