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Strategies Adopted in Teaching Short Stories at Grade Eleven

– Roma Singh

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

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**Submitted by
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Recommendation for Acceptance

This is to certify that **Ms. Roma Singh** has worked and completed this thesis entitled **Strategies Adopted in Teaching Short Stories at Grade Eleven** under my guidance and supervision.

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Declaration

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

Date: 12/04/2021

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Roma Singh

Dedication

Dedicated to my parents;
for the exceptional love, endless support and sacrifices.

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First of all, I would like to express my sincere gratitude to my honorable guru and thesis supervisor **Mr. Resham Acharya**, Teaching Assistant, Department of English Education for his invaluable guidance, insightful comments and encouragement.

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Roma Singh

Abstract

The present study entitled, 'Strategies Adopted in Teaching Short Stories at Grade Eleven' was carried out to explore the strategies adopted by teachers in teaching short stories at grade eleven. My interest in strategies in teaching short stories arose from my own teaching experience and my struggles to understand the importance of using various strategies while teaching stories in the classrooms. I used survey research design to accomplish this study. In order to carry out this study, I collected the data from forty teachers teaching English at grade XI in Lalitpur district through purposive sampling procedure. The questionnaire and observation checklist were used as the main tools for data collection. The findings of the study showed that various activities at pre- reading stage were practiced well, however, group discussion about title of the story was not practiced in any of the class. Regarding while reading activities, summarization of the story was practiced in all the classes whereas, but none of the classes were provided title for each paragraph and arranging jumbled sentence. Similarly, regarding post reading activities, interpretation of the story was practiced in majority of the classes while it was found in observation that 50 percent of the teachers wrote review of the story to the students.

This thesis has been divided into five chapters. The first chapter deals with background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter incorporates the review of related literature, implication of the review of the study and conceptual framework. The third chapter deals with the methods and procedure of this study. Similarly, fourth chapter encompasses analysis and interpretation of data. Finally, fifth chapter deals with findings, summary, conclusion and recommendations of the study. And in the final section, references and appendices are included.

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Chapter 1

Introduction

This introductory section includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, operational definition of the key terms.

Background of the Study

Teaching literature is considered as an important part of foreign language teaching. The study of literature develops readers' language and literary awareness. It is very motivating and also provides the students with an understanding of another culture (Lazar, 1993, p. 14-15). Literature also promotes students' creativity (Brumfit and Carter, 2000, p.193). It can stimulate the imagination of students, develop their critical abilities and increase their emotional awareness (Lazar, 1993, p.19). Vandrick states that literature motivates students to explore their own feelings through experiencing feelings of the characters in literature (cited in Erkaya, 2005).

It can be seen that literature is necessary and beneficial in EFL classrooms. However, what to teach in literature is the crucial point. Short story has some advantages to teach compared to other genres. Collie and Slater (1988, p. 196) claim that short stories are the ideal way of introducing students to literature. The short story provides the teacher with a rather convenient vehicle for examining literary elements in a limited context. Crumbley and Smith (2010, p. 292) state that short stories connect education with entertainment in order to make learning easier and interesting. Short stories provoke emotions in us. They inform us how people can behave; they teach us something about human psychology. In reading a story, we can recognise and understand ourselves and others (Bohner and Grant, 2006, p. 4). By analysing the short stories, students start thinking critically. On the other hand, students believe that literature is something that is boring and difficult to understand.

This study aims to explore the strategies adopted by teachers in teaching short stories at grade eleven. Furthermore, the findings obtained from this study is expected to suggest some pedagogical implications.

Statement of the Problem

The use of short stories in the language classroom increases students' language awareness, motivation, personal reflection and cultural understanding. As Collie and Slater (2009, p. 196) say "Short stories are often an ideal way of introducing students to literature in the foreign language classrooms". It is necessary to prioritize teach short stories in the EFL classrooms. Unfortunately, little attention is given to short stories in the in EFL classroom. Some teachers ignore teaching short stories because they believe that short stories may include linguistic difficulty or cultural complexity or both.

My interest in strategies in teaching short stories arose from my own teaching experience and my struggles to understand the importance of using various strategies while teaching stories in the classrooms. Additionally, I have realized that the use of effective strategies in teaching short stories help to make students easily comprehend the story. Hence, it is appealing to explore the activities used by teachers in teaching short stories. The topic is worth researching as the strategies used by teachers in teaching short stories needs some further investigation in secondary level. Therefore, in my thesis I shall try to shed light on the strategies adopted in teaching short stories at grade eleven.

Objectives of the Study

The objectives of this study were as follows:

- a. To explore the strategies adopted by teachers in teaching short stories at grade eleven.
- b. To suggest some pedagogical implications from the findings of the study.

Research Questions

Every research is questionable so, I set following research questions for this study:

- a) What are the strategies used by the teachers in teaching short stories at secondary level?

- b) What are the frequently used strategies in teaching short stories at secondary level?

Significance of the Study

The study, “Strategies Adopted in Teaching Short Stories at Grade Eleven” is a significant work as it attempts to enlist the strategies adopted by the teachers of grade eleven while teaching their pupil in the classroom.

The study will be significant for the students as it helps them to develop their achievement in their reading. Similarly, it will be significant for the researcher as they can review the empirical literature and also can take the reference for the related researches. Furthermore, it will be significant for the teachers in order to solve the problems that arise during teaching process. Likewise, it will be very useful for syllabus designers, textbook writers and related administrative bodies.

Delimitations of the Study

The population of the study were teachers teaching English at grade eleven. The study was limited to the response obtained from forty teachers teaching short stories at Latitpur district. Observation checklist and questionnaire were used as the tools to elicit the data.

Operational Definitions of the Key Terms

Some terminologies are used in this study to describe the study procedure and findings. The terminologies used in the context of this study give the following meaning.

Short story. A short story is fictional work of prose that is shorter in length than a novel. It usually focuses on one plot, one main character (with a few additional minor characters), and one central theme.

Teaching strategy. Teaching strategies are the tactics used by teachers to make students comprehend texts better.

Chapter 2

Review of Related Literature and Conceptual Framework

In this chapter, with the help of the reviewed theoretical and empirical literature, I have presented theoretical literature and empirical literature. Additionally, I have formatted the conceptual framework of the study.

Review of Theoretical Literature

In this section, I have made an attempt to explore on the theoretical areas of my research work. This section includes introduction to short story, elements of short stories, types of Short Stories, characteristics of the short stories, strategies in teaching short stories at various stages and use of short stories in language teaching.

Introduction to short story. A short story is fictional work of prose that is shorter in length than a novel. short-story defined by Abrams, (1985, p.158) “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate” seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a ‘single effect’, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work. Similarly, Ceylan (2016) said that since it is short and aims at giving a ‘single effect’, there is usually one plot and a few characters, or there is no detailed the setting of description.

In conclusion, short stories mostly focus on one particular or specific incident and comprise a few cast of character. Short stories are shorter in its breath and heartbeat—more like a story and take a lesser and shorter degree of length to its narration than a novel does. Most importantly, they can usually be read within one or two class lessons (Collie and Slater, 2009).

Elements of short stories. In analyzing a short story, there are five elements that the reader should look for in the story. According to Hale (2012) short stories are categorized in the following elements.

Plot. A short story gets formed when many latest events are logically and systematically linked. The plot in a short story is a planned, logical chain of events or actions with proper beginning, middle and end (Regmi,2003). Due to the-artistic craftsmanship of a writer, it creates artistic and emotional effect in the readers. Such feeling arises through suspense (secret or problem) and resolution (solving of those suspense) evident in a plot. The popular three parts of a plot are beginning, middle and an end. In the beginning of a story, we encounter a problem that gets developed in the middle and resolved at the end. Plot can be of different types with different natures. Few examples are: seemingly plot- less story, complicated plots by flashbacks and forwards, frame plots (plot with in plot), plot with sub plots, double plots (two main plots), plot with foreshadowing, reversals of fortune, digressions, abrupt transition etc.

Characters. A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work. They are supposed to have moral intellectual and emotional qualities. They exhibit it through dialogue (that they speak) and action (that they do) in the story (Regmi,2003). There are many types of characters.

Protagonist in a short story is the main character who is central to all events. His role has a special importance in the story. Antagonist is a character who opposes the protagonist. His role is somehow negative in the story. He interrupts the protagonist in many ways. Round character, flat character, complex characters, etc. are other kinds of characters. Author provides information about the characters either through narrator or through the characters themselves in their dialogues which is known as characterization.

Setting. The setting of a short story is the time and place in which it happens. Description of setting can be done either by author himself or the characters of the story (Paudel, 2017). Setting, thus is a detail about the location and time that includes description of geography, weather, time, social and atmospheric condition of a story.

Conflict. Conflict is the problem that characters encounter within the plot of the story. This problem adds drama to the story and is an important part of storytelling, because without a conflict, a story lacks excitement. A conflict is usually

introduced near the beginning of the story and continues to build until it is finally dealt with in the climax (Hale, 2012). The problem may be complex and may need to be fully resolved after the climax.

Theme. A theme is a main idea of a story or a lesson the author wants the reader to learn. The longer the story, the more themes it may have; however, short stories may also contain a number of themes (Paudel, 2017). They may be major topics such as love, family, sacrifice or isolation, or they may also be the moral of the story. Themes can be implied or they can be a central belief clearly expressed by the author about one or more of life's issues.

Types of short stories. A short story usually focuses on one plot, one main character or with a few additional minor characters, and one central theme. Short stories are one of the genres of literature. According to Regmi (2003), short stories are categorized in the following types;

Myth. Myth is unknown narrative originated in the ancient legends of a race or a notion that explains the origin of life, religious beliefs and the forces of nature as some kind of supernatural occurrences that counts deeds of traditional superheroes. Generally, a myth is a story which is not true and involves supernatural beings or at any rate supra human beings (Pardede, 2011). It is always concerned with creation. It focuses and explains how something comes to exist. Myth is transferred to another generation through oral sayings.

Fable. It is usually a short and simple story that exemplifies an abstract moral thesis or principle of human behavior. The main characters in fable are often animals and they exhibit human frailties. In other words, animals talk and act like the human types they represent (Hale, 2012). The fables in western cultures derive mainly from the stories attributed to Aesop, a Greek slave of the six century B.C.

Legend. A popular story handed down from earlier times whose truth has not been ascertained. It is a story a part of fact and part fiction, about the life and deeds of a saint a folk hero or a historical figure. Legends are also transmitted orally from one generation to the next e.g. the story of Beowulf (Adhikari, 2006).

Fairy tale. It is a type of story that is related to fairies or other mythical or magical beings. It belongs to folk literature and is a part of the oral tradition. It tends to be a narrative in prose about the fortunes and misfortunes of a hero or heroine who has experienced with various adventures of a more or less supernatural kind (Adhikari, 2006).

Parable. A short story that uses familiar event to illustrate a religious or ethnical situation. According to Abrams (1985) A parable is a very short narrative about human beings presented so as to stress the tacit analogy, or parallel, with a general lesson that the narrator is trying to bring home to his audience. The parable was one of Jesus' favorite devices as a teacher (p. 5-8)

Characteristics of the short stories. Short stories represent the part of a human life. The short stories are absolute and spontaneous form of literature. They differ from the novel in their length and the representation of human life. Brevity, singleness of unity and simplicity are the major characteristics features of short stories Paudel (2017). Some of the characteristics of short stories as stated by Lazar (2009, p. 73) are; a short story as a work of fiction involves the imagination, it's all about the people who do not exist and tells of one event in a very concentrated way, it has a plot that describes something at a moment of crisis, and most importantly, the characters in short stories are somehow connected with each other.

In language classroom, short stories are used as a means to develop communicative competence (Adhikari, 2006). The study of short stories makes the short stories themselves the content or subject of the course whereas the use of the short stories as a resource draws on short stories as one source among many different kinds of texts for promoting interesting language activities (Lazar, 1993 p. 74). For our classrooms tend to be usually large-sized, it is not as effective to teach poetry and drama as stories. The poem contains different figures of speech which take more time for them to grasp. Similarly, teaching drama also needs acting which is almost impossible in the classroom due to classroom setting - furniture arrangement, number of students and poor physical infrastructures. Thus, it is easy to teach the short story in our classroom for it has well specified and single plot, a small number of characters and an ordinary setting. Several English Language Teaching (ELT) researches reveal

that teaching the short story creates enjoyment in the language classroom if the teacher teaches it with appropriate teaching strategies.

To sum up, a short story is a brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters. It is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes.

Strategies in teaching short stories at various stages. Teaching strategies are the tactics used by teachers to make students comprehend lesson better (Paris, Wasik & Turner, 1991). The appropriate use of strategies in teaching make the teaching learning effective. Being a strategic teacher, however, requires more than simply knowledge of teaching. Teachers should also be able to apply the strategies consciously, effectively, and in combination. There are a range of effective teaching strategies a teacher can use to inspire his/her classroom practice. Such Teaching strategies involve different activities which are used in teaching. In this reference, the stages for teaching of short story can be divided into three stages. They are pre-reading, while-reading, post-reading stages.

Lazar (1999, p.22) says that stories tend to present fully developed plots with sequence of action with discernible beginnings, middles and ends. The best way he suggests for teaching story is to present in three stages viz; pre-reading, while reading and post-reading. Some of the activities suggested by him for pre-reading activities are: helping students with cultural background, stimulating students interest in the story, pre- teaching of vocabulary, assisting the students to understand the plots, characters, difficult vocabulary and to make the interpretation to the text. Similarly, understanding the narrative point of view and follow up activities.

Pre-reading stage. Pre-reading stage is an initiation of teaching story in the class. The teacher makes the students prepare for the lesson and the task to be performed. In this stage, the teacher can ask some questions related to the stories. The activities suggested by Lazar (1999, p.22) to be performed at this stage include; helping the students with general background, stimulating their interest in the story, making predictions about the genre and theme of the story, listening or watching video about the author's life.

Likewise, setting the task or asking questions related with the story, pre teaching vocabulary, discuss the language of the story and brainstorming with the lexical sets. (Lazar 1999, cited in Paudel 2017, p.26)

While –reading stage. At this stage the teacher presents the task to be performed. The teacher is required to watch students and evaluating their activities being silent but attentive. At this stage (Lazar,1999) includes the activities such as; making students involve in reading , helping students to understand the plot by asking questions, asking to summarize or asking to give title for each paragraph, helping students with difficult vocabulary, language and style through contextualization, dealing with different activates like answering question, rearranging the sequence, true-false items and gap filling exercises, letting the students choose the best adjectives from the list, and use some adjectives, words to describe the attributes of the characters. Similarly, writing the textual analysis of the story and guessing the meaning in the context. (cited in Paudel 2017, p.27)

Post-reading stage. The students' 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 are; providing students with different critical interpretation and then allow to discuss on theme and produce similar ones, interpretation of the main theme of the story, speculate about the possible symbolic association of lexical sets, writing a review of the story, describing the characters, critical discussion along with that students may role play or act out the scene of the story and also summarize it (Lazar 1999, cited in Paudel 2017, pg.26) .

There is no exact formula to teach stories as such but generally stories can be presented through the three stages. These three stages help the teachers to teach short story when they enter in language classroom. Pre-reading activities show the way to the teachers how to motivate and brainstorm the students in ELT classroom. Whereas, while reading activities are conducted to make effective student and teachers' interaction in ELT classroom. On the other hand, post reading activities help the teachers how to summarize the story in ELT classroom.

Modern technologies are used in every sector in the world. Unfortunately, due to the several reasons, especially in rural area, students are deprived of the

technology. Because of the large number of the students in the classroom, ill managed administration and lack of trained teachers, translation and lecture methods are being used in language teaching in secondary level.

Use of short stories in language teaching. Short-stories offer numerous benefits for EFL teachers and learners. The short stories motivate student's interest in learning and also make teaching practical and interesting (Rocha ,2005). If they are selected and used wisely, they can transform the whole process of teaching and learning of foreign language tremendously making it not only easy but also pleasurable and worth undertaking. Due to such benefits, embedded in the use of short-stories, intellectuals like Wright (2010) believes that in using stories in language teaching, we are using something much bigger and more important than language teaching itself.

Using short stories in the EFL classroom exposes learners to distinctive opportunities for educational, intellectual, cultural and linguistic development. Short story is considered as one of the literary genres that can be used in the EFL classroom to enhance language skill, motivate students, and increase their cultural awareness and tolerance. King (2001) says that short stories can be utilized as a powerful and motivating source for assisting learners that consolidate and practice language (grammar, diction). Similarly, Ellis and Brewster (1991, pp. 1-2) emphasize that “as stories are motivating and fun, they can help students develop positive attitudes towards the foreign language and enrich their learning experiences”. Lazar (1993) believes that exposing learners to literature provides them with memorable syntactical or lexical items.

In conclusion, short story based language teaching does not only teach the four skills, but also helps instructors to teach literary, cultural and higher-order thinking aspects, as a result a student can gain insight into literature by gaining entrance to a world familiar or unfamiliar to them due to the cultural aspects of stories, and taking a voyage from the literary text to their own minds to find meanings for ideas, leading to critical thinking. Therefore, language teaching method through short stories aims to promote the learners` personal, cultural and linguistic awareness.

Short stories included in grade XI. In grade XI, the book 'The Magic of Words' is prescribed as a literature book. It is based on the idea that reading is an informational as well as a recreational activity. This book contains a lot of stories including supernatural and social issues based. This book was compiled by Mr. Lohani and Mr. Adhikary in 1997. A short summary to each story included in the book is mentioned below.

The Recurring Dream. The recurring dream is a supernatural story taken from London, England. In this story, a young lady sees a mysterious dream. This story hints at the possible connection between dreams and real-life situations

The Lost Doll. The lost doll is a supernatural story taken from Colombia, South America. The story deals with the premature death of a girl and her reincarnation as her younger sister.

The House Call. The house call is a supernatural story taken from Berlin, Germany. This story deals with the apparition of a young girl's spirit which goes to the house of the surgeon requesting him to make a house call.

Fear. Fear is a psychological story. This story examines how baseless fear results in nervousness and how things get worse when people become unnecessarily nervous.

A Worn Path. A Worn Path is a story of unconscious heroism, firm dignity and innocent humour, shown by an old African American woman, Phoenix Jackson. The story depicts Jackson's journey from her house to the town.

The Three day. The three day is a story that reveals the psychological problem faced by Nick due to tragic separation from his girlfriend as he had crossed different mental stages in his life.

The Gardener. The gardener is a short story about a woman who keeps the birth of her illegitimate child a secret and raises the boy as though she is his aunt and he is the son of her dead brother.

Review of Empirical Literature

There are a number of studies carried out on teaching stories in the university. However, there is no any specific research carried out on this topic. Some of the researches which have been conducted on teaching short stories in the Department of English Education, T.U., Kirtipur are reviewed in this section:

Singh (2005) conducted a study entitled "A Study on Teaching Literature at Higher Secondary Level". The main objective of this study was to find out the relevancy and activities of teaching literature at higher secondary level. She took sixty teachers from higher secondary level as the sample of the study. The questionnaire was the main tool for her study. The researcher found poor and faulty activities used by the English language teachers while teaching literature in higher secondary level. Numerous vague activities were used by different teacher. The researcher identified several problems faced by the teachers while teaching literature.

Ghimire (2008) carried out a research on "Activities Used in Teaching and Learning Short Story at Lower Secondary Level" aimed to find out the activities and to identify the problems faced by the students and teacher while teaching and learning short stories at lower secondary level. She used non-random judgmental sampling procedure and her sample size was ten teachers and forty students from ten none randomly selected lower secondary schools. She used observation checklist and questionnaire as the research tools. Her main findings were 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. 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.

Khadka (2008) conducted a research entitled on 'Activity Used in Teaching Short Stories at Primary Level'. The major objectives of his study were to find out the activities used in teaching short story at the primary level and to suggest pedagogical

implications. He took sixty teachers from primary level as the sample of the study. He found that the activities used by the teachers were different from one to another. Despite many problems, teaching short story at the primary level helps more in language learning that bridges the gap in curriculum, motivates the students, expands the language awareness and gives entertainment to the students.

Scott (2009) aimed to explore either the short story is an appropriate material to learning reading comprehension in a research at the University of Michigan. He used observation check list and questionnaire as the data collection tools. In his study, he found that reading comprehension is one of the parts of literacy instruction. Similarly, he found students liked to guess the meaning of new unknown ones and remembered all the pre-taught words. He suggested that the short story as materials in reading comprehension can engage students more and also let them active and creative in reading English.

The survey research, 'The Use of Short Stories to Develop Student's Reading Comprehension Skill' conducted by Setyani (2009) on Semarang State University aimed to identify the use of short stories to develop student's reading comprehension skill for the grade eight students. In his study, he suggested that the short stories can be used by the teachers to develop the students' ability in reading comprehension. The researcher found that the use of short stories can develop the teaching-learning process. Similarly, the students were enthusiastic to be involved in learning, and got more creative and imaginative ideas in English. The researcher suggested that, the reading comprehension can undeniably be interesting by the use of short stories.

Joshi (2011) carried out a research entitled "Effectiveness of Using Technology in teaching short stories". This study was carried out to find out the effectiveness of using technology (laptop, power point presentation, multimedia, projector and use of internet) in teaching short stories. Firstly, he taught short stories without using technology and took the test of students as a pre-test. Next to that, during post- test he taught short stories to the students by using technology and administered the test. After that he compared the results. His got the finding that, teaching short stories with technology is more effective than without using technology.

Upreti (2012) carried out a research on “Teaching short stories: Challenges and issues” aiming to find out the challenges and issues in teaching short stories. He used observation checklist and questionnaire as the research tools. His sample size was 15 English teacher of higher secondary level from Kathmandu. He used judgmental non-random sampling procedure. He found out that teachers faced difficulty in teaching short stories because of the long structures and difficult vocabulary used in the short stories. It was found that to reduce the challenges in teaching short stories trainings, workshops and refresher courses are to be conducted for the teachers.

Paudel (2017) conducted a research on, “Activities Used in Teaching Short Stories at Secondary Level” with the objective to explore the activities used by teachers in teaching short stories at the secondary level. He selected total thirty-five secondary level English teachers from thirty-five different schools of Taplejung district through purposive sampling procedure. He used questionnaire and classroom observation checklist as the tools for data collection. He found that most of the teachers found the activities used for teaching short stories were beneficial. He also found that teaching short story by using the various activities at different level had been highly successful and the students were found to be motivated.

There are very less researches carried out in the university on teaching short stories. My research is different in the way no research in the university has been carried to explore strategies used by English teachers at grade eleven. It is also different from other studies in the sense that its study area and sample size are also different. Additionally, it believes to suggest some pedagogical implications.

Implications of the Review for the Study

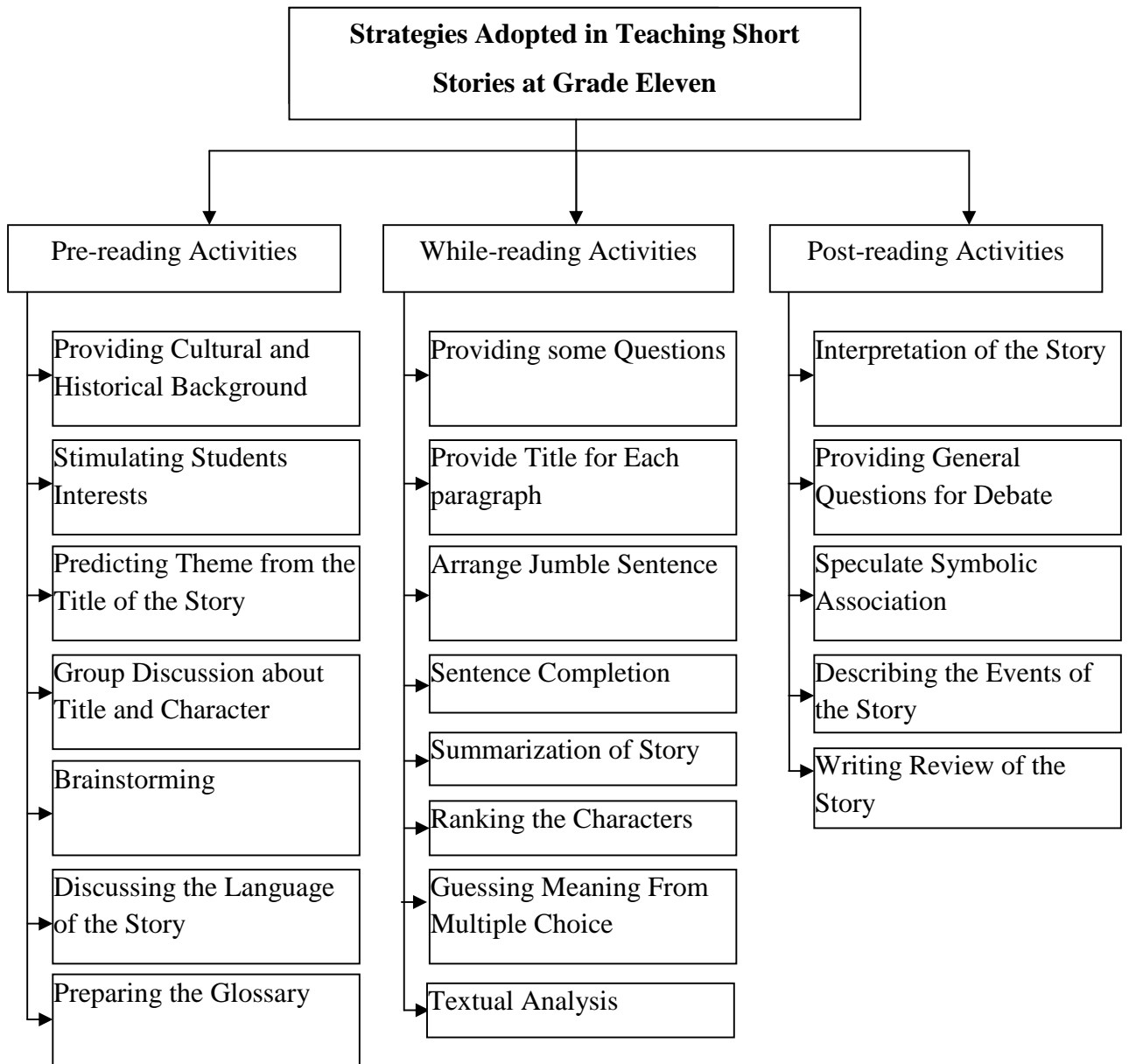
No research work is possible without the study of related literature. “In order to conduct research work successfully, the researcher must review several theoretical and empirical researches works” (Pantha 2017, p. 21). In my study, I got lots of ideas and information from various theoretical and empirical researches.

Paudel (2017) helped me in formulating objectives and constructing research questions. Similarly, Upreti (2012)) assisted me in designing research tools and

deciding for data collection and interpretation. Likewise, Joshi (2011) provided me guidelines to improve methodology. Furthermore, Khadka (2008) and Ghimire (2008) provided me an insight to design the conceptual framework. In a single sentence the reviewed literature had significant value to make research scientific, systematic, relevant and consistent.

Conceptual Framework

The conceptual Framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship between different variables. The conceptual framework of the research is set as,



Chapter 3

Methods and Procedure of the Study

Research is the scientific discipline. Regarding the methodology, Kumar (2005, p. 19) states, “Research methodology is a sequential procedure to be adopted in a systematic study”. A systematic study needs to follow a proper methodology to achieve the predetermined objectives. Therefore, I adopted following methodologies to obtain the objectives.

Design and Method of the Study

I adopted survey research design to complete my study. Survey is the most commonly used method of investigating in educational research. It is a superficial study of an issue or phenomena. Survey research in education can be carried out either by a group of researchers or by an individual. Craswell (2012, p. 376) writes, “Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations.” It means to state that surveys research design is such a design which is quantitative in Nature and helps us to generalize the results to the entire population. Similarly, Nunan (2010, p. 140) says:

The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. Survey is most commonly used descriptive method in educational research, which is from large scale investigations to small scale attitudes.

From the above mentioned definitions, it can be said that data is collected at a single point of time aiming to obtain over view of a phenomenon, event, issue or a situation. Survey addresses the large group of population; sampling is the most to carry out the investigation. The sample should be representative of the study population as a whole. The findings of survey are generalizable and applicable to the whole group. In other words, surveys are used mostly in scale researches where a huge population is required to be included in research.

Survey research is a popular and widely used design in the field of education. Similarly, Bryman (1989, as cited in Sapkota, 2012, p. 138) writes, “Survey research entails the collection of data on a number of units and usually at a single time, with a view of collecting systematically a body of quantifiable data in respect of a number which are when to discern pattern of association.” From the above discussion, we can conclude that survey is the important research design in the field of educational research. I strongly maintained the following eight step procedure suggested by Nunan (2010, p.141) while carrying out this research work.

Step 1: Define objectives

Step 2: Identification of the target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identifying survey instruments

Step 6: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

I implemented survey research as it is better suited to answer my research question, additionally, the survey could help me identify specific individuals and locations from which to collect the data. In conclusion, my study was based on survey design because it includes the samples from a large population group and the finding of the result is generalized to the entire population.

Population, Sample and Sampling Strategy

The population of the study consisted teachers teaching English at grade eleven in Lalitpur district, among them I selected forty teachers by using purposive non – random strategy as a sampling strategy to meet the objectives.

Research Tools

I used a set of questionnaire and observation checklist to obtain data from the respondents.

Sources of Data

As sources of data, I used both primary and secondary sources. To fulfill the objectives of the study, I used following sources:

Primary sources of data. As a primary source, I collected data from forty teachers teaching at grade eleven in the Lalitpur district by administering questionnaire.

Secondary sources of data. Articles on ELT, journals of NELTA and websites were used as secondary source of data in the study.

Data Collection Procedures

Firstly, I visited the specified high schools with the official letter from the Department and ask for permission with the principal. Secondly, I built rapport with the respondents and clarified the objectives of the study. Then, I selected 40 higher secondary level teachers using purposive sampling procedure. After that, I administered a questionnaire to the teachers. Next to that, I observed their classes. Finally, I collected the questionnaire from the teachers.

Data Analysis Procedures

The acquired data were analyzed and interpreted in a descriptive way as per the need of the study. I processed the received the data following simple statistical computation with the Microsoft excel application. Those processed data were explained to avoid uncertainty of presented data and to support the evidence clearly in the study.

Ethical Considerations

In the research period, I was highly concerned on paying attention to different ethical aspects. The participation for the respondents was made entirely voluntary and they were not disadvantaged in any way in order to maintain research ethics. I strictly avoided plagiarism while processing the data.

Chapter 4

Analysis and Interpretation of Data

Based on the collected data from primary source, data were analyzed and interpretation has been done in the following sub-headings.

Analysis of Data and Interpretation of the Results

In this chapter, the systematically collected data are analyzed and interpreted using appropriate tools to fulfill the objectives. The collected data are analyzed and interpreted under two subheadings; a. Analysis and Interpretation of the Data Based on Questionnaire and b. Analysis and Interpretation of the data based on observation check list.

Analysis and interpretation of the data based on questionnaire. To find out strategies adopted by the teachers in teaching the short story, I administered research tools as questionnaire and observation. The questionnaire included total 20 questions. Out of them 15 questions were included as close- ended questions and remaining 5 questions were included as the open ended questions.

Table 1**Frequency on the Strategies Adopted in Teaching Short Stories**

Items	Always	Often	Sometimes	Never	Remarks
1. Teaching from general background	80%	7.5%	12.5%	-	
2. Predicting the genre and theme	25%	30%	45%	-	
3. Explaining about the contemporary situation	37.5%	-	-	7.5%	
4. Describing the title before teaching	100%	-	-	-	
5. Reading out the short story	-	-	30%	70%	
6. Summarizing the short story	-	60%	40%	-	
7. Writing difficult words on the board	100%	-	-	-	
8. Asking questions related to the story	90%	10%	-	-	
9. Making students guess meaning	-	50%	50%	-	
10. Describing the events of the story	100%	-	-		
11. Reading as a whole and explaining	-	-	12.5%	87.5%	
12. Review writing	-	57.5%	42.5%	-	
13. Describe about the characters	100%	-	-	-	
14. Making role play and act	-	-	17.5%	82.5%	
15. Summarizing the story by teachers	100%		-		
16. Pre- Reading Activities					(OEQ)
17. Frequently Used Teaching Aids					OEQ
18. Frequently Used While Teaching Activities					OEQ
19. Relating Short story with its Theme					OEQ
20. Relating Grammar Section with stories					OEQ

The first item was asked to respond respondents how often they start teaching short story from its general background. The data reveals that 80% of them do it always, 7.5 % do it often and 12.5 % do it sometimes.

Similarly, second item was asked to identify how often do they predict the students about the genre and theme of the story. The data presented in the table shows 25 percentages of them practice it always, 30 percentages practice it often and 12.5 percentage practice it sometimes.

Likewise, in the third item, when the respondents were asked how often they explain about the writer and his/her contemporary situation 92.5 percentage teachers said that they start teaching the story by introducing the author and his contemporary situation while rest 7.5 percentage responded that they never teach short stories introducing writer and his contemporary situation.

Whereas in item 4, when asked how often the respondents describe the title of the short story before teaching, all the respondents said that they do it always.

Furthermore, the fifth item was asked to know the frequency of asking their students to read the short story. The data depicted above in the table shows that 30 percentages of them practice it sometimes however remaining 70% never practice it.

In item 6, the teachers were asked to respond the frequency of asking students to summarize the story. In response to it 60% of the teacher said that they ask their pupil to summarize often whereas rest 40 % practice it sometimes only.

Similarly, in item 7, the question was asked how often they write the difficult words on the board from the short story. Regarding this question, cent percent of them responded that they write the difficult words on the board from the short story while teaching the stories.

Item 8 was asked to explore the teachers' habit of asking questions to the students related with the story. In response to it, 90% of the teachers said that they do it always while remaining 10% practice it often.

On the other hand, in item 9, the teachers were asked about the frequency of making their students guess meaning from multiple choice questions. In response to it, 50% percentage of them said that they do it often while other 50 % said they do it sometimes only.

Whereas as, in item 10 all the respondents responded that they always describe the events of the short story.

Furthermore, item 11 was asked to know the frequency of reading the short story as a whole and explaining the meaning by the teachers. The responses in the

table has shown surprising results that 87.5 percentages never practice it while a small number i.e. only 12.5 percentages practice it sometimes only.

While in item 12, the teachers were asked about their frequency on writing review of the stories. The responses of them show that 57.5 percentages of them practice often while 42.5 percentage of them practice it sometimes only.

However, regarding item 13, all the teachers responded that they always describe about the character before teaching short stories.

On the other hand, in item 14 the teachers were asked about the frequency of making role play or act of the students in a classroom. The responses of the teachers are shocking in the sense that a large number of teachers i.e. 82.5 percentage never practice it while only 17.5 % of them practice it sometimes only.

The final close ended question was asked to measure the frequency of summarizing the story to the students in item 15. The responses of the teachers in the table show that cent percent of them practice it.

In item 16, the teachers were asked about the ways they use before teaching short stories. The responses from open ended questions revealed the fact that majority of the teachers start teaching the story by revising to the previous lesson, explaining the significance of the title to the story, introducing the author and his contemporary situation. However, few teachers responded that they start teaching short stories by introducing to the difficult vocabularies.

Regarding the use of teaching aids used by the teachers while teaching short stories in item 17, most of the teachers reported that have been using word cards, flash cards, pictures, dictionary, laptop, projector, slides and daily used teaching aids such as marker board and marker.

Item 18 included the while teaching short for teaching short stories. The responses show that most of the teachers practice while teaching activities such as, helping the students with language and grammar and difficult vocabulary, translating the story into Nepali language and helping the students to understand the character and the summary of the story as well.

Item 19 included the question relating the short story with its theme. In response to it the teachers said that they relate the short story with its theme by identifying the story's plot, describing the characterization, and conflict in the story and linking to the theme, by Summarizing the plot in a sentence description and explaining about the writers and their contemporary situation.

The final open ended question of the questionnaire was asked to identify the ways of relating the grammar sections with stories. Going through the responses it was found that, most of the teachers pick the sentences from the stories and discuss the sentence pattern and also the parts of speech in them. Whereas, few teachers incorporate interactivity into lessons.

Analysis and interpretation of the data based on observation check list. I observed 10 classes of five teacher's teaching short stories. The primary source of data has been obtained through observation checklist as a tool as well. The strategies applied by them are analyzed and interpreted using simple statistical tool of percentage.

Pre-reading activities. I observed ten classes of five teachers to find out the pre-reading activities used in teaching short story. The following things have been observed to know about the facts of the pre-reading activities:

Table 2

Pre-reading Activities

S.N.	Activities	No. of Classes	Percentage
1	Providing cultural & historical background	8	80%
2	Stimulating student's interest	7	70%
3	Predicting theme from the title of the story	3	30%
4	Group discussion about title of the story	-	-
5	Brainstorming	4	40%
6	Discussing the language of the story	3	30%
7	Preparing the glossary	6	60%

Regarding providing cultural and historical background, the table shows that out of 10 classes, in most of the classes i.e. 8 (80%) the teachers provided a lot of

information about the short story. Similarly, 7 (70%) classes were properly motivated or stimulated the student's interest before started their lesson. Likewise, 3 (30%) classes were asked to predict theme from the title of the story and engaged in discussing the language of the story. In all the classes they did not give group discussion about title of the short story before starting their lesson in pre-reading period. Whereas, 4 (40%) classes were involved in brainstorming and 6 (60%) classes of the teachers prepared the glossary before teaching short story. Thus, most of the classes of the teachers 8 (i.e. 80%) provided cultural and historical background before starting teaching short 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. However, group discussion about title of the story was not practiced in any of the class.

While-reading activities. The following table deals with the activities adopted by the teachers while teaching the story in class. Total ten classes were observed to find out the while-reading activities used in teaching short story as in the pre- reading activities.

Table 3

While-reading Activities

S.N.	Activities	No of Classes	Percentage
1	Providing questions	9	90%
2	Provide title for each paragraph	-	-
3	Arrange jumble sentence	-	-
4	Summarization of the story	10	100%
5	Ranking the character	-	-
6	Guessing meaning from multiple choice	5	50%
7	Textual analysis	-	-

As shown in table 3, out of 10 classes, in 9 (90%) classes the teachers provided some questions in while reading strategies. Whereas, 10(100%) classes summarized of the short story in while reading strategies. And, 5(50%) classes were made guess meaning from multiple choice items. On the other hand, none of the

classes of the teachers ranked the character, arranged jumble sentence provided title for each paragraph, guess meaning from multiple choice and provided textual analysis in while reading strategies.

To conclude, Summarization of the story was practiced in all the classes whereas, almost all.i.e. 90% of the classes were provided questions but none of the classes were provided title for each paragraph, arranged jumble sentence, ranked the character and textual analysis was not even done during while reading activities.

Post-reading activities. This is the stage at which the teachers clarify the ambiguities if any the students are in. The following table deals with the activities adopted by the teachers at post reading level.

Table 4

Post-reading Activities

S.N.	Activities	No of classes	Percentage
1	Interpretation of the story	8	80%
2	Providing general questions for debate	4	40%
3	Speculate symbolic association	-	-
4	Describing the events of the story	6	60%
5	Writing review of the story	5	50%

As the above table shows out of 10 classes, in 8 (80%) classes of the teachers interpreted the story to the student in post reading activities. Likewise, 4 (40%) classes of the teachers provided general questions for debate to the students in the post reading stage. More than half teachers i.e. 6 (60%) described the events of the story to the students in the post reading stage. Whereas, half (50%) classes of the teachers wrote review of the story to the students in the post reading stage.

In conclusion, Interpretation of the story was practiced in majority of the classes whereas, providing general questions for debate was practiced by very few teachers. On the other hand, the activity speculate symbolic association was not practiced in any class during post reading activities.

Chapter 5

Findings, Conclusions and Recommendations

This chapter deals with the findings obtained from the research and the recommendations.

Findings

Different tools had been used in the research so the findings were also varying according to the tools. The findings obtained from teachers' responses and from the class observation of the teachers are described in the following sections.

Findings obtained from teachers' responses. Based on the responses obtained from the questionnaire from forty teachers teaching English in grade 11, I found that all the teachers always describe about the character and events of the short story and write the difficult words on the board from the short story while teaching. Almost all i.e. 90 percentages of the teachers ask questions to the students related with the short story. A vast majority of teachers i.e. 87.5 percentage never practice reading the short story as a whole and explaining the meaning to the students. More than half i.e. 57.5 percentages of the teachers practice writing review of the stories often. Half of the teachers often make their students guess the meaning from multiple choice questions while other half do it sometimes only. Very few teachers i.e. 30 percentages of them only practice asking their students to read the short story. A large number of teachers i.e. 82.5 percentage never practice making role play or act of the students in a classroom.

Findings obtained from class observation. Based on the results gained from the observation check list regarding reading activities used in teaching short stories, the findings have been listed below.

Pre-reading activities. In most of the classes i.e. 80% the teachers provided a lot of information about the short story. Similarly, majority classes i.e. 70% classes were properly motivated or stimulated the student's interest before started their lesson. Likewise, very few i.e. 30% classes were asked to predict theme from the title of the story and engaged in discussing the language of the story. In all the classes the

teachers did not give group discussion about title of the short story before starting their lesson in pre-reading period. Whereas, a small no of i.e. 40% classes were involved in brainstorming and 6 (60%) classes of the teachers prepared the glossary before teaching short story. Likewise, most of the classes of the teachers i.e. 80% provided cultural and historical background before starting teaching short story.

While-reading activities. Almost all i.e. 90% classes of the teachers provided some questions in while reading strategies. Whereas, all the classes were summarized of the short story in while reading strategies. Half of the classes were made guess meaning from multiple choice items. On the other hand, none of the classes of the teachers ranked the character, arranged jumble sentence provided title for each paragraph, guess meaning from multiple choice and provided textual analysis in while reading strategies.

Post-reading activities. A vast majority i.e. (80%) classes of the teachers interpreted the story to the student in post reading activities. Likewise, 40% classes of the teachers provided general questions for debate to the students in the post reading stage. More than half classes teachers 60% described the events of the story to the students in the post reading stage. Whereas, half (50%) classes of the teachers wrote review of the story to the students in the post reading stage.

Conclusions

The present research work entitled " Strategies Adopted in Teaching Short Stories at Grade Eleven " is an attempt explore the strategies adopted by teachers in teaching short stories at grade eleven and to suggest some pedagogical implications. I selected forty English teachers teaching at grade eleven in the Lalitpur district through purposive sampling procedure. The questionnaires and observation checklist were used as the main tools for data collection. The collected data were analyzed and interpreted with the help of tables. After the analysis of the data, it was found all the teachers describe about the character and events of the short story always, they write the difficult words on the board from the short story while teaching the stories. On the other hand, the responses of the teachers are shocking regarding making role play or act of the students in a classroom, asking their students to read the short story and reading the short story as a whole and explaining the meaning by the teachers.

Through the intensive analysis of the collected data by using the related tools and the mentioned sampling procedures it is synopsised that various activities at pre-reading stage were practiced well, however, group discussion about title of the story was not practiced in any of the class. Regarding while reading activities, summarization of the story was practiced in all the classes, but none of the classes were provided title for each paragraph, arranged jumble sentence. Similarly, regarding post reading activities. interpretation of the story was practiced in majority of the classes but the activity speculate symbolic association was not practiced in any class.

Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

Policy related. Policy is protocol or principle to guide and achieve rational outcomes. It is a statement of intent and is implemented as a procedure or protocol. The main implications at this level are as follows:

-) While developing curriculum, short stories should be chosen carefully according to the needs or interests of the students and supported with suitable activities to develop their critical thinking.
-) Booklets or materials based on short stories should be prepared with supportive activities to improve the language level, cultural understanding and interpretative abilities of students.
-) Government should provide the training to the teachers of secondary level to make them familiar and practice the new teaching activities of teaching short stories like teaching stories by brainstorming, cooperative learning.

Practice related. From the findings of this study, I include some recommendation related to practice level.

-) The school should take care of the novice teachers. Because most of the novice teachers do not have practical knowledge how to teach stories in the ELT classroom

-) While teaching vocabulary of short stories the teachers are suggested to use pictures, give definitions, synonyms, antonyms, matching items, etc.
-) Meaningful learning occurs, when students are allowed to confront real problems, make choices and find solutions. So it is concluded that the students should be in the center of the learning process.

Further Research Related. Upon completion of this research, the researchers suggest that future research be oriented in three directions.

-) First, a similar study could be run by integrating different literature genres (i.e., poetry, drama, short stories, etc.) into a model like the one proposed herein. This would provide insights on the appropriateness of different literature genres in EFL teaching, as it would inspire replication that confirms the feasibility of the model.
-) Second, a correlational study can be conducted so that the link between reading short stories and the promotion of critical thinking skills is determined.
-) Finally, research should look into the possible link between short stories and the development of cultural awareness and competence in the EFL classroom.

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Appendices

Appendix – I

Participant Information Statement

Dear Informants/Respondents,

You are kindly requested to participate in a short questionnaire to a research study, **Strategies Adopted in Teaching Short Stories at Grade Eleven**. This study is for the partial fulfillment of masters in Education English from Tribhuvan University under the supervision of lecturer **Mr. Resham Acharya**. The study aims to explore the strategies adopted by teachers in teaching short stories at grade eleven.

In the questionnaire, the questions that investigate the strategies adopted by teachers in teaching short stories are mentioned. It will take about 15 minutes to write your responses to the questionnaire. All the collected information from you will be highly confidential. The person in charge of this research will also describe this study to you and answer all of your questions.

Please read the information below and ask questions about anything you do not understand before deciding whether or not to take part.

Thank you!

Researcher
Roma Singh

Appendix – II

Questionnaire

Name of the School:

Teacher's Name:

Experience:

Close-ended Questions

1. How often do you start teaching short story from its general background?
a) Always b) Often c) Sometimes d) Never
2. How often do you predict the students to about the genre and theme of the story?
a) Always b) Often c) Sometimes d) Never
3. How often do you describe about the writer and his/her contemporary situation?
a) Always b) Often c) Sometimes d) Never
4. How often do you describe the title of the short story before teaching?
a) Always b) Often c) Sometimes d) Never
5. How often do you make students read the short story?
a) Always b) Often c) Sometimes d) Never
6. How often do you ask the students to summarize the story?
a) Always b) Often c) Sometimes d) Never
7. How often do you write the difficult words on the board from the short story?
a) Always b) Often c) Sometimes d) Never
8. How often do you ask questions to the students related with the story?
a) Always b) Often c) Sometimes d) Never
9. How often do you make your students guess meaning from multiple choice questions?
a) Always b) Often c) Sometimes d) Never
10. How often do you describe the events of the short story?
a) Always b) Often c) Sometimes d) Never
11. How often do you read the short story as a whole and explain the meaning?
a) Always b) Often c) Sometimes d) Never
12. How often do you write review of the story?
a) Always b) Often c) Sometimes d) Never

13. How often do you describe the character?
a) Always b) Often c) Sometimes d) Never
14. How often do you make role play or act of the students in a classroom?
a) Always b) Often c) Sometimes d) Never
15. How often do you summarize the story to the students?
a) Always b) Often c) Sometimes d) Never

Open-ended Questions

16. How do you start teaching a short story?

.....
.....

17. What are the teaching aids you use frequently in teaching short stories?

.....
.....

18. What are the while teaching activities that you practice while teaching a short story, 'The House Call' to your students?

.....
.....

19. How do you relate the short story with its theme?

.....
.....

20. How do you relate the grammar sections with stories?

.....
.....

Appendix III

Checklist for Class Observation

Name of the School:

Teacher's Name:

Experience:

1. Pre-reading activities:

S.N.	Activities	Yes	No	Remarks
1	Providing cultural & historical background			
2	Stimulating student's interest			
3	Predicting theme from the title of the story			
4	Group discussion about title of the story			
5	Brainstorming			
6	Discussing the language of the story			
7	Preparing the glossary			

2. While-reading activities

S.N.	Activities	Yes	No	Remarks
1	Providing questions			
2	Provide title for each paragraph			
3	Arrange jumble sentence			
4	Summarization of the story			
5	Ranking the character			
6	Guessing meaning from multiple choice			
7	Textual analysis			

3. Post-reading activities:

S.N.	Activities	Yes	No	Remarks
1	Interpretation of the story			
2	Providing general questions for debate			
3	Speculate symbolic association			
4	Describing the events of the story			
5	Writing review of the story			