

**CHALLENGES OF TEACHING SHORT STORY  
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**

**Shanta Poudel**

**Faculty of Education**

**Tribhuvan University, Kirtipur,**

**Kathmandu, Nepal**

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Ms. Shanta Poudel** has prepared this thesis entitled "**Challenges of Teaching Short Story at Higher Secondary Level**" under my guidance and supervision.

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# **DEDICATION**

**Dedicated  
To  
My Parents**

*Who devoted their entire life for my study and made me what I am today.*

## **DCLARATION**

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:

.....

**Shanta Poudel**

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**Shanta Poudel**

Date:

## ABSTRACT

The present research study entitled “**Challenges of Teaching Short Story at Higher Secondary Level**” was carried out to find out the challenges and methods of teaching and learning short story which is experienced by teachers and students of higher secondary level. I used both primary and secondary sources of data in this study. I randomly selected ten higher secondary schools in Kathmandu District. Thirty students were selected using random sampling procedure and twenty teachers were purposively selected from higher secondary school. Questionnaires were distributed to them. For the collection of primary data, 20 classes were observed to verify the existing environment within the classroom while teaching short story. The study found out that teachers and students experienced lot of challenges; teachers faced challenges to make them understand story without translating while teaching short story and students faced challenges on understanding unfamiliar words, phrases, idioms and words related to old English literature while learning it.

This study consists of four major chapters. The first chapter introduces the study with general background i.e. literature and language teaching, elements and types of short story, modern trends in teaching short story, problems of teaching short story, review of the related literature, objectives of the study, and significance of the study. The second chapter deals with the methodology used for the study described in terms of the sources of data collection, tools used for collecting data, procedure of data collection and limitation of the study. The third chapter presents the analysis and interpretation of the data collected through questionnaires and observation. The fourth chapter includes findings and recommendations made upon the analysis and interpretations of the data. Finally, references and appendices are put in the concluding chapters.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

%	:	Percentage
B.C.	:	Before Christ
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	For example
ELT	:	English Language Teaching
et al.	:	And Other People
etc.	:	Etcetera
Ibid.	:	The same book/The one that has just been mentioned
i.e.	:	That is
Int'l	:	International
M.Ed.	:	Masters in Education
NELTA	:	Nepal English Language Teachers' Association
No.	:	Number
OUP	:	Oxford University Press
p.	:	Page
Prof.	:	Professor
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
Viz.	:	Namely
Vol.	:	Volume