

A Study on Teaching of Poetry at Higher Secondary Level

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

**Submitted by
Shyam Lal Magarati**

**Faculty of Education
Tribhuvan University
Surkhet Campus (Education)
Birendranagar, Surkhet, Nepal
2009**

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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 in any university.

Date: 2066/08/14

Shyam Lal Magarati

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Shyam Lal Magarati** has worked and completed his M.Ed. thesis entitled “**A Study on Teaching of Poetry at Higher Secondary Level**” under my guidance and supervision. I recommend the thesis for the acceptance.

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DEDICATION

This work is whole heartedly dedicated to my beloved wife **Ganga Magarati** without whose encouragement and support, I would never have completed this thesis.

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Dec., 2009

Shyam Lal Magarati

ABSTRACT

This thesis report's effort is to present a study of the situation of teaching poetry at Higher Secondary Level. The main purpose of this study is to find out the strategies, problems and the relevance of teaching poetry at Higher Secondary Level. The populations of the study are the forty English language teachers of twenty Higher Secondary Schools of Surkhet district and hundred students from randomly selected ten Higher Secondary Schools of Surkhet district consisting ten students from each school. The questionnaires are administered to the teachers and students. Moreover, the face to face interview and class observation process took place in the presence of English language teachers. The obtained data are tabulated and analyzed using the simple statistical tools of percentage.

This thesis is divided into four different chapters. The first chapter gives the introduction, the second chapter deals with the methodology; the third chapter presents the analysis and interpretation of the data and the fourth chapter deals with the findings and recommendations. It is found that higher secondary English language teachers are well known about the strategies of teaching poetry but they are not using them equally in the classroom. They are neither very perfect nor poor but medium. They did not use the post-reading activities properly. The teachers are using the teacher centered methods and students are found very passive in the classroom. Further, it is found that teachers are facing many problems while teaching poetry like cultural background of the poet, problem of features of poetry, problem of deviated language, finding poet's mood or intention. They face the problem of mother tongue interference, trans-culture, lack of teaching materials, problem of teacher's training, giving central ideas and critical appreciation. Although there are many problems, many relevancies are found in teaching poetry in Higher Secondary Level. The relevancies are: teaching poem helps in motivating the students, to develop vocabulary power, for didactic purpose and pleasure, for aesthetic purpose, for poetic elements, knowing deviated language, skill of using dictionary; access to cultural background, to know literary language, for intensive and extensive reading power of the students, to develop language skills, and to develop interpretive ability and analytic power.

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ABBREVIATIONS

A.D.	Anno Domini
B.S.	Bikram Sambat
HSEB	Higher Secondary Education Board
DEO	District Education Office
CDC	Curriculum Development Centre
ELT	English Language Teaching
NNEPC	Nepal National Education Planning Commission
NESP	Nepal Education System Plan
L ₁	First Language
L ₂	Second Language
Teacher	Higher Secondary English Teacher
H.S.S.	Higher Secondary School
et. al.	and others
etc.	etcetera
i.e.	that is
eg.	for example
SN	serial number