

**A STUDY ON THE STRATEGIES IN TEACHING
STORY AT GRADE TWELVE**

**A Thesis Submitted to the Department of English Education
in partial Fulfilment for the Master's Degree in Education**

**Submitted by
Sumana Ghimire**

N. 688

**FACULTY OF EDUCATION
TRIBHUVAN UNIVERSITY, KIRTIPUR
KATHMANDU, NEPAL
2008**

**A STUDY ON THE STRATEGIES IN TEACHING
STORY AT GRADE TWELVE**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)**

**By
Sumana Ghimire
Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2008**

**TU Red. No:9-2-222-56-2002
Second Year Examination
2065/3/12**

**Roll No: 280499/ 2064
Submission:2065/6/10**

**Date of Approval of the
Thesis Proposal:**

Date of

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:

Sumana Ghimire

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Sumana Ghimire** has prepared this thesis entitled **A Study on the Strategies in Teaching Story at Grade Twelve** under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

Dr Anjana Bhattarai

Reader

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following Research Guidance Committee.

Signature

Dr Chandreshwar Mishra

Reader and Head

Department of English Education

TU, Kirtipur

Chairman

Dr Anjana Bhattarai (Guide)

Reader

Department of English Education

TU, Kirtipur

Member

Dr Anju Giri

Reader

Department of English Education

TU, Kirtipur

Member

Date:

EVALUATION AND APPROVAL

This research has been evaluated and approved by the following thesis Evaluation and Approval Committee.

Signature

Dr Chandreshwar Mishra

Reader and Head

Chairperson

Department of English Education

TU, Kirtipur

Dr Jai Raj Awasthi

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages Education

Subject Committee

TU, Kirtipur

Dr Anjana Bhattarai (Guide)

Reader

Member

Department of English Education

TU, Kirtipur

Date:

DEDICATION

Dedicated to

my parents who devoted their entire lives to make me what I am today, I will always cherish their love, care, affection and utmost support to provide me with quality education

ACKNOWLEDGEMENTS

My indebtedness and gratitude goes to many individuals, who helped me a lot to make this thesis in the present form.

First of all, I would like to express my sincere gratitude to my thesis supervisor Dr Anjana Bhattarai, Reader, Department of English Education, who provided me with continuous guidance, enlightening ideas, invaluable suggestions and encouragement.

My gratitude goes to Dr Chandreshwar Mishra, Reader and Head, and Dr Anju Giri, Reader, Department of English Education for giving me invaluable suggestions and encouragement. Likewise, I would like to offer my sincere gratitude to Dr Jai Raj Awasthi, Professor, Department of English Education for providing me valuable knowledge during my academic year.

I would also like to express my sincere gratitude to Dr Shanti Basnyat, Dr Tirth Raj khaniya, and Dr Govinda Raj Bhattarai, Professors of the Department of English Education and, Mrs Tapasi Bhattacharya, Mr Visnu Prasad Singh Rai, Mr laxmi Bahadur Maharjan and Dr Bal Mukunda Bhandari and all my respected Gurus and Gurumas of the Department for their kind support, encouragement, and continuous inspiration during my study period in the department.

I am grateful and proud to have my parents Govinda Prasad Ghimire and Radha Ghimire whose unloading inspiration, immense and unconditional love brought me to the present status.

My thanks also go to all the teachers and students who co-operated in my research study and enthusiastically participated in the research. I cannot remain silent without remembering the continuous encouragement, and support from my dearest friends.

Last but not the least, I would like to express my special thanks to my sister Prabha, brothers Suman and Sushan and uncle Dhaka for their serious encouragement and kind support in my studies.

September 2008

Sumana Ghimire

ABSTRACT

This research entitled “A Study on the Strategies in Teaching Story at Grade Twelve” is an attempt to find out the strategies adopted by the teachers in teaching the short story at class twelve. It also aims to point out the problems faced by the students while studying the story at that level. In order to achieve these objectives, two research tools viz- questionnaire to the students, and class observation form for the teachers were prepared. Ten Higher Secondary Schools of Kathmandu District were selected non- randomly for the collection of data. Among them, five Higher Secondary Schools were public and five were private. One teacher from each school was selected purposively and 40 students, four from each were selected non- randomly. After preparing the tools, the researcher visited the sample schools. The researcher administered the questionnaire to the selected students and also observed classes of the selected teachers for four days focusing on the strategies of teaching the story. Very divergent situation was found in the strategy of teaching the story. It was varying from teacher to teacher. No fixed strategy was found in teaching the story at class twelve. The condition of teaching story to the respective level was found satisfactory. Though there was domination of lecture method, teachers were using other methods too in delivering the content, Pre-while and post- reading activities followed by the teachers in teaching the story were found good .It also found that students were facing with different problems in learning the English story. Problems of language, and cultural terms, problems to understand the role of the narrators were some of them.

The present study consists of four chapters. The first chapter deals with general background, objectives of the study, significance of the study and review of related literature. Chapter two deals with the methodology of the study. Methodology consists of sources of data, population of the study, sampling procedure, tools for data collection and limitations of the study. Chapter three deals with the analysis and interpretation of the data. The analysis was done in two sections. First section deals with the analysis of collected data in terms of strategies and second deals with the analysis of collected data in terms of problems. And, the last i.e. chapter four deals with the findings and recommendations of the study.

TABLE OF CONTENTS

	Page No.
Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	viii
Table of contents	x
List of Abbreviations	xiii

CHAPTER ONE: INTRODUCTION

1.1 General Background	1
1.1.1 Teaching English in Nepal	3
1.1.2 Language and Literature	4
1.1.2.1 Value of Literature in Language Teaching	5
1.1.2.2 Aims and Objectives of Teaching Literature	8
1.1.2.3 Genres of Literature	9
1.1.2.4 Elements of Short Story	11
1.1.2.5 Characteristics of the Short Story	12
1.1.2.6 Types of Short Story	13
1.1.3 Teaching Strategies	15
1.1.3.1 Principles of Teaching Strategy Building	16
1.1.3.2 Strategies of Teaching Short Story	18

1.2 Review of Related Literature	23
1.3 Objectives of the Study	26
1.4 Significance of the Study	26

CHAPTER TWO: METHODOLOGY

2.1 Sources of Data	27
2.2 Population of the Study	27
2.3 Sampling Procedure	28
2.4 Tools for Data Collection	28
2.5 Process of Data Collection	29
2.7 Limitations of the Study	30

CHAPTER THREE: ANALYSIS AND INTERPRETATION

3.1 Strategies Used by Teachers in Teaching Short Story	31
3.1.1 Analysis of Students Response on Teaching Strategy	32
3.1.2 Analysis of the Teaching Strategies Observed from Teachers Class	40
3.1.2.1 Pre-reading Activities	40
3.1.2.2 While-reading Activities	42
3.1.2.3 Post- reading Activities	45
3.1.3 Strategies Used in Teaching Elements of the Story	47
3.1.4 Methods Used in Delivering the Elements of the Story	49
3.1.5 Interaction in the Classroom of Story Teaching	54
3.1.6 Evaluation in the Story Classes	55
3.2 Analysis of Problems Found in Students' Response	56

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS

4.1 Findings Obtained from Students' Response	60
4.2 Findings Obtained from Teachers' Class Observation	64
4.3 Recommendations	67
References	69
Appendices	71-92

LIST OF ABBREVIATIONS

AD	Anno Domini
CUP	Cambridge University Press
Dr	Doctor
ELT	English Language Teaching
HSS	Higher Secondary School
HSL	Higher Secondary Level
i.e.	that is
Ktm	Kathmandu
M.A.	Masters in Arts
M.Ed.	Masters in Education
NELTA	Nepal English Teachers' Association
OUP	Oxford University Press
Prof	Professor
S.N	Serial Number
Viz	Namely