

# PRE-READING ACTIVITIES IN TEACHING SHORT STORIES AT HIGHER SECONDARY LEVEL

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

Submitted by  
Koshan Pantha

Faculty of Education,  
Tribhuvan University  
Kirtipur, Kathmandu  
2012

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Koshan Pantha** has prepared this thesis entitled **Pre-Reading Activities in Teaching Short Stories at Higher Secondary Level** under my guidance and supervision.

I recommend the thesis for acceptance.

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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: 2012-08-17

.....  
**Koshan Pantha**

## **DEDICATION**

**Dedicated to**

*My parents and brother who devoted their entire lives to  
make me what I am today.*

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## ABSTRACT

This study entitled "**Pre-reading Activates in Teaching Short Stories at Higher Secondary Level**" attempts to find out the pre-reading activities used by the teachers in teaching short stories at higher secondary level in Kathmandu district. In order to achieve these objectives, two sets of questionnaire were distributed to the teachers and students and ten classes of teachers were observed by using class observation form. Ten higher secondary schools of Kathmandu district were selected non-randomly for the collection of data. Two teachers and four students were selected from each school non-randomly. After preparing the tools, the researcher visited the sampled higher secondary schools. The data were collected through questionnaire and class observation. Very difficult situation was found in pre-reading activities in teaching short stories. No fixed activities were found in teaching stories in class eleven. The researcher found guessing the topic and providing the reason for reading and good pre-reading activities. The activities were different from one teacher to another. It has been found that most of the teachers explained the title of the story. The condition of pre-reading activities was satisfactory.

The present study consists of four chapters. Chapter one deals with general background, review of related literature, objectives and significance of the study. The second chapter deals with the methodology used in the study. It consists of sources of data, population of the study, sampling procedure, tools for data collection and limitation of the study. Chapter three deals with the analysis and interpretation of the data to find out the pre-reading activities used by the teachers in teaching short stories at higher secondary level. The collected data were analyzed and interpreted by using simple statical tools of percentage and figure. The fourth chapter presents the findings derived from the analysis and interpretation of the data. It also suggests some recommendations on the basis of the findings. The final section of the study includes the references and appendices.

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## LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For example
Eds	:	Editors
ELT	:	English Language Teaching
et. al	:	And others
H.S.S.	:	Higher Secondary School
i.e.	:	That is
Ktm.	:	Kathmandu
M.A.	:	Master of Arts
M.Ed.	:	Master of Education
NELTA	:	Nepal English Language Teachers' Association
OALD	:	Oxford Advanced Learner's Dictionary
OUP	:	Oxford University Press
p.	:	Page
Prof.	:	Professor
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
Vol.	:	Volume