

**CHALLENGES OF TEACHING NOVEL AT HIGHER
SECONDARY LEVEL**

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

**Submitted by
Pradeep Singh Aidi**

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

2015

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This is to certify that Mr. **Pradeep Singh Aidi** has prepared this thesis entitled "**Challenges of Teaching Novel at Higher Secondary Level**" under my guidance and supervision.

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DECLARATION

I hereby declare, to the best of my knowledge, that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2015/02/20

.....

Pradeep Singh Aidi

DEDICATION

Dedicated

to

My parents who have devoted their entire life to uplift and enlighten my life.

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This task of thesis writing has really taken me to a newer world. As a result, I have felt a new experience in the context of my study. I have come to the realization that it is a part of the intensive study that gives a person an insight into self study. In course of writing this thesis, I have fully been inspired by the invaluable cooperation, suggestion, guidance and counselling various persons. Therefore, first of all, I would like to express my sincere gratitude to my respected Guru and thesis supervisor **Mr. Raj Narayan Yadav**, Reader, Department of English Education, T.U. for his guidance, encouragement, useful comments and invaluable suggestions to complete the task. Without his regular encouragement and constructive feedback, this work would never see the light of completion.

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Pradeep Singh Aidi

ABSTRACT

The present thesis entitled "Challenges of Teaching Novel at Higher Secondary Level" is carried out to find out the challenges of teaching novel at higher secondary level. The researcher selected twenty English teachers teaching major English at higher secondary level and twenty students studying major English at the same level from ten different higher secondary schools of Kathmandu district through simple random sampling procedure. A set of questionnaire was used as a tool for data collection. The data obtained was analyzed descriptively and interpreted using simple statistical tools. After the analysis and interpretation of collected data, it was found that the students faced a lot of challenges such as understanding about the cultural background of the novel, predicting about the story of the novel by looking at the title, understanding the plot, character, setting and language of the novel, and understanding the unfamiliar words and phrases used in the novel while learning novel in the classroom. Moreover, it was also found that, majority of the teachers faced a lot of challenges, such as length of the novel and time management, culture, setting, context and language used in the novel, interpreting the novel due to the students' poor academic background, proceeding three stages viz. pre, while and post reading activities.

This thesis consists of five chapters. Chapter one is an introductory part. This chapter includes general background of the topic, 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 the related theoretical and empirical literature, conceptual framework and implications of the study. Similarly, third chapter is methodology. This chapter incorporates design and method of the study, population, sample and sampling strategy, tools and techniques, data collection procedures and analysis and interpretation procedures. Likewise, chapter four consists of analysis and interpretation of results and summary of findings. Finally, the last chapter deals with conclusions 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>viii</i>
<i>Table of contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-5
1.1 General Background	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	3
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	4
1.7 Operational Definitions of the Key Terms	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	6-19
2.1 Review of the Related Theoretical Literature	6
2.1.1 Literature and Language Teaching	6
2.1.2 Use of literature in the Language Classroom	7
2.1.3 Genres of Literature	9
2.1.4 Novel and Its Elements	11
2.1.5 Types of Novel	13
2.1.6 Using Novel in the Language Classroom	14
2.1.7 Activities for Teaching Novel	15
2.2 Review of the Related Empirical Literature	16

2.3	Implication of the Review for the Study	18
2.4	Conceptual Framework	19
CHAPTER THREE: METHODS AND PROCEDURE OF THE STUDY		20-24
3.1	Design and Method of the Study	20
3.2	Population, Sample and Sampling Strategy	22
3.3	Study Areas/Fields	23
3.4	Data Collection Tools	23
3.5	Data Collection Procedure	23
3.6	Data Analysis and Interpretation Procedure	24
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS		25-39
4.1	Analysis and Interpretation of Data	25
4.1.1	Analysis and Interpretation of Students' Responses on Challenges of Learning Novel	26
4.1.2	Analysis and Interpretation of Teachers' Responses on Challenges of Teaching Novel	30
4.1.2.1	Analysis of Teachers' Responses [Regarding the Challenges of Teaching Novel] Obtained through Close- Ended Questions	30
4.1.2.2	Analysis and Interpretation of Data Obtained through Open-Ended Questions	36
4.2	Summary of Findings	39
CHAPTER FIVE: CONCLUSIONS AND RECOMMEDATIONS		40-42
5.1	Conclusions of the Study	40
5.2	Recommendations of the Study	41
5.2.1	Policy Level	41
5.2.2	Practice Level	42
5.2.3	Further Research Level	42

REFERENCES

APPENDICES

LIST OF TABLES

	Page No.
Table No. 1 Challenges of Learning Novel	26
Table No. 2 Challenges of Learning Novel	29
Table No. 3 Challenges Related to Novel or the Textbook	31
Table No. 4 Challenges of Teaching Novel	32
Table No. 5 Challenges of Teaching Novel	34
Table No. 6 Other Challenges of Teaching Novel	36
Table No. 7 Most Difficult Aspects of the Novel	37
Table No. 8 Techniques/ Activities Used while Teaching Novel	38

LIST OF SYMBOLS AND ABBREVIATIONS

%	=	Percentage
A	=	Agree
D	=	Disagree
et al.	=	And other people
etc.	=	Etcetera
F	=	Frequency
i.e.	=	That is
No	=	Number
Q.N.	=	Question number
S.N.	=	Serial number
U	=	Undecided
viz.	=	Namely