

USE OF STRATEGIES IN TEACHING POETRY

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

Submitted by

Bhanu Bhakta Neupane

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2010

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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: 2067/08/17

.....
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bhanu Bhakta Neupane** has prepared this thesis entitled "**Use of Strategies in Teaching Poetry**" under my guidance and supervision.

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DEDICATION

**This Thesis is dedicated to
My evercaring parents because of whom I reached here.**

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Bhanu Bhakta Neupane

ABSTRACT

The present study entitled use of strategies in teaching poetry attempts to present a survey study descriptively and find out the strategies adopted in teaching poetry at lower secondary level. To complete this study, two sets of questionnaire were prepared and distributed to 14 teachers and 44 students. Likewise, ten classes of ten lower Secondary English teachers were observed. The data were analyzed and interpreted using simple statistical tools and presented with the help of tables. Data were analyzed and interpreted to find out the strategies used in teaching poetry. It was found that teachers had not adopted any fixed strategies used in teaching poetry. The strategies were different from one teacher to another. The teachers were not found consistent regarding the use of particular strategies while teaching certain aspects of the poem.

The study consists of four chapters. Chapter one introduces the study in terms of general background, review of the related literature objectives of the study and significance of the study. Likewise, chapter two deals with methodology applied to carryout the study. The sources of data, population of the study, sampling procedure, tools for data collection, process of data collection, and limitation of the study are included in this chapter. Chapter three includes the analysis and interpretation of the elicited data. Chapter four incorporates the findings and recommendation for pedagogical implications.

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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
f	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
T.U.	Tribhuvan University
US	United State
Viz	Namely (Videlicet)