

**STRATEGIES ADOPTED BY NOVICE TEACHERS  
FOR TEACHING POETRY**

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

**Submitted by  
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Kirtipur, Kathmandu  
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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 to any university.

Date: 12-09-2017

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Pusp Raj Bhatt** has prepared this thesis entitled **Strategies Adopted by Novice Teachers for Teaching Poetry** under my guidance and supervision.

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# DEDICATION

*Dedicated*

*To*

*My Parents*

*Who devoted their entire life for my study and made me what I am today.*

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**Pusp Raj Bhatt**



## ABSTRACT

The study entitled as the **Strategies Adopted by Novice Teachers for Teaching Poetry** aimed to find out the strategies adopted by novice teachers for teaching poetry in secondary level. To meet the objectives of this study, I selected 14 secondary level novice teachers and 14 secondary level schools of Kathmandu district by using purposive non-random sampling. I used classroom observation checklist and questionnaire to collect the data for this study. The data were analyzed and interpreted by using simple statistical tools like tabulation and description. The finding of this study showed that novice teachers employed different activities diversely. It was found that there were not any fixed strategies in teaching poetry. The strategies were different from one teacher to another.

The study organized into the five chapters. The first chapter deals with the background of the study, statement of problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms . The second chapter includes the review of related literature, review of related empirical literature, implications of the review of the study and conceptual framework. Similarly, the third chapter includes design and method of study, population, sample and sampling procedures, study area, data collection tools and techniques data collection procedures analysis and interpretation procedures are mentioned. Likewise chapter four presents analysis and interpretation of the elicited data and summary/Discussion of findings and chapter five includes conclusion and recommendations at three different areas i.e., policy related practice related, and further research related. Finally, the references and appendices are included.



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## LIST OF ABBREVIATIONS AND SYMBOLS

%	Percentage
B.Ed.	Bachelor of Education
CPU	Cambridge University Press
e.g.	For Example (Exemplia Gratia)
EFL	English as Foreign Language
et al	and others
etc.	et cetera
Freq.	Frequency
i.e.	that is
M.Ed.	Master of Education
No.	Number
OPU	Oxford University Press
p.	page
pp.	pages
Q.N.	Question Number
S.N.	Serial Number
T.U.	Tribhuvan University
Viz	Namely (Videlicet)

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## Appendix 1

### List of poem

- |                                 |                    |
|---------------------------------|--------------------|
| 1. Did I Miss Anything          | Tom Wayman         |
| 2. The Road not Taken           | Robert Frost       |
| 3. I Wandered Lonely as a Cloud | William Wordsworth |
| 4. The Chimney Sweeper          | William Blake      |
| 5. Past and Present             | Thomas Hood        |

## Appendix 2

### QUESTIONNAIRE

Dear Informants,

This questionnaire is a research tool for collecting information for my study work entitled **Strategies of Teaching Poetry Adopted by Novice Teacher** under the supervision of Mr. Guruprasad Paudel, Teaching Assistant Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be a great value to me. I'm interested in your personal opinion. Please feel free to put your responses required by the questionnaire. I assure you that the Responses made by you will be exclusively used only for the research study.

Researcher

Pusp Raj Bhatt

T.U. Kirtipur

## Questionnaire schedule to the English Teachers

Name of the teacher:

Qualification:

School:

Duration of Appointment:

Title of the Poem:

Please read the following questions and give your answers.

### Pre-Teaching Activities

1. Do you present the background of poem before teaching it?  
a. never,            b. sometimes            c. always
2. Do you give background information of the text and the writers before teaching poetry?  
a. never,            b. sometimes            c. always
3. Do you write the underlying meaning of figurative words on the board?  
a. always            b. sometimes            c. never
4. Do you brainstorm about the title of the poem before teaching it?  
a. always            b. sometimes            c. never
5. Do you translate the whole text in Nepali or difficult words only?  
a. always            b. sometimes            c. never

### While Teaching Activities

7. Do you give critical appreciation of the poem to the students?  
a. never            b. sometimes            c. always
8. Do you give the central idea and summary of the poem at the end of lessons?  
a. always            b. sometimes            c. never
9. Do you read the poem aloud for the student?  
a. always            b. sometimes            c. never
10. Do you use student centered technique for teaching poetry?  
a. always            b. sometimes            c. never
11. Do you help students to understand the plot ?  
a. always            b. sometimes            c. never

**Post Teaching Activities**

12. Do you give students some brief interpretations of poem?

- a. always      b. sometimes      c. never

13. Do you give students a series of statements about the possible statements about the possible underlying meanings of the poem?

- a. always      b. sometimes      c. never

**Further Follow up Activities**

14. Do you give students rewrite the poem as a different form of discourse?

- a. always      b. sometimes      c. never

15. Do you assign students to read and other poems by the same author?

- a. always      b. sometimes      c. never
- .....

### Appendix 3

#### Classroom Observation

Name of the Teacher:

Date.....

Qualification:

School:

Duration of Appointment :

Title of the Poem

S.N.	Criteria of evaluation	Yes	no	Uncertain	
1	<div style="border: 1px solid black; padding: 2px;">Pre Teaching Activities</div> Motivation : maintaining interest in the poem				
2	Introduction to the topic				
3	Background information on the text. (Historical, political social etc)				
4	Prediction; Guessing subject matter from the title				
5	Pre- teaching vocabulary, figures of speech, symbols, metaphors, etc.  <div style="border: 1px solid black; padding: 2px;">While Teaching Activities</div>				
6	Helping students to understand the plot, theme rhyme scheme etc.				
7	Linguistic guidance: style, register, structures, grammar etc.				
8	Students' participation in comprehensive exercises on the text.				

9	Explaining the cultural terms, figurative aspects.				
10	Giving critical appreciation and summary of the poem <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px 0;">Post Reading Activities</div>				
11	Discussion and debate on the theme, plot, Characters, settings, etc.				
12	Interpretation of the themes, world view of values, narrative point of view, etc.				
13	Writing activities on stylistic features, point of view and central idea and paraphrasing.				
14	Follow-up activities: Review of the poem				
15	Overall evaluation: Techniques and strategies (group works. Pair works, role play, discussion, elicitation, explanation, prediction.)				