

**TEACHERS' PERCEPTION TOWARDS TEACHING
ENGLISH POETRY**

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

**Submitted by
Tankeshwar Prasad Yadav**

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

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DEDICATION

This Thesis is dedicated

to

My parents, brothers and well-wishers

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 to any university.

Date:

.....

Tankeshwar Pd. Yadav

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ABSTRACT

The present research study entitled "Teachers' Perception Towards Teaching English Poetry" aims to explore the views of teachers towards teaching English poetry at secondary level in terms of students' interest, contents, language and techniques. To meet the objectives of this research, the researcher purposively selected forty teachers from public school of Rautahat district who were teaching English poetry at secondary level. The data was analyzed in order to find out the perceptions of teachers towards teaching English poetry. The finding of the study was most of the teachers had positive perceptions towards teaching English poetry. They argued that teaching poetry was necessary at secondary level to develop imaginative power in students. The contents included in poetry were relevant to express personal feelings. The language used by teachers while teaching poetry was simple and clear and the techniques used by them were explanation, discussion and demonstration on the basis of conclusions, some recommendations have been made to improve the existing pedagogical situations.

There are five chapters in this study: The Introduction. Review of Related Literature and conceptual framework, methods and procedures of the study, Result and discussion and summary, conclusion and implications. The first chapter deals with general background, statement of the problem, rationale, objectives of the study, research questions or hypothesis, significance of the study, delimitations of the study and conceptual framework. The third chapter includes methods and procedures of the study. While carrying out this work, the data was collected from both sources viz. primary and secondary where teachers of English remained as the primary source. The fourth chapter deals with results and discussion. In this chapter, primarily, the teachers' perceptions towards teaching English poetry is presented. The fifth chapter deals with summary, conclusion and implications which is made on the basis of results and discussion.

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LIST OF SYMBOLS AND ABBREVIATION

ELT.	-	English Language Teaching
P.	-	Page
etc.	-	and so on (from Latin et cetera')
Ibid.	-	In the same book and page number (from Latin ibide')
CDC.	-	Curriculum Development Center
NO.	-	Number
Q.NO.	-	Question Number
S.N.	-	Serial Number
Vocab.	-	Vocabulary
i.e. .	-	That is
Dr.	-	Doctor
M.Ed.	-	Master of Education
T.U. .	-	Tribhuvan University