

**A STUDY ON THE STRATEGIES IN TEACHING
STORY AT SECONDARY LEVEL**

**A Thesis Submitted to the Central Department of English Education
University Campus, Kirtipur
In Partial Fulfillment for the Master's Degree in Education
(Specialization in English Education)**

By

Ramesh Lamsal

M.Ed. Second Year

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

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2006

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Ramesh Lamsal has prepared thesis entitled: "**A Study on the Strategies in Teaching Story at Secondary Level**" under my guidance and supervision.

I recommend this thesis for acceptance.

Dr. Chandreshwar Mishra

(Guide)

Reader of English and Head

Department of English

Education, Faculty of

Education

University Campus

T.U., Kirtipur, Kathmandu

Date: _____

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following Research Guidance Committee.

Dr. Tirth Raj Khaniya

Professor of English,

and Head

Department of English Education

Chairperson

Dr. Chandreshwar Mishra (Guide)

Reader

Department of English Education

Member

Dr. Bal Mukunda Bhandari

Lecturer

Department of English Education

Member

Date: _____

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Research Evaluation Committee.

Dr. Chandreshwar Mishra

Reader of English and Head,
Department of English Education

Chairperson

Dr. Shanti Basnyat

Professor of English,
Department of English Education and
Chairperson,
English and Other Foreign languages
Education Subject committee

Member

Mr. Ram Ekwat Singh

Lecturer,
Department of English Education

Member

Date:_____

DEDICATION

*To my parents who spent their entire
life to make me what I am today.*

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ABSTRACT

This research is an attempt to find out the strategies in teaching story at secondary level. It also aims to identify the relevancy of teaching story at this level. In order to achieve these objectives, three research tools viz-questionnaire to the English teachers, class observation form and questionnaire for the students were prepared. Fourteen Secondary Schools of Kathmandu district were randomly selected for the collection of data from the English language teachers of those schools. Moreover, among fourteen schools, six secondary schools were selected, purposively to collect data from the students. Ten students from each six schools were randomly selected from where data were collected.

After preparing the tools the researcher visited the randomly selected schools of Kathmandu district for collecting data. The researcher administered the questionnaire to the English language teachers and also took face to face interview with them. The researcher observed the classes of the story of those teachers. Moreover, the researcher administered the questionnaire to the students of six selected schools to collect data.

It was found that there were not any fixed strategies in teaching story in secondary level. The strategies were different from one teacher to another. The condition of teaching story was not satisfactory and the teachers were not adopting communicative approach of teaching. It was found that in some cases the teachers were unaware of the purpose of teaching story. The preliminary and follow up activities were found too weak. It was found that teaching story is most in language teaching. It can contribute a lot to develop language skills, cultural enrichment and creativity of the students.

The present study consists four chapters:

Chapter one deals with general background, objectives of the study, significance and review of related literature.

Chapter two deals with methodology of the study. The methodology consists of sources of data, population of the study, tools for data collection and limitations of the study.

Chapter three deals with of the analysis and interpretation. The analysis was done in two sections. Section-A deals with the analysis of collected data in terms of strategies and section-B deals with the analysis of collected data in terms of relevance.

Chapter four deals with the summary, findings and recommendations of the study.

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