

**TECHNIQUES USED IN TEACHING POETRY AT
SECONDARY LEVEL**

**A Thesis submitted to the Department of English Education
Sukuna Multiple Campus Sundarharaincha Municipality-12, Morang
In Partial Fulfillment for the Master of Education in English**

Submitted by

Lalit Lamjel

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Academic Year:- 2071/2072

Faculty of Education

Tribhuvan University

Kritipur, Kathmand, Nepal

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**Date of Proposal Approval
29th Oct. 2018**

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25th March, 2018

Viva Date: 11th April,

DECLARATION

I hereby declare to the best of my knowledge that this thesis is origin; no part of it was earlier submit for the candidature of research degree to any university.

Date: 19th March, 2018

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Lalit Lamjel

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Lalit Lamjel** has prepared this thesis entitled **Techniques Used in Teaching Poetry at Secondary Level** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 21st March, 2018

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RECOMMEDATION FOR EVALUATION

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

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DEDICATION

Dedicated
To
My Family

ACKNOWLEDGEMENT

I would like to extend my deep sense of profound gratitude to **Mr. Guru Prasad Adhikari**, thesis supervisor and chairperson of Department of English Education; Evaluation and Approval Committee and lecturer of English Education of Sukuna Multiple Campus Sundarharaincha, Morang, for guiding me with regular encouragement, tricky and insightful suggestions throughout the study. I really would like to acknowledge his invaluable instructions, suggestions, guidance and co-operation in completing this research work in this form.

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ABSTRACT

The main aim of conducting this study is to investigate the most preferred techniques and the least preferred techniques by the learners in teaching poetry among various techniques at the Secondary Level. The researcher selected a school and forty students of grade- 9 from the school. They were chosen by using simple random sampling procedure. For collection data, the researcher used a set of questionnaire including the open- ended and close-ended questions for students on other hand classroom observation, discussion, interview, group discussion. materials were used. The researcher teaches the grade nine students using various techniques such as teacher-centered and students-centered techniques different poems of grade-nine text. Teachers have been used mostly teacher- centered techniques in teaching those poetry; like lecturing, theme description, giving note and which really bothers in learning poetry students do not show any activeness in class, teachers are active students show less interest. Those student- centered techniques are beneficial for students; these techniques are highly preferred by students they completely engage in learning.

This report consists of five chapters. Chapter one deals with the background of the study, statement of the problems, objectives of the study, Significance of the study, delimitation of the study, and operational definition of the key terms. Chapter two consists of review of theoretical literature, review of the empirical literature, implication of the study and conceptual frame work. Chapter three consists of the design and method of the study, population and sample and sampling strategy, study areas, data collection tools and data analysis and interpretation procedure. Chapter four deals with the analysis of data, interpretation of the results and summary of the findings. Chapter five is about the conclusion and recommendations have been made on the basis of the findings. Beside main chapters, the supportive materials such as references, questionnaire, tables and charts are used during the research they are presented in the appendixes of the thesis.

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