

**A STUDY ON STRATEGIES OF TEACHING POETRY
AT HIGHER SECONDARY LEVEL**

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master's of Education

By

Pradeep Neupane

Faculty of Education

Tribhuvan University

Janata Multiple Campus

Itahari, Sunsari, Nepal

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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 degree for any university.

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ABSTRACT

This research is an attempt to find out the strategies in teaching poetry at higher secondary level. It also aims to suggest the effective strategies for teaching poetry at this level. In order to achieve these objectives, three research tools - questionnaire to the English teachers, class observation form and questionnaire for the students were prepared. Twenty Secondary Schools of Morang district were selected for the collection of data from the English language teachers of those schools. Five students from each school were randomly selected from where data were collected. After preparing the tools the researcher visited the selected schools of Morang district for collecting data. The researcher administered the questionnaire to the English language teachers and also took face to face interview with them. The researcher observed the classes of the poem of those teachers. Moreover, the researcher administered the questionnaire to the students of twenty selected schools to collect data. It was found that there were not any fixed strategies in teaching poem in higher secondary level. The strategies were different from one teacher to another. The condition of teaching poem was not satisfactory and the teachers were not adopting communicative approach of teaching. It was found that in some cases the teachers were unaware of the purpose of teaching poem. The preliminary and follow up activities were found too weak. It was found that teaching poem is most in language teaching. It can contribute a lot to develop language skills, cultural enrichment and creativity of the students.

The present study consists of four chapters: Chapter one deals with general background, objectives of the study, significance and review of related literature.

Chapter two deals with methodology of the study under which sources of data, population of the study, tools for data collection and limitations of the study are presentd. Chapter three deals with the analysis and interpretation. The analysis is done in two sections. The first section deals with the analysis of collected data in terms of strategies and the second section gives some suggestions of effective strategies for teaching poetry. Chapter four deals with the summary, findings and recommendations of the study.

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