




Teaching SHORT STORY



**What is a short story?
Why use short stories
in class?**

SOME DEFINITIONS:



- It's a work of fiction, so it involves the imagination
- A short story tells of one event in a very concentrated way.
- It's about people who don't really exist
- It describes something at a moment of crisis
- It has a plot and characters who are somehow connected with each other.

A red pencil is positioned diagonally across the top left corner of the slide. Below it, an open book with green and white pages is visible. The background of the slide is a light yellow gradient with a subtle wavy pattern.

SOME MORE DEFINITIONS:

A short story...

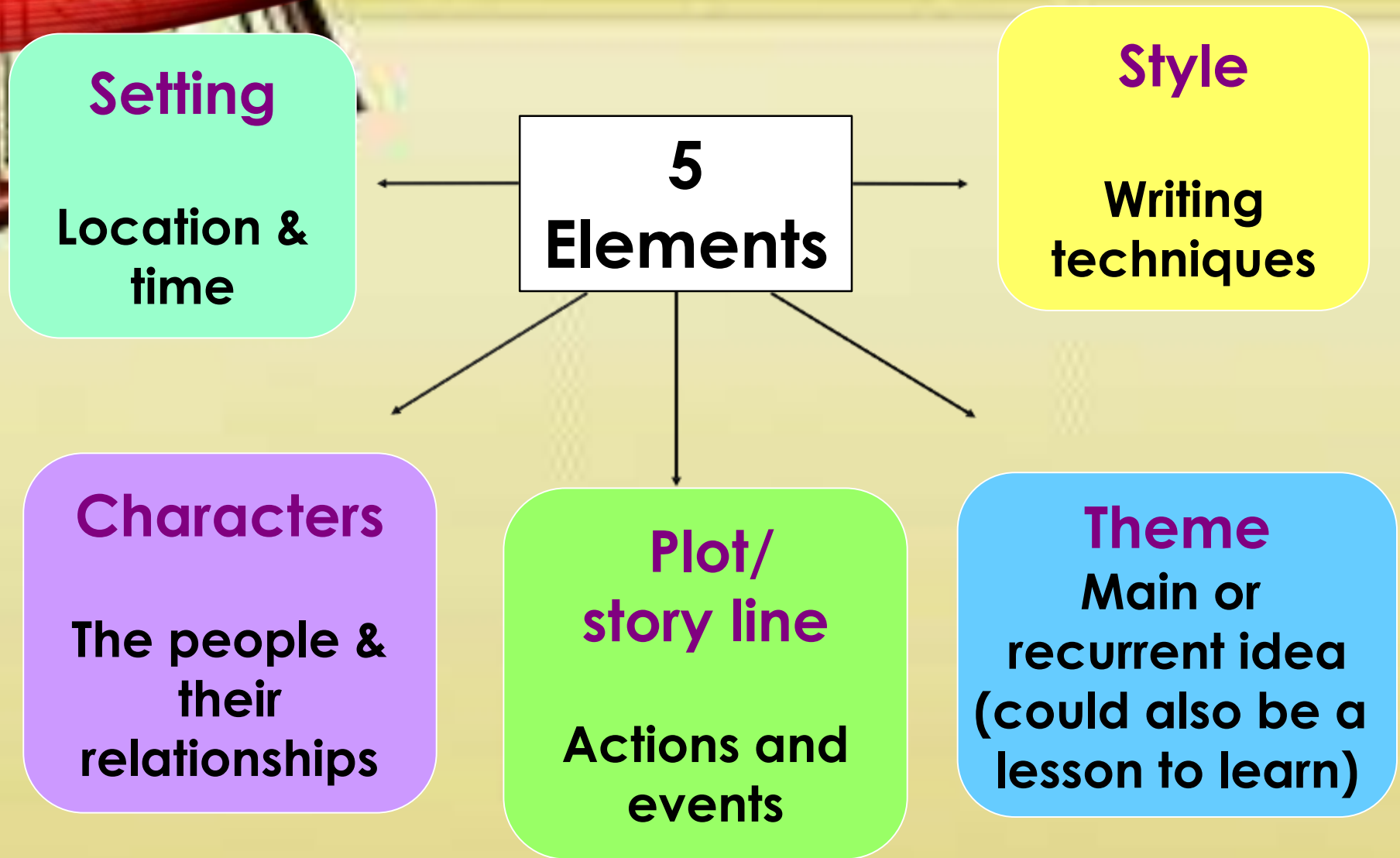
- Can be read in one sitting (E.A. Poe)
- Is 1,000 – 20,000 words long
- Has a limited set of characters, a single setting and a simple plot



SOME MORE DEFINITIONS:

A short story...

- involves chronology, or sequence of events, and causation – the fact that events are somehow connected with each other, and that one event may result from another.





ELEMENTS OF A SHORT STORY



SETTING

- Tells the reader *where* and *when* the story takes place. It also refers to the *MODE* and *TONE* of the story.



A red pencil is positioned diagonally across the top left corner of the slide. Below it, an open book with green and white pages is visible. The background of the slide is a light yellow with a subtle wavy pattern.

CHARACTERS AND CHARACTERIZATION


- The people, and in some stories, the animals that take part in the story.
- *The description of the personalities of the characters in the story and the way in which an author reveals their personalities.*

A red pencil is positioned diagonally across the top left corner of the slide. Below it, an open book with green and red pages is visible. The background of the slide is a light yellow gradient with a blue and green curved border at the top.

TWO IDENTIFICATIONS OF CHARACTERS

- **Protagonist** — *the hero of the story*

- **Antagonist** — *the villain in the story who is always opposing the protagonist*



METHODS OF CHARACTERIZATION

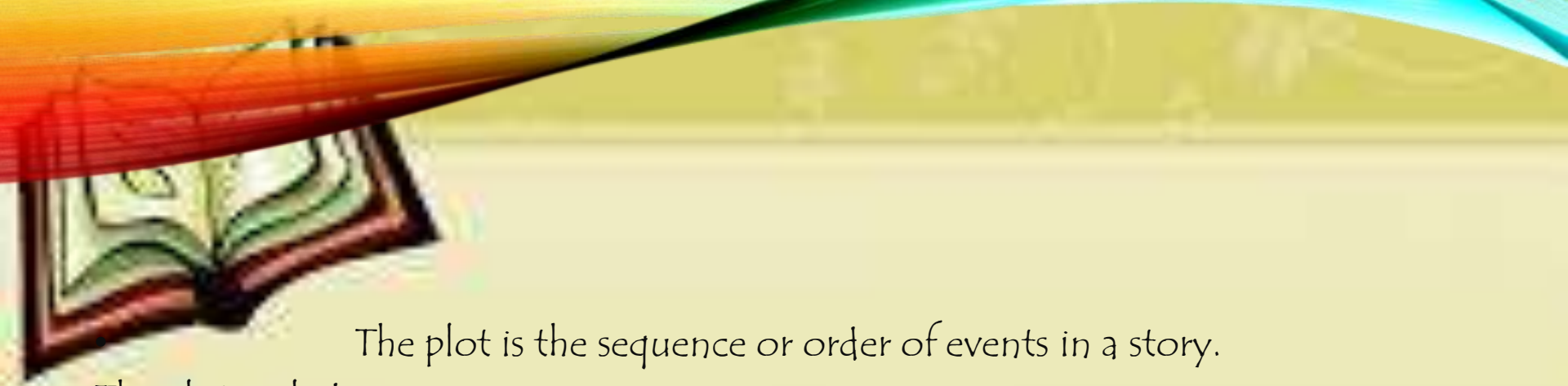
CREATING BELIEVABLE CHARACTERS

- **Indirect**

- physical appearance
- speech, thoughts, feelings, or actions of the character
- speech, thoughts, feelings, or actions of other characters

- **Direct**

- the narrator's direct comments about a character



The plot is the sequence or order of events in a story.

The plot includes:

Exposition Statement

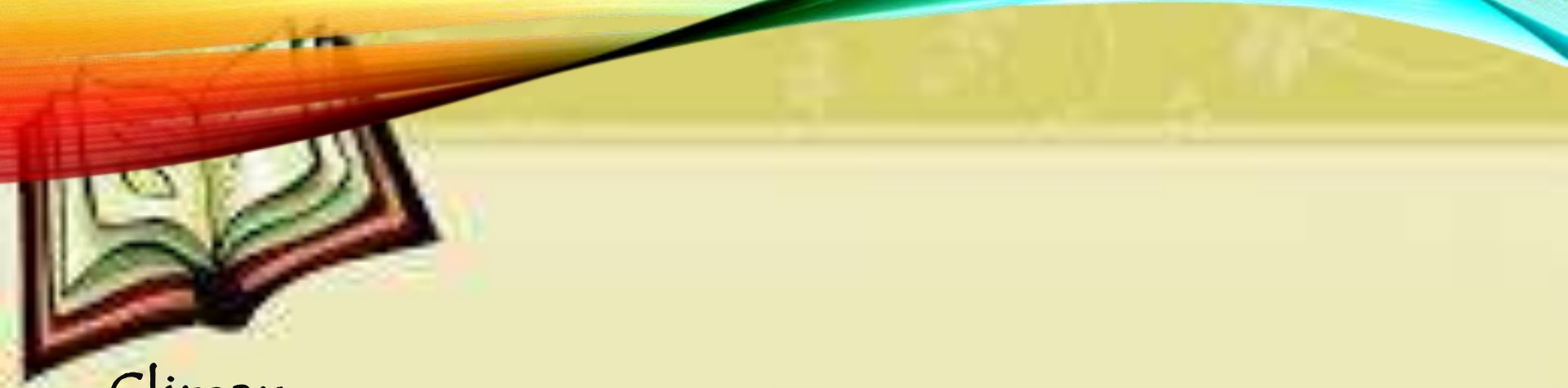
The part of the plot that tells how the story begins.

Rising Action

The action in the story leading up to the climax.

Conflict

The struggles or problems between opposing forces.



Climax

The point of crisis in the plot. It may be the reader's point of highest interest.

Falling action

The action in the story after the climax is revealed.

Resolution

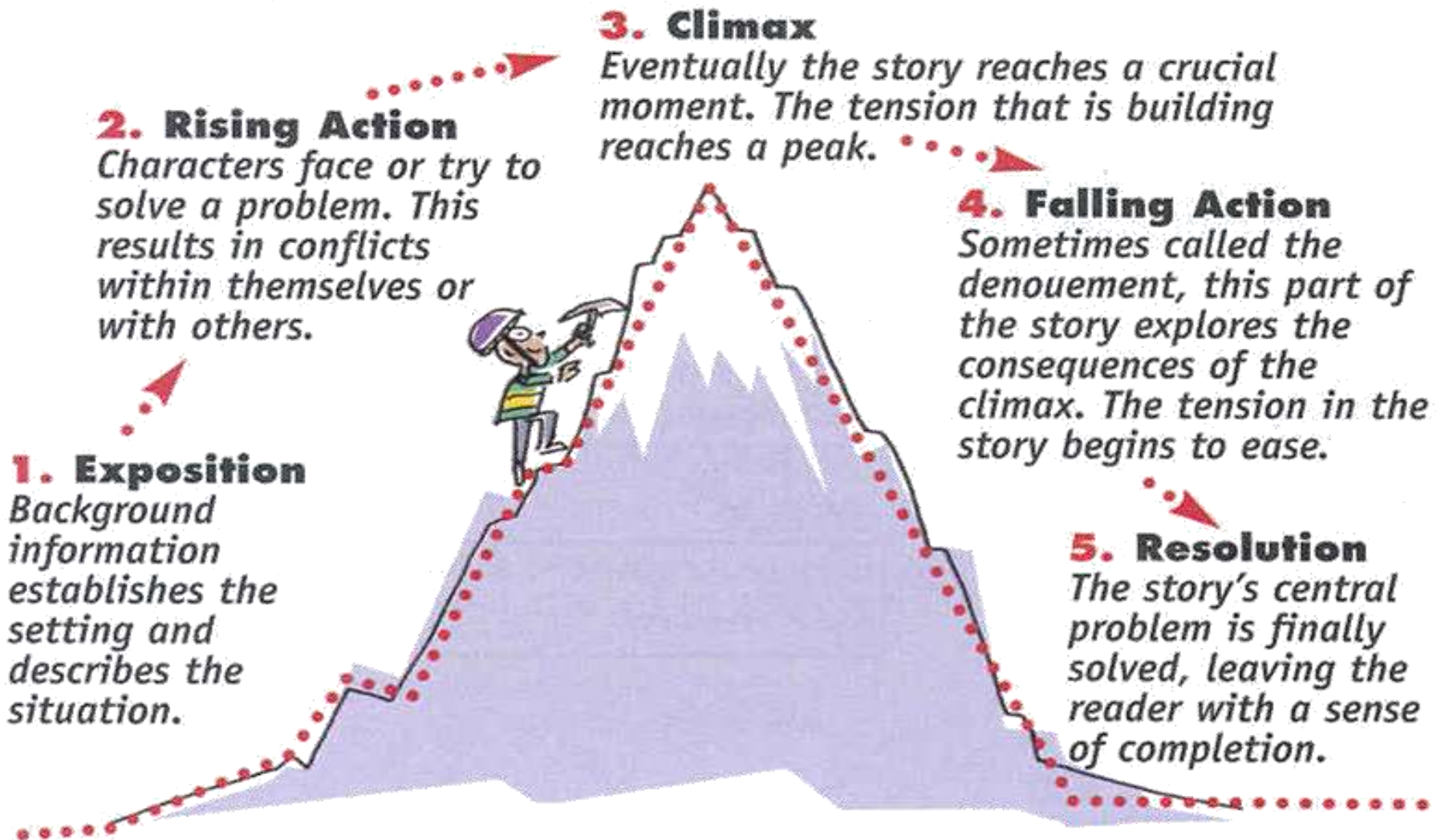
The part of the plot that reveals the final outcome.

A red pencil is positioned diagonally across the top left corner of the slide. Below it, an open book with green and white pages is visible. The background of the slide is a light yellow gradient with a subtle wavy pattern.

TYPES OF CONFLICT

- -Man vs. Man
- -Man vs. Nature
- -Man vs. Obstacle or Society
- - Man vs. Supernatural Being
- -Man vs. Himself

THE STRUCTURE OF A STORY



Comprehension

- Following the plot
- Understanding the characters
- Understanding vocabulary
- Understanding the role of the narrator

Understanding the cultural background of the story

Appreciating the style

Student problems with short stories

Motivation

- Lack of confidence
- Content of stories uninteresting
- Short stories not relevant to passing exams in English
- Don't read much

Making interpretations.

- Confidence to make own interpretations.
- Coping with ambiguity

Inadequate reading strategies

- Tendency to focus on every word rather than general meaning.



WHY TEACH SHORT STORY?

Respond to texts

- Give opinions
- Justify opinions

Knowledge of text features

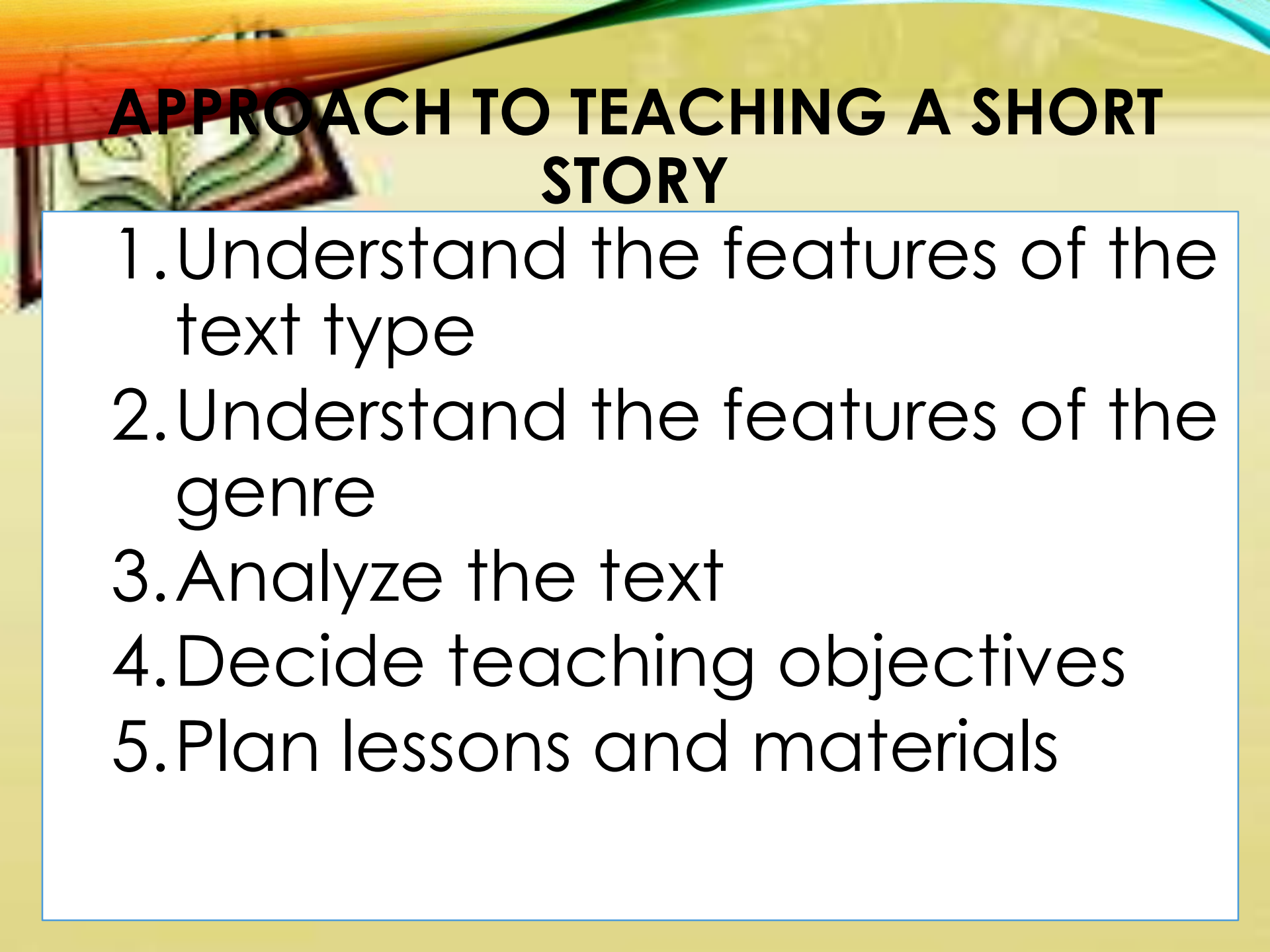
- Applying knowledge to their writing

Reading skills

- Making inferences
- Getting the main idea
- Predicting events

Responding to characters

- Responding to plot
- Responding to themes
- (writing, oral, performance)



APPROACH TO TEACHING A SHORT STORY

1. Understand the features of the text type
2. Understand the features of the genre
3. Analyze the text
4. Decide teaching objectives
5. Plan lessons and materials

STAGES IN WORKING WITH THE TEXT



**Integrating and
applying**

**Understanding
the details**

**Building up
knowledge of
the topic**

**Extension
activities**

Pre- reading

**While-reading /
Post-reading**

PRE-READING STAGE

When?

- In class – teacher-guided

How?

- Recall previous knowledge and experience
- Make predictions about the setting of the story
- Pre-teaching/providing background information about the author

What activities?

- Vocabulary Enhancement
- Ask Motive questions to the students

WHILE-READING/ POST-READING STAGE

When?

- In class – teacher-guided

How?

- Applying reading strategies
- Connecting the story to reader's mind and experience

What activities?

- Engaging in discussions
- Identifying story elements using story organizer
- Summarizing events

EXTENSION ACTIVITIES

When?

- After teaching the story

Purposes:

- Integrative use of skills to show interpretation and appreciation
- Consolidating understanding of the story
- Applying the language skills learnt

What activities?

- Performing (ex. Readers' theatre, role playing)
- Extended tasks and projects
- assignments