

**CHALLENGES OF TEACHING POETRY IN THE B.ED.  
COMPULSORY ENGLISH COURSE**

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

**Submitted by  
Bharati Bhugai**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu**

**20112**

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## RECOMMENDATION FOR ACCEPTANCE

This is to certify that Bharati Bhugai has prepared this thesis entitled **Challenges of Teaching Poetry in the B.Ed. Compulsory English Course** under my guidance and supervision.

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This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

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## EVALUATION AND APPROVAL

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## **DECLARATION**

I here by 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:

**Bharati Bhugai**

## DEDICATION

**Dedicated**

*to my parents without whom I would not  
be in the position where I am now.*

## ACKNOWLEDGEMENTS

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**Bharati Bhugai**

## **ABSTRACT**

This research entitled, Challenges of teaching poetry in the B.Ed. Compulsory English course aims to identify the problems related to teaching poetry in the B.Ed. compulsory English course. I adopted random sampling procedure to select the campuses and teachers concerned. Sample checklists and questionnaires were used as the tools for data collection. The main finding of this research was that the teachers' problems related to teaching poetry in B.Ed. level are common are lack of materials about foreign writer and also about literature, use of old language forms, no background information and clues, lack of language about foreign lecturer. It is however recommended some remedial measures for the problem.

The thesis consists of four chapters. Chapter one includes general background followed by introduction of the poetry, its types, use of poetry in the language class. Chapter two deals with methodology. It includes sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study. Chapter three manifests analysis and interpretation of the data collected from the informants. Chapter four presents the findings recommendations and pedagogical importance of the study. The references and appendices are given at the end.

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## **LIST OF SYMBOLS AND ABBREVIATIONS**

B.Ed.	:	Bachelor in Education
CUP	:	Cambridge University Press
EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
M.Ed.	:	Masters in Education
NELTA	:	Nepal English Language Teachers' Association
OUP	:	Oxford University Press
T.U.	:	Tribhuvan University

