STRATEGIES USED BY NOVICE AND EXPERIENCED TEACHER IN TEACHING SHORT STORIES

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

Submitted by
Bhabina Galami

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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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: 2018-07-07 _____

Bhabina Galami

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Miss Bhabina Galami** has prepared this thesis entitled **Strategies Used by Novice and Experienced Teachers in Teaching Short Stories** under my guidance and supervision.

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DEDICATION

Dedicated

To

My Parents, Teachers and Friends

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ABSTRACT

This thesis entitled **Strategies Used by Novice and Experienced Teachers in Teaching Short Stories** was an attempt to find out the different strategies adopted by teachers for teaching short stories in secondary level. The study was carried out by using both primary and secondary sources of data to achieve the objectives. Observation checklist and interview guidelines were prepared as tools for data collection. The data were collected from twenty novice and experienced teachers teaching in secondary level of Baglung district. The ELT teachers were selected by using purposive non-random sampling method. Ten teachers were interviewed and ten classes were observed. The data collected through interview and classroom observation were analyzed and interpreted statistically and descriptively. It was found that teachers used various strategies to teach short stories like, picture discussion, question answer, classroom presentation, reading aloud, providing simple meaning to the difficult words and chain story telling for the comprehension and development of different language skills and aspects.

This study consists of five chapters. Chapter one consist of 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. Chapter two consists of review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Chapter three deals with methods and procedures adapted during the study which incorporates design of the study, population, sample and sampling strategy, sources of data such as, primary and secondary, research tools, data collection procedures, data analysis procedure and ethical consideration. Similarly, in chapter four, analysis and interpretation of data have been presented. Chapter five deals with findings, conclusion and recommendation. References and appendices are also included at the end of this work to make it more valid.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
e. g.	:	For example
et al.	:	And others
etc.	:	Etcetera
E. F. L	:	English as a Foreign Language
E. L. T	:	English Language Teaching
i.e.	:	That is
M.Ed.	:	Masters of Education
Reg. No.	:	Registration Number
T. U.	:	Tribhuvan University