

**STRATEGIES USED IN TEACHING SHORT STORIES IN CLASS
EIGHT IN ROLPA DISTRICT**

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

**Submitted by
Dilli Raman K.C.**

N. 2002

- Dilli Raman K.C. (2016)

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

2016

**STRATEGIES USED IN TEACHING SHORT STORIES IN
CLASS EIGHT IN ROLPA DISTRICT**

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

**Submitted by
Dilli Raman K.C.**

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

2016

**STRATEGIES USED IN TEACHING SHORT STORIES IN
CLASS EIGHT IN ROLPA DISTRICT**

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

**Submitted by
Dilli Raman K.C.**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal
2016**

**T.U. Reg. No.: 6-1-54-208-99
Thesis Second Year Examination
Roll No. : 280413/067**

**Date of Approval of the
Proposal: 27-08-2015
Date of Submission: 06-04-2016**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dilli Raman K.C.** has prepared this thesis entitled **Strategies Used in Teaching Short Stories in Class Eight in Rolpa District** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 06/04/2016

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

T. U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

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

Signature

Dr. Anjana Bhattarai

Professor and Head

Department of English Education

T.U., Kirtipur, Kathmandu

(Chairperson)

Dr. Purna Bahadur Kandel

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

(Member)

Mr. Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

(Member)

Date: -

EVALUATION AND APPROVAL

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

Signature

Dr. Anjana Bhattarai

.....

Professor and Head

(Chairperson)

Department of English Education

T.U. Kirtipur, Kathmandu

Dr. Ram Ekwel Singh

.....

Reader

(Member)

Department of English Education

T.U., Kirtipur, Kathmandu

Mr Bhesh Raj Pokhrel (Supervisor)

.....

Lecturer

(Member)

Department of English Education

T.U., Kirtipur, Kathmandu

Date: - 10/04/2016

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: 05/04/2016

Dilli Raman K.C.

DEDICATION

Dedicated

to

*my parents who devoted their whole life
to enlighten me, and to my respected teachers
who always supported and inspired me
to meet the golden life.*

ACKNOWLEDGEMENTS

This thesis has been prepared in the partial fulfillment for the master of education in English. To complete this study, I have received much help from my tutors, friends and family. I am very much grateful to all of them.

I would like to extend my deep sense of profound gratitude to **Mr. Bhesh Raj Pokhrel**, Lecturer, Department of English Education, University Campus T.U., Kirtipur for making constant supervision and guiding me with regular inspiration, encouragement and insightful suggestions throughout the study. I would like to acknowledge him for his invaluable instructions, suggestions, guidance and strong cooperation in completing this study.

I am grateful to my respected Guruma **Dr. Anjana Bhattarai**, Professor and Head, Department of English Education for her invaluable suggestions and encouragements. I would also like to express deep gratitude to **Dr. Ram Ekwal Singh and Dr. Purna Bahadur Kadel**, member of guidance committee, Lecturer, Department of English Education for his suggestions in the research work.

I am very much obliged to express my gratitude to **Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Chandreswor Mishra, Prof. Dr. Anju Giri, Prof. Dr. Laxmi Bahadur Maharjan, Prof. Dr. Bal Mukunda Bhandari, Mr. Raj Narayan Yadav** as well as to all the professors, readers, lecturers, teaching assistants and non-teaching staffs of the Department of English Education, T.U. Kirtipur for their direct and indirect encouragement and co-operation in this research and my academic life.

Similarly, I would like to thank for all the ELT teachers and schools of Rolpa district who helped me while collecting data from informants.

Date: 05/04/2016

Dilli Raman K.C.

ABSTRACT

The present research study entitled **Strategies Used in Teaching Short Stories in Class Eight in Rolpa District** aimed to explore strategies used in teaching short stories in class eight in Rolpa district. I used the survey design to carry out the research work. To meet the objectives of my study, I purposively selected four English teachers from four schools who teach in Rolpa district by using non-random judgmental sampling procedure. As a tool for data collection I used observation checklists for 40 classes to record the required information. From the study it was found that in majority of the classes the teachers stimulated or motivated the students before starting to teach short stories and they started short stories by providing its general background. Similarly, it was found that in the half of the classes i.e.50% the teachers tried to follow the strategies of teaching short stories in pre-reading, while reading, post-reading phases but in other 50% classes the short stories were taught according to interest of teachers.

This thesis consists of five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter consists of review of both theoretical and empirical literature review and review for the study with conceptual framework. The third chapter deals with methodology containing design and method of the study, population, sample and sampling strategy, study area or field, data collection procedures and data analysis and interpretation procedures. The fourth chapter includes analysis of data and interpretation of the results and summary of findings. The fifth chapter is about conclusion and recommendations of the study.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Acronyms and Abbreviations</i>	<i>xii</i>
CHAPTER-ONE: INTRODUCTION	1-4
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions	3
1.5 Significance of the Study	3
1.6 Delimitations of the Study	4
1.7 Operational Definition of the Key Terms	4
CHAPTER-TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	5-16
2.1 Review of the Theoretical Literature	5
2.1.1 Teaching Strategies	6
2.1.2 Learning Strategies	6
2.1.3 Learning Strategies vs. Communicative Strategies	7
2.1.4 Good Language Learners Strategies	8
2.1.5 Short Stories; An Introduction	9
2.1.6 Strategies of Teaching Short Stories	9
2.2 Review of Empirical Literature	12

2.3	Implication of the Review for the study	14
2.4	Conceptual Framework	16

**CHAPTER-THREE: METHODS AND PROCEDURE OF
THE STUDY** **17-19**

3.1	Design and Method of the Study	17
3.2	Population, Sample and Sampling Strategy	18
3.3	Study Area or Field	18
3.4	Tool/Technique for Data Collection	18
3.5	Data Collection Procedures	18
3.6	Data Analysis and Interpretation Procedure	19

**CHAPTER-FOUR: ANALYSIS AND INTERPRETATION OF
RESULTS** **20-32**

4.1	Analysis of Data and Interpretation of the Results	20
	4.1.1 Analysis of the Information Obtained Through Close-ended Questions	20
	4.1.1.1 Stimulating Students in Teaching Short Story	20
	4.1.1.2 Teaching Short Story from General Background	21
	4.1.1.3 Describing Writer of the Story	22
	4.1.1.4 Describing Title of the Short Story	22
	4.1.1.5 Using Signpost Questions Related to Short Story	23
	4.1.1.6 Making Students Read the Short Story	24
	4.1.1.7 Using Pictures Relate to Short Story	24
	4.1.1.8 Writing Difficult Words from Short Story	25
	4.1.1.9 Translating the Short Story in Nepali	25
	4.1.1.10 Reading Story as a Whole and Explaining the Meaning	26
	4.1.1.11 Summarization of the Short Story	26
4.1.2	Analysis of the Data Obtained Through Class Observation of Strategies	27
	4.1.2.1 Analysis of the Pre-Reading Strategies	27

4.1.2.2	Analysis of the While-Reading Strategies	29
4.1.2.3	Analysis of the Post-Reading Strategies	30
4.2	Summary of Findings	30

CHAPTER- FIVE: CONCLUSION AND

RECOMMENDATIONS

33-35

5.1	Conclusions	33
5.2	Recommendations	34
5.2.1	Policy Level	34
5.2.2	Practice Level	34
5.2.3	Further Research Related	35

REFERENCES

APPENDICES

LIST OF TABLES

	Page No.
Table 1 : Stimulating Students in Teaching Short Story	21
Table 2 : Teaching Short Story from General Background	21
Table 3 : Describing Writer of the Short Story	22
Table 4 : Describing Title of the Short Story	23
Table 5 : Using Signpost Questions Related to Short Story	23
Table 6 : Making Students Read the Short Story	24
Table 7 : Using Pictures Related to Short Story	24
Table 8 : Writing Difficult Words from the Short Story	25
Table 9 : Translating the Short Story in Nepali	25
Table 10 : Reading Short Story as a Whole and Explaining the Meaning	26
Table 11 : Summarizing of the Short Story	27
Table 12 : Analysis to the Pre-reading Strategies	28
Table 13 : Analysis to the While-reading Strategies	29
Table 14 : Analysis to the Post-reading Strategies	30

LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University press
Dr.	:	Doctor
e.g.	:	For example from Latin <i>exempli gratia</i>
Ed.	:	Education
ELT	:	English Language Teaching
ELTD	:	English Language Teacher Development
etc.	:	And so on (from Latin 'et cetera')
Ibid.	:	In the book just mentioned
M.Ed.	:	Master of Education
NCED	:	National Curriculum Education Development
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
p.	:	Page
Prof.	:	Professor
Regd.	:	Registration
T.U.	:	Tribhuvan University
UK	:	United Kingdom