

**STRATEGIES ADOPTED BY ENGLISH LANGUAGE  
TEACHERS IN TEACHING POEMS**

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

**Submitted by  
Tirtha Raj Pariyar**

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

**2019**

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## **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: 24/03/2019

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**Tirtha Raj Pariyar**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Tirtha Raj Pariyar** has prepared this thesis entitled **Strategies Adopted by English Language Teachers in Teaching Poems** under my guidance and supervision.

I recommend the thesis for acceptance.

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# DEDICATION

*Dedicated to  
My parents and teachers who made me what I am today.*

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**Tirtha Raj Pariyar**

## **ABSTRACT**

The present study entitled Strategies Adopted by English Language Teachers in Teaching Poems attempts to present a survey study descriptively and find out the strategies adopted in teaching poetry at grade nine. To complete this study, a set of questionnaire was prepared and distributed among forty teachers of different thirty schools. The data were analyzed and interpreted using simple statistical tools and presented with the help of tables. Data were analyzed and interpreted to find out the strategies adopted in teaching poetry. It was found that almost all the teachers adopted similar strategies in teaching poetry. However, some of the strategies were different from one teacher to another. The teachers were not found consistent regarding the use of particular strategies while teaching certain aspects of the poem.

The study organized into the five chapters. The first chapter deals with the background of the study, statement of problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms . The second chapter includes the review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. Similarly, the third chapter includes design and method of study, population, sample and sampling procedures, study area/field, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures are mentioned. Likewise, chapter four presents analysis and interpretation of the elicited data and summary/Discussion of findings and chapter five includes conclusion and recommendations at three different areas i.e., policy and practice related, and further research related. Finally, the references and appendices are included.

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## LIST OF SYMBOLS AND ABBREVIATIONS

%	Percentage
B.Ed.	Bachelor of Education
CUP	Cambridge University Press
e.g.	For Example (Exemplia Gratia)
EFL	English as Foreign Language
et al	and others
etc.	et cetera
Freq.	Frequency
i.e.	that is
M.Ed.	Master of Education
No.	Number
OUP	Oxford University Press
p.	page
pp.	pages
Q.N.	Question Number
S.N.	Serial Number
T.U.	Tribhuvan University
Viz	Namely (Videlicet)

