

**STRATEGIES USED BY ENGLISH TEACHERS IN  
TEACHING SHORT STORIES**

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

**Submitted by  
Kunta Basnet**

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

**2014**

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**Date of Approval of  
Thesis Proposal: 17/09/2013  
Date of Submission: 26/02/2014**

## **DECLARATION**

I hereby declare that to 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 25/02/2014

.....

**Kunta Basnet**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Kunta Basnet** has prepared this thesis entitled "**Strategies Used by the English Teachers in Teaching Short Stories**" under my guidance and supervision.

I recommend the thesis for acceptance.

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# DEDICATION

Dedicated to

My parents **Mr. Bodh Bd. Basnet** and **Mrs. Yasoda Basnet**

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**Kunta Basnet**



## **ABSTRACT**

This thesis entitled "Strategies Used by the English Teachers in Teaching Short Stories" was carried out to find out the strategies used in teaching short stories by English teachers at lower secondary level. To fulfill the set objectives of the study, case study was conducted. I had analyzed the data on the basis of activities recorded/noted from the class observation. For this study I used judgmental non-random sampling procedure to select four lower secondary level English teachers from different schools of Sarlahi district. I observed 40 classes (10 classes of each teacher) of those purposively selected lower secondary level (class eight). I maintained diary writing as well as ticked on the observation checklist. After analyzing the data it was found that most of the teachers used the student centered teaching methods i.e. interaction method, discussion method, problem solving method and question answer methods.

This thesis consists of five chapters: The first chapter is introductory in nature. It introduces the topic in general. It also includes, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related literature, implications of review of the study and theoretical and conceptual framework. Similarly, the third chapter deals with the methods and procedures of the study, design of the study, population and sample, sampling procedures, data collection tools, data collection procedures and data analysis and interpretation procedures. After that, the fourth chapter deals with results and discussions/interpretation and the last chapter deals with summary, conclusions, implications in policy level, practice level and further research followed by references and appendices.

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