

**ATTITUDES OF TEACHERS TOWARDS TEACHING
POETRY AT SECONDARY LEVEL**

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Ganesh K.C.

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2015

**ATTITUDES OF TEACHERS TOWARDS TEACHING
POETRY AT SECONDARY LEVEL**

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

Submitted by

Ganesh K.C.

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2015

T.U. Reg. No.: 9-1-57-233-2005

Second Year Examination

Roll No.: 280506/2069

Date of Approval of the Research

Thesis Proposal: 23/04/2015

Date of Submission: 23/07/2015

ATTITUDES OF TEACHERS TOWARDS TEACHING POETRY AT SECONDARY LEVEL

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

Submitted by

Ganesh K.C.

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2015

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ganesh K.C.** has prepared this thesis entitled '**Attitudes of Teachers towards Teaching Poetry at Secondary Level**' under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

.....

Dr. Anjana Bhattarai (Supervisor)

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance and Approval Committee:**

Signature

Dr. Anjana Bhattarai (Supervisor)

.....

Reader and Head

(Chairperson)

Department of English Education

T.U., Kirtipur, Kathmandu

Mr. Resham Acharya

.....

Teaching Assistant

(Member)

Department of English Education

T.U., Kirtipur, Kathmandu

Mr. Guru Prasad Paudel

.....

Teaching Assistant

(Member)

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 23/04/2015

EVALUATION AND APPROVAL

This research has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Anjana Bhattarai (Supervisor)

.....

Reader and Head

(Chairperson)

Department of English Education

T.U., Kirtipur, Kathmandu

Dr. Anju Giri

.....

Professor

(Expert)

Department of English Education

Chairperson

English and Other Foreign Languages Education Committee

TU, Kirtipur, Nepal

Dr. Ram Ekwel Singh

.....

Reader

(Member)

Department of English Education

T.U., Kirtipur, Kathmandu

Date:- 07/08/2015

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 to any university.

Date:

Ganesh K.C.

DEDICATION

Dedicated

To

My parents and all well wishers

ACKNOWLEDGENTS

First of all, I would like to express my sincere gratitude to my honorable Guruma as well as thesis Supervisor **Dr. Anjana Bhattarai**, Reader and Head of Department of English Education, T.U., Kritipur, for her guidance, continuous assistance, inspiration, encouragement, constructive suggestion and strong motivation without which this research would not be in this form. Therefore, I feel very proud and glad to have worked under her supervision.

I am grateful to **Mr. Resham Acharya** and **Mr. Guru Prasad Poudel** members of proposal viva for their comprehensive and constructive suggestions.

I would like to express my gratitude to **Dr. Anju Giri**, Professor of English Education and Chairperson of English and Other Foreign Languages Education Subject Committee, TU, Kirtipur for her kind co-operation and guidance.

In the same way, my sincere gratitude goes to Prof. **Dr. Govinda Raj Bhattarai**, Prof. **Dr. Tirth Raj Khaniya**, Prof. **Dr. Laxmi Bahadur Maharjan**, Prof. **Dr. Vishnu Sing Rai**, Prof. **Dr. Tara Datta Bhatta**, **Dr. Tapasi Bhattacharya**, **Dr. Ram Ekwel Singh**, **Mr. Raj Narayan Yadav**, **Mrs. Madhu Neupane**, **Mr. Prem Phyak**, **Mr. Bhesh Raj Pokhrel**, **Mrs. Saraswoti Dawadi**, **Mrs. Hima Rawal**, **Mr. Ashok Sapkota**, **Mr. Khem Raj Joshi**, **Mr. Laxmi Prasad Ojha** for their comprehensive suggestions and guidelines.

I am very much thankful to **Mrs. Madhavi Khanal**, **Mrs. Nabina Shrestha** and **Mr. Bishnu Silwal** of the Department of English Education for their continuous and kind help in providing me the books and theses at the moment I needed.

I would like to acknowledge all the scholars and writers whose works I have consulted and cited during this study.

I would like to remember my younger sister, brother, mother and father because of whom I am in this position; all Gurus and Gurumas who taught me in different levels and I cannot forget the help that I got from all of my nearest and dearest friends. I would like to thank those teachers who helped me to complete of my study by filling research questionnaire.

Finally, I would like to thank **Mr. Ram Krishna Maharjan** of RPP Computer Centre, Kirtipur, Panga for his excellent computer typing and printing.

Date:

Ganesh K.C.

ABSTRACT

This study was on **Attitudes of Teachers towards Teaching Poetry at Secondary Level**. Main purpose of the present study was to find out attitudes of teachers towards teaching poetry at secondary level. The researcher selected the government aided and private schools of Surkhet district. The total sample of this study consisted of 30 secondary level English teachers who were chosen using purposive non-random procedure. It was a survey research. The tool I used was questionnaire. The data collected from the teachers was analyzed and interpreted to find out the attitudes of teachers towards teaching poetry at secondary level. By this study, it was found that teaching poetry is essential and very effective to teach the language. The teachers told that teaching poetry helps teachers to teach the language effectively and poems are authentic valuable reading materials. It was also found that teaching poetry helps to develop students' creative, reasoning, evaluating, appreciating and interpretive skill.

This thesis consists of five chapters. The first chapter includes the general background, statement of the problem, research questions, significance of the study, delimitations of the study, operational definition of the key terms. The second chapter deals with the review of related literature and conceptual framework. The third chapter deals with methods and procedures of the study adopted during the research study, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedure. The fourth chapter deals with analysis and interpretation of results. The fifth chapter deals with conclusion and recommendations. In the final part of this thesis references and appendix are included.

TABLE OF CONTENTS

	Page No
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Figures</i>	<i>xiii</i>
<i>List of Symbols and Abbreviations</i>	<i>xiv</i>
CHAPTER ONE : INTRODUCTION	1-6
1.1 General Background	1
1.2 Statement of the Problem	3
1.3 Objectives of the study	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
1.7 Operational Definition of the Key Terms	6
CHAPTER TWO : REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-34
2.1 Review of Theoretical Literature	7
2.1.1 English Language Teaching and Learning in Nepal	7
2.1.2 Literature: An Introduction	8
2.1.3 Language and Literature	9
2.1.4 Literature and Language Teaching	10
2.1.5 Value of Literature in Language Teaching	12
2.1.6 Approaches to Teaching Literature	15

2.1.7	Genres of Literature	17
2.1.8	Language of Poetry	19
2.1.9	Features of Poetry	20
2.1.10	Strategies of Teaching Poetry	23
2.1.11	Attitude: A Brief Account	24
2.2	Review of Empirical Literature	28
2.3	Implications of the Review for the Study	32
2.4	Conceptual Framework of the Study	34

**CHAPTER THREE : METHODS AND PROCEDURES OF
THE STUDY**

35-38

3.1	Design and Method of the Study	35
3.2	Population, Sample and Sampling Strategies	37
3.3	Study Area	37
3.4	Data Collection Tools and Techniques	37
3.5	Data Collection Procedures	38
3.6	Data Analysis and Interpretation Procedure	38

**CHAPTER FOUR : ANALYSIS AND INTERPRETATION OF
RESULTS**

39-64

4.1	Analysis of Data and Interpretation of the Results	39
4.1.1	Analysis of the Information given by the Teachers	39
4.1.1.1	Attitudes of Teachers Towards Poetry, Secondary Level Textbook and Curriculum	40
4.1.1.2	Attitudes towards the Participation of Students in Classroom Activities	51
4.1.1.3	Attitudes towards Methodology of Teaching Poetry	55
4.1.1.4	Attitude towards the Evaluation of Poetry	60
4.1.1.5	Attitudes towards the Expected Changes of Poetry in Textbook	61
4.2	Summary of Findings	64

CHAPTER FIVE : CONCLUSIONS AND RECOMMENDATIONS	65-69
5.1 Conclusion	67
5.2 Recommendations	68
5.2.1 Policy Level	68
5.2.2 Practice Level	69
5.2.3 Further Research Related Level	69

REFERENCES

APPENDICES

LIST OF TABLES

	Page No.
Table No. 1 : Needs of teaching poetry	40
Table No. 2 : Role of poetry to develop communicative competence	41
Table No. 3 : Role of poetry to develop interpretative and analytic skill	44
Table No. 4 : Role of poetry to develop intensive and extensive reading skill	45
Table No. 5 : Poetry to help in day to day communication	47
Table No. 6 : Sufficiency to impart the cultural knowledge	49
Table No. 7 : Moral lesson and pleasure of poetry	50
Table No. 8 : Text and content of poetry	51
Table No. 9 : Satisfaction with participation of students in classroom activities	52
Table No. 10 : Motivation and curiosity of students	53
Table No. 11 : Students difficulties with the figurative meaning	54
Table No. 12 : Difficulties with prose and poetry	55
Table No. 13 : Satisfaction with methods and techniques	56
Table No. 14 : Methods and strategies	57
Table No. 15 : Use of group work and pair work	58
Table No. 16 : Making lesson plan and teaching materials	59
Table No. 17 : Satisfaction with evaluation system	60
Table No. 18 : Needs to change evaluation system	61

LIST OF FIGURES

	Page No.
Figure No. 1 : Relevance of poems in terms of level of students	42
Figure No. 2 : Attitudes of teachers towards activities and exercises designed in textbook	43
Figure No. 3 : Preference of teaching poetry	46
Figure No. 4 : Regarding need of changing textbook	62
Figure No. 5 : Teachers' preference to prose and poetry	63

LIST OF SYMBOLS AND ABBREVIATIONS

%	:	Percentage
&	:	And
B.S.	:	Bikram Sambat
B.C.	:	Before Christ
C.D.C	:	Curriculum Development Centre
CUP	:	Cambridge University Press
Dr.	:	Doctor
e.g.	:	and so on (from latin et cetra)
ELT	:	English Language Teaching
ESL	:	English as a Second Language
etc.	:	Etcetera
G.T.	:	Grammar Translation
i.e.	:	That is
MOE	:	Ministry of Education
Mr.	:	Mister
Mrs.	:	Mistress
NELTA	:	Nepal English Language Teachers' Association
NNS	:	Non -Native speaker
No.	:	Number
OUP	:	Oxford University Press
p.	:	Page
Prof.	:	Professor
T.U.	:	Tribhuvan University