STRATEGIES USED IN TEACHING FICTION

A Thesis Submitted to the Department of English Education

in Partial Fulfilment for the Master's Degree in Education

Submitted By

Tank Prasad Pokhrel

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This to certify that **Mr. Tank Prasad Pokhrel** has prepared this thesis entitled **"Strategies Used in Teaching Fiction"** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2065/08/20

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DEDICATION

Dedicated to

My parents and Teachers

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 to any university.

Date: 2065/08/19

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Tank Prasad Pokhrel

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ABSTRACT

The present study entitled "Strategies Used in Teaching Fiction" attempts to present a survey study descriptively and find out the strategies adopted in teaching fiction at Master's level, Faculty of Humanities, T.U. The study was carried out by using both primary and secondary sources of data. The major tools for collecting data were questionnaire and observation form. To accomplish this study, two sets of questionnaire were prepared and distributed to 15 teachers and 70 students. Similarly, two class lectures each of 10 teachers were observed. The data were analyzed and interpreted by using simple statistical tools and presented with the help of tables. Data were analyzed and interpreted to find out the strategies used in teaching fiction. It was found that the teachers had not adopted any fixed strategies in teaching fiction. The strategies were different from one teacher to another. Different strategies and activities were adopted in teaching fiction were not systematically exercised. The teachers were not clear and aware of the stages and strategies which are to be used to deal with the particular aspects of the fiction.

The study consists of four chapters: introduction, methodology, analysis and interpretation and findings and recommendations. Chapter one introduces the study in terms of general background, review of the related literature, objectives of the study and significance of the study. Chapter two deals with the methodology applied to conduct the study. The sources of data, population of the study, sampling procedure, tools for data collection, process of data collection and limitation of the study are included in this chapter. Chapter three includes the analysis and interpretation of the data elicited. Chapter four incorporates the findings and recommendations for pedagogical implication after the analysis and interpretation of the data.

CONTENTS

LIST OF TABLES

SYMBOLS AND ABBREVIATIONS

CUP	Cambridge University Press
Dr.	Doctor
Eds.	Editors
ELT	English Language Teaching
e.g.	For example
et al.	And others
etc.	Etcetera
i. e.	That is
M.A.	Masters in Education
M.Ed.	Masters in Education
NELTA	Nepal English Language Teachers' Association
No.	Number
OALD	Oxford Advanced Learners Dictionary
OUP	Oxford University Press
PCL	Proficiency Certificate Level
p.	Page
pp.	Pages
Prof.	Professor
S.N.	Serial Number
T.U.	Tribhuvan University
Viz.	Namely
Vol.	Volume
%	Percentage