

**LANGUAGE USED IN POETRY OF HIGHER  
SECONDARY LEVEL CURRICULUM: A CASE OF  
COMPULSORY ENGLISH**

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

**Submitted By**

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**Janata Multiple campus**

**Itahari, Sunsari, Nepal**

**2012**

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**2012**

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**Date of Approval of Thesis Examination**

**Proposal: 2069-03-29**

**Date of submission of Thesis: 2069-06-25**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dilli Ram Kaphle** has worked and completed this thesis entitled '**LANGUAGE USED IN POETRY OF HIGHER SECONDARY LEVEL CURRICULUM: A CASE OF COMPULSORY ENGLISH**' under my guidance and supervision.

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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: 2069-06-01

.....

**Dilli Ram Kaphle**

# DEDICATED

To my parents and grandparents  
Who have devoted their entire lives to  
make me what  
I am today.

*I will always cherish their love, care,  
affection, and utmost support.*

## ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere and heartfelt gratitude to my honorable guru and thesis supervisor, **Mr. Tirtha Raj Acharya**, a lecturer, Janata Multiple Campus, Department of English Education for his invaluable guidance and constructive advice without which the research would have never been completed.

I am grateful to a lecturer **Mr. Kamal Raj Dahal**, Head of English Department, Janata Multiple Campus, Itahari for providing me valuable suggestions and encouragement in the study. I am indebted to him for the inspiration I have drawn from him.

I am equally grateful to **Mr. Keshav Prasad Bhattarai**, a lecturer, Department of English Education, Janata Multiple Campus, Itahari for his encouragement and kind support of ideas.

I would also like to express my sincere gratitude Madam **Sabitri Thapa**, a lecturer, Department of English Education, Janata Multiple Campus, Itahari for her invaluable suggestions and academic help. I am grateful to other gurus and Gurumas of the department of English Education.

My thanks are also due to all my colleagues at Janata Multiple Campus, Itahari, Sunsari, for sharing their ideas with me. I would like to thank all my family members without whose love and cooperation, this thesis would have been completed.

I must be thankful to my wife **Mamata kaphle** and my daughter **Eliza Kaphle** for my co-operation by creating lovely family atmosphere that enable me to prepare this thesis and **Mr. Santosh Kaphle**, Itahari for neat typesetting.

Finally but foremost, I would like to express my gratitude to all the teachers who taught me to lead to the present position.

2069 - 06 - 05

**Dilli Ram Kaphl**



## **ABSTRACT**

The present study entitled 'LANGUAGE USED IN POETRY OF HIGHER SECONDARY LEVEL CURRICULUM: A CASE OF COMPULSORY ENGLISH' is an attempt to identify, describe and analyze the different figures of speech (Phonetic, Morphological, Syntactic and Semantic figures of speech) and prosodic feature (meter, food and rhyme) found in the poetry prescribed in the course 'The Magic of World' and 'The Heritage of World' of Higher Secondary Curriculum. Teaching poetry is a difficult job. There are different features found in poetry. Thus, the language of poetry is different from others.

This study aims to find out the figures of speech and to analyze prosodic features in poetry. Phonetic figures of speech (alliteration, assonance, and onomatopoeia), Morphological figures of speech (Archaism, Anaphora, Tautotes and Ehiphora), Syntactic Figures of speech (Ellipsis and Inversion), Semantic figures of speech (Simile, Metaphor and Paradox) and Prosodic features (rhyme, meter and foot) are analyzed. The poems of Higher Secondary Level Curriculum are analyzed after preparing the checklists based on the idea given by Jahn, Manfred 2002, A Guide to the Theory of Poetry. So, the checklist is the main tool of data collection in the study. The study is solely based on the secondary sources of data.

The study consists of four chapters along with reference and appendices in the end. Chapter one introduces the study in terms of general background of poem, review of the related literature, objectives of the study and significance of the study.

Chapter two deals with the methodology adopted in the study that deals with the sources of data, sampling procedure, tools for data collection, processes of data collection and limitation of the study.

Likewise, chapter three includes the analysis and interpretation of elicited data. It has been done in accordance with the study of objectives.

Chapter four incorporates the findings and recommendation for pedagogical implications. On the basis of the analyzed data, findings have been prepared and in turn, on the basis of these findings, some recommendations have been made.

**Dilli Ram Kaphle**

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## LIST OF ABBREVIATIONS AND SYMBOLS

|         |   |  |
|---------|---|--|
| %       | - | percentage                                   |
| B. C.   | - | Before Christ                                |
| B. Ed.  | - | Bachelor of Education                        |
| C       | - | Century                                      |
| Co.     | - | Company                                      |
| CPU     | - | Cambridge University Press                   |
| ed.     | - | edited (by), edition, editor                 |
| Ed.     | - | Education                                    |
| EFL     | - | English as a foreign Language                |
| e.g.    | - | For example (Exemplia Gratia)                |
| Eng.    | - | English                                      |
| ESL     | - | English as a Second Language                 |
| et. al. | - | et alii/alia ( and other people)             |
| ibid    | - | in the same book                             |
| IO      | - | Indirect Object                              |
| Ltd.    | - | Limited                                      |
| M. Ed   | - | Master of Education                          |
| NELTA   | - | Nepal English Language Teachers' Association |
| No.     | - | Number                                       |
| NP      | - | Noun Phrase                                  |
| OALD    | - | Oxford Advanced learner's Dictionary         |
| Ph. D.  | - | Philosophy of doctoral                       |
| PLN     | - | Poem Line Number                             |
| PN      | - | Poem Number                                  |
| S. N.   | - | Serial Number                                |
| T. U.   | - | Tribhuvan University                         |
| Viz.    | - | Namely                                       |
| Vol.    | - | Volume                                       |
| Vs      | - | Versus                                       |
| WWI     | - | World Wide International                     |