

**TEACHING POETRY IN ELT CLASSROOM
-ISSUES AND PROBLEMS**

A Thesis Submitted to the Department of English Education

In Partial fulfilment for the Master of Education in English

Submitted by

Bimal Chandra Pangen

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2014

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Date of Approval of the Research

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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: 10-02-2014

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Bimal Chandra Pangi** has prepared this thesis entitled “**Teaching Poetry in ELT Classroom – Issues and Problems**” under my guidance and supervision.

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DEDICATION

Dedicated to

My Parents **Mr. Ramesh Chandra Pangen** and **Mrs. Tulasa Pangen** Who
Spent Their Entire Life to Make me What I am Today.

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Bimal Chandra Pangen

ABSTRACT

This research study is to present a study of the situation of teaching poetry at Lower Secondary Level. The title of the thesis is “Teaching Poetry in ELT Classroom - Issues and Problems”. The main objective of this study was to identify the issues and the problems faced by lower secondary English teachers in teaching poetry. The population of the study were the forty lower secondary English language teachers of twenty Schools (two English teachers from each school) of Nawalparasi district. To fulfil the objectives of this study, an effective tool of survey research, questionnaire had been used and the questionnaires had been administered to the teachers. The obtained data had been tabulated and analyzed using explanation method and the simple statistical tools of percentage. It was found that a big size of the teachers use the activities in teaching poetry like games on vocabulary, reciting poem with rhyme , matching poems line with its paraphrase, picturization method, dramatization and so on as effective ways. And all the teachers felt difficulties if there were not given rhyming words in the poem.

It contains five chapters. The first chapter leads to a short introduction about the general background, statement of the problem, rationale of the study, objectives of the study, research question, significance of the study, delimitations of the study, and operational definition of the key terms. The second chapter summarizes the review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter contains the methods and procedures of the study which deals with design of the study, population and sample of the study, sampling procedure, data collection tools, and data collection procedure. The fourth chapter consists of the result and discussion of the collected data. The last chapter deals with the summary, findings, and some pedagogical implications based on the analysis and interpretation of the data. References and appendices are attached at the end.

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LIST OF SYMBOLS AND ABBREVIATIONS

L. S.	:	Lower Secondary
ELT	:	English Language Teaching
M.Ed.	:	Master in Education
etc.	:	et cetra
i.e.	:	That is
%	:	Percentage
CUP	:	Cambridge University Press
B. S.	:	Bikram Sambat
Dr.	:	Doctor
e. g.	:	For example
No.	:	Number

p. : page
pp. : Pages
Prof. : Professor
T.U. : Tribhuvan University
OUP : Oxford University Press