

**EFFECTIVENESS OF SUGGESTOPAEDIA METHOD IN TEACHING
ENGLISH POETRY**

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

**Submitted by
Govinda Prasad Pandey**

**Faculty of Education
Tribhuvan University
Saptagandaki Multiple Campus Bhartapur,
Chitwan, Nepal**

2016

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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: April 25, 2016

Govinda Prasad Pandey

DEDICATION

This thesis

is

Dedicated

to

My dear parents.

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.....

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ABSTRACT

Suggestopedia is a method of teaching foreign language. This method was propounded by a Bulgarian educator Georgi Lozanov in 1970. The researcher selected the title EFFECTIVENESS OF SUGGESTOPAEDIA METHOD IN TEACHING ENGLISH POETRY. The suggestopaedia is a method of teaching foreign languages. The objectives of the research work were to find out the effectiveness of suggestopaedia method in teaching English poetry and to suggest some pedagogical implications. The researcher used non-random judgmental sampling procedures by selecting nine students of Bachelor level in education from one public college in Western Chitwan. The researcher used an action research design to find out the effectiveness of suggestopaedia method in teaching English poetry. The researcher administered seven different tests during one month teaching period. The test papers were checked. The mean marks were compared and interpreted. The study showed that the suggestopaedia method has been effective in teaching English poetry.

This thesis consists of five chapters. Chapter one is an introductory chapter. This chapter includes background information of the topic, statement of the problem, objectives and significance of the study. Chapter two consists of review of related literature and conceptual framework of the research. Chapter three deals with methodology adopted to carry out the research. It consists of data, sampling procedures, tools, process of data collection. Chapter four consists of interpretation of the data and results. Chapter five consists of conclusion and recommendations (implications of the study). The final part of the study consists of references and appendices.

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LIST OF ACRONYMS AND ABBREVIATIONS

A. R.	: Action Research
B. Ed.	: Bachelor of Education
CALL	: Computer Assisted Language Learning
CUP	: Cambridge University Press
ELT	: English Language Teacher
F. M.	: Full Mark
F. S.	: Figure of Speech
G. T.	: Grammar Translation
Ltd.	: Limited
M. S.	: Mean Score
NCED	: National Centre for Educational Development
NELTA	: Nepal English Language Teachers' Association
O. M.	: Obtained Mark
OUP	: Oxford University Press
PDFs	: Personal Document Files
P. M.	: Pass Mark
Pvt.	: Private
P. T.	: Progress Test
Q. N.	: Question Number
Reg.	: Registration
S. M.	: Suggestopaedia Method
S. N.	: Serial Number
Ss	: Students
T. M.	: Total Mark
Ts	: Teachers
T. S.	: Test Score

- S1 : First student
- S2 : Second student
- S3 : Third student
- S4 : Fourth student
- S5 : Fifth student
- S6 : Sixth student
- S7 : Seventh student
- S8 : Eighth student
- S9 : Ninth student

CHAPTER-ONE

INTRODUCTION

This research study attempts to find out the effectiveness of suggestopaedia method in teaching English poetry. Suggestopaedia is a method of teaching foreign language.

This chapter includes the background information of the topic, statement of the problem, objectives and significance of the study.

1.1 Background of the Study

Poetry has a beautiful and elegant quality. A poem is a piece of writing in which the words are chosen for their sound and the images they suggest, not just for their obvious meanings. In the poem, the words are arranged in separate lines, usually with a repeated rhythm, and often the lines rhyme at the end.

Poetry is a different form of language. Poetry is taught from different methods and techniques.

Poetry can be taught by using different methods. Suggestopaedia is also a method of teaching foreign language. This method was developed by the Bulgarian psychotherapist Georgi Lozanov. It is used mostly to learn foreign languages. The theory of this method applied positive suggestion in teaching when it was developed in the 1970s. However, as the method, it improved. It has focused more on 'desuggestive learning' and now is often called 'desuggestopaedia'. Suggestopaedia is a portmanteau of the words 'suggestion' and 'pedagogy'. A misconception is to feel 'hypnosis'. However, Lozanov intended it in the sense of offering or proposing, emphasizing student choice.

Suggestopaedia, one of the methods, can also be used to teach English poetry. In this method, the learners listen to the teacher. They listen to the music in the background. The music is played at low volume. The learners feel relaxed and comfortable. Sometimes the teacher and the learners become passive and active. There are four phases of teaching poetry: introduction, concert session, elaboration and production.

In the words of Adamson (1997, p. 1),

“Dr. Georgi Lozanov, the creator of suggestopaedia method, says that as we get older, we accept social norms and adjust our personalities to conform to them. One result is that we inhibit our learning to conform these outside limits. The capabilities that we used as children are set aside and no longer used. They are preserved, however, as functional reserves. According to Lozanov, these functional reserves can be reintegrated into the active personality by the use of suggestion is an enormous increase in the individual’s ability to learn the ability to remember the material and to integrate it into the personality.

Lozanov trained suggestopaedic teachers through an apprentice system.

After passing a battery of psychological tests, there would be- teacher learns by working with master teacher at Lozanov’s suggestopaedia Institute. The trained teacher becomes an expert at working in the classroom, but has not gained the tools or the desire to use anything but the entire system as it is laid out by Lozanov (1988). He said that very few working teachers are in a position where they can use system. Even with the active support of the administration, I found that I could not use the system. Problems such as the length (one month) and size (12 students) of system classes, the cost-effectiveness of recruiting students, scheduling and other administrative factors forced major alterations as he began to use the method”.

According to Lozanov (1978, p. 1-10),

“The only major linguistic problems in the language classroom are memorization and integration. If the students remember the words and patterns of the language and integrate them into their personalities, the students have acquired the language and the teacher has done all that needs to be done. Suggestopaedia was designed primarily to make these two processes more effective”.

In the words of Richards J.C. and Rodgers, T.S. (2002, pp. 100-110),

“Suggestopaedia is also known as desuggestopaedia. It is a method developed by the Bulgarian psychiatrist-educator Gerogi Lozanov.

Suggestopaedia is a specific set of learning recommendations derived from suggestology, which Lozanov described as “ a science

.....concerned with the systematic study of the non-rational and/or non-conscious influences” that human beings are constantly responding .

Suggestopaedia tries to harness these influences and redirect them so as to optimize learning. The most conspicuous characteristics of

suggestopaedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the

teacher”

In Bowen’s (2009, pp. 1-10) words, “Suggestopaedia is often considered to be the strangest of the so-called “humanistic approach”.

Suggestopaedia was originally developed in the 1970s by the Bulgarian educator Georgi Lozanov. Extravagant claims were initially made for

the approach with Lozanov himself declaring that memorization in learning through suggestopaedia would be accelerated by up to 25 times over that in conventional learning methods. The approach attracted both wild enthusiasms in some quarters and open scorn in others. On balance, it is probably fair to say that suggestopaedia has had its day but also that certain elements of the approach survive in today's good practice.

The approach was based on the power of suggestion in learning; the notion being that positive suggestion would make the learner more receptive and, in turn stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopaedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is a kin to the parent-child relationship. Music, in particular, is central to the approach. Unlike other methods and approaches, there is no apparent theory of language in suggestopaedia and no obvious order in which items of language are presented”.

1.1.1 English Language Teaching in Nepal

English is an international language. It is spoken all over the world. It has also been a dominant language in the world. English books have been prescribed as text books in schools and colleges. This has also been a popular language in Nepal and all over the world. When we talk about English, the history of teaching English in Nepal is very long.

In the past, English was taught for a particular group in a particular place. It means English language was not so wide spread. Only the members of Rana

family and their relatives had opportunity to learn English. English language teachers were not so easily available.

English was taught by importing teachers from abroad. Schools, colleges were not available at that time. It used to be a room of a house or a palace. Text materials were not so easily available. They learned English language by memorization and the teacher used to teach the students by using GT method.

Nowadays, there are schools, colleges, language institutes everywhere.

Teachers and text materials are so easily available. English language has spread all over the world due to its popular culture, movie, sports, advertisements, art, music, science and technology, agriculture, engineering, aircraft, medicine etc.

These days, modern methods, techniques and technology have made English language learning easier. Overhead projectors, T.V., radio, mail, internet, fax, mobile phones etc have also made learning English easier and faster.

1.1.2 Types (forms) of Poetry

A poem is an expression of feeling, thought and emotion. It is also considered an overflow of feeling from the core of human heart. The language used in poetry is different from any ordinary speech. Poem is one of the genres of English language. When language is decorated with beautiful and considerable words in a systematic way, the poem is created.

The different forms (elements) of poetry are: sonnet, ballad, romance, elegy, epic, narrative verse, ode, lyric etc.

The word '**sonnet**' has been derived from Italian word 'sonneto' which literally means a 'little sound or song'. It is a lyric poem of 14 lines. A sonnet expresses different aspects of a single thought or mood or feeling. There are two forms of sonnet: the Petrarchan sonnet and the English sonnet.

An **elegy** is defined as a poem which is invariably melancholic and centers on mourning for one's loved one or a lament for some tragic event.

An **ode** is a lyric poem. This is especially written in praise of somebody or something. Ode is distinguished into two types: the public ode and the private ode.

A **ballad** is a narrative folk song that is handed over from one generation to another generation orally. This is also divided into two broad types: the folk or traditional ballad and the literary ballad.

An **epic** is a long narrative poem on a grand style about the deeds of warriors and heroes. It is also called a heroic poem. This is also divided into two types: primary or traditional epic and secondary or literary epic.

A **lyric** is a song to be sung or recited to the accompaniment of the lyre. It refers to a short narrative poem which expresses feelings and thoughts of a single speaker on a single personal subject matter.

A **romance** is a narrative verse which was popular in the middle ages. It is mainly about legendary, supernatural or amorous subjects and characters. The romance is the form of entertainment.

A **narrative verse** is a poem which tells a story. Ballad, epic, and material romance belong to this type of literary genre. The narrative verse exists in all literature.

1.1.3 Reasons of Teaching Poetry

It is said that primary aim of teaching English poetry is to learn the language but not literature. But anyway the aims of teaching poetry are as follows:

- i. Poetry enables the learners to appreciate poem.
- ii. It enables them to develop their imagination.
- iii. It enables them to develop the skills of literal comprehension.
- iv. It enables them to point out the prosodic features like rhyme, rhythm, meter, and their effects.
- v. It enables them to point out the characteristics of literary language.
- vi. It enables them to develop the skills of critical readings, critical thinking and creative writing.
- vii. It enables them to improve their pronunciation.
- viii. It enables them to improve their all round development such as personality, emotional, imaginative, intellectual, aesthetic and initiative values.

1.1.4 Role of Teachers in Teaching Poetry

The teacher plays very important role in teaching poetry. The teacher should create the environment to teach poetry in the language classroom. The teacher should help the learners as a facilitator. The teacher plays a role of guide. The teacher plays the role of agent, prompter, assessors, resource, tutor, rapport builder etc.

Besides these, the teacher should recognize the students. The teacher should listen to the students. He should respect the students. He should correct the students. He should be even-handed.

1.1.5 Challenges of Teaching Poetry

While teaching poetry in the language classroom, there occur many challenges. Some of the challenges that the English language teachers face while teaching poetry are as follows:

- i. The learners are from multiple cultures and ethnic backgrounds.
- ii. They have different linguistic background.
- iii. The learners use their mother tongues widely.
- iv. The grammatical structures of their mother tongue and the target language do not match.
- v. The cultures of the learners and the cultures of the target language are different.
- vi. Lack of reference books and teaching materials.
- vii. Level of learners' ability different.

1.2 Statement of the Problem

Generally the curriculum designers of B.Ed. first year General English text books have designed the curriculum according to the level of learning capacity of the learners. They think that the poems of B.Ed. first year General English textbooks are appropriate at this level. The learners at this level are supposed to learn and understand the poetic language. However, they are unable to understand the poetic language. They are unable to grasp the theme and the

vocabulary so easily. They are not interested in reading poetry. They do not understand the language of the poetry and overall message of the poetry. It is more difficult for teaching at their level. Teaching and learning English poetry has been very ineffective in the class. Very few students understand and pay attention to the English poetry in the classroom. This has been a problem in teaching English poetry in B.Ed. first year. This is in the case of public campuses or private campuses.

There are different techniques, methods, approaches, strategies and activities in teaching poetry. However, all of them are not effective in teaching poetry. Teachers present the lesson and theme. Furthermore, they provide the summary of the poetry and vocabulary. They complete the lesson. The students memorize the summary and answer of some questions. They prepare for the exam. This is the trend in teaching and learning poetry in most of the classes in Bachelor level of public campuses and private campuses. Some methods and techniques are effective. Some methods are not effective. Because of some methods, techniques and their previous knowledge of poetry and language level, the B. Ed. first year General English students are not able to understand the poem and not interested in studying the poems. The students of B. Ed first year are affected in understanding the poem and drawing attention to the poetry teaching classroom. So, they can not write the answers of some questions from poetry during examinations. If they write them, they memorize the answers. Some of the students fail the exam and don't understand the poem given in the text books according to the prescribed curriculum and syllabus.

This problem has caused in learning poetry to the B. Ed. first year General English students. They have very little knowledge about poetry and will have no interest in the poetry in the future. This also hinders learners in learning English language through poetry. The main aim of teaching English language through poetry is to learn English as well as use it in real life situation.

1.3 Objectives of the Study

The following were the objectives of the present research:

- (i) To find out effectiveness of suggestopaedia method in teaching English poetry.
- (ii) To suggest some pedagogical implications in teaching English poetry.

1.4 Research Questions

There are a number of techniques and methods to teach poetry. However, some are more effective and some are less effective. Students do not take poetry so easily. They are not so easily motivated. The present thesis has the following questions to find out the answers of the problems:

- (i) What is suggestopaedia method in teaching poetry?
- (ii) Can the learners be motivated in poetry through suggestopaedia method?
- (iii) Is suggestopaedia method effective in teaching poetry?

1.5 Significance of the Study

This research aims at eliminating the problems in course of learning English poetry. This research aims at supporting the English language learners in course of learning English language through English poetry. This research is expected to help the language teachers to teach English poetry effectively. English language teachers are expected to be familiar with appropriate method of teaching English poetry. Interested persons can have the benefit with the English poetry learning process. This research gives a guidance to learn the English poetic language. This research helps them to have a fun for reading poetry. They enjoy reading any type of poetry. B. Ed. first year students need to pass the exam after understanding the poetry. Interested people need to learn poem for fun. They need to enjoy reading poetry. Especially B.Ed. first year students benefit from the findings. And other concerned people have interest in reading and teaching English poetry.

1.6 Delimitations of the Study

The researcher had the following delimitations:

- (i) The area of the research was delimited to a public campus in western Chitwan.
- (ii) The study was delimited in B. Ed. first year students of a public campus in western Chitwan.
- (iii) The primary data were collected only from the constructed set of open-ended subjective questions (pre-test, progress tests of B. Ed. first year General English).
- (iv) The study was further delimited to the analysis of the scores from pre-test and progress-tests only from classroom students of B. Ed. First year.
- (v) The study was delimited to action research study design. The time was delimited within one month from the beginning of thesis writing.

1.7 Operational Definition of the Key Terms

Some technical terms used in this research writing have the following meanings.

Accelerating: increasing rapidly

Action Research: An applied research initiated to solve an immediate problem

Administered: applied

Applicable: appropriate or valid

Average: the mark obtained by dividing the total marks by total number of students

Axis: a horizontal or vertical line in a graph paper to plot the points

Boroque: a soft music for a suggestopaedia class

Classical: related to traditional/conventional

Communication: the way of passing message through means of communication

Deciphering: a stage of teaching in suggestopaedia as introduction

Delimited: limited within the boundary of something

Desuggestopaedia: another name for suggestopaedia of teaching foreign language

Disruptive: troublesome or troublemaking

Elaboration: extension/expansion/explanation

Extravagant: overgenerous/spendthrift

Generation: a period of time in which people are in existence

Google: A search engine in social network

Gradually: slowly or steadily

Homogeneous: having similar qualities/identical

Humanistic: belief in human-based morality/concern for people

Hypnosis: artificially induced condition

Hypothesis: a testable statement of a potential relationship between two or more variables that is advanced as potential solution to a problem.

Integrating: combining together

Intoning: say something, especially in a slow and serious or solemn way

Motivation: inspiration

Non-random sampling: the sampling in which none of the units gets equal and independent opportunity to be selected in the sample

Pedagogy: the science or profession of teaching

Petrarchan: a type of sonnet first introduced in Italy

Portmanteau: an old type of large leather suitcase, especially one that opened out into two compartments

Potential: probable or possible

Practitioners: those who practice for an action

Pre-test: the test to measure the proficiency of students' previous knowledge on something

Primary source: the source which provides first hand data

Randomly: aimlessly or haphazardly

Relaxation: without any difficulty and worry

Research tools: the instruments for collecting information

Retention: preservation/withholding

Sonnetto: an Italian word to refer to sound

Soothing: relaxing or comforting

Suggestopaedia: a method of teaching foreign language

Volume: degree (low or high) of sound

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

Suggestopaedia is one of teaching methods that was introduced by Bulgarian psychologist Georgi Lozanov (1970s). This method is supposed to be a humanistic approach. The main objective of this method is to motivate more of students' mental potential to learn and which is obtained by suggestion. He created suggestopaedia for learning on relaxed states of mind for maximum retention material. Suggestopaedia focuses on how to deal with the relationship between mental and learning efficiency.

Lozanov, G. (1978, pp.8-9) stated in his article that suggestology is the science of tapping man's reserve capacities in the sphere of both mind and body. Consequently, it is the science of the accelerated harmonious development of man and his manifold talents.

He further said that as the science of suggestion, suggestology is in an unfavorable position. To begin with, the attempt to found a science on a phenomenon which for more than a century, has been the subject of keen and controversial discussion, has attracted the attention of both scientists and layman who hold preconceived ideas about suggestion. Besides that, out standpoint that suggestion is a university communicative factor which plays its part in every moment of our life, though not always in an organized manner, indicates its significance. That is why it is extremely important that any experimental work on the subject should be based on the theoretical clarity and the exact meaning of the terms with which it is operated should be precisely defined.

Villamin et al. (1994, pp.1-8) mentioned that there are the nine characteristics of suggestopaedia method. They are: (i) It uses the power of suggestion to help

students eliminate the feeling that they cannot succeed. (ii) There should be a relaxed, comfortable environment with dim lights and soft music to facilitate learning. (iii) Students' imagination is used. They can assume new names and new identities and respond to the teacher accordingly using the target language. (iv) Present and explain grammar and vocabulary words, but not discuss at length or thoroughly. (v) Native language translation is used in order to get the clear meanings of words in the target language. (vi) Communication takes place in the conscious and sub-conscious of the learners. The former is about the linguistic message. It is where the students pay attention to a dialogue that is being read, while the latter is where the music is played as a background. Music suggests that learning is easy. (vii) Teaching is done by integrating music, song and drama. (viii) The emphasis of teaching is more on content. Errors made by students are tolerated at the beginning of the lesson, but in the later part, the correct forms are used by the teachers. (ix) No normal tests are given, but the evaluation is done during the normal in class performance.

According to him, a sample of classroom activities using suggestopaedia method is as follows: choose a background music that will give an impression of feeling that you are in a forest. For example, the music may be punctuated by the chirping of the birds or the sounds of the leaves as they dance in the wind or any sound indicating that the location is in the forest. In the classroom, turn off the lights and play the background music. Then, group the students into three, and ask them to close their eyes, and let them imagine, for one minute, that they are animals, birds, trees, or flowers. After that, ask them to create their own dialogues on how people should care of the environment. But in their dialogues they have to remember their roles. If one assumes to be a bird, his/her point of view and dialogues should be like a bird, and not as a human being. In the classroom, ask the students to relax and make themselves comfortable. Allow them to sit on the floor or lie down, and to be with their classmates or listen by themselves while seated at their desk. Then, turn off the lights, play the music and start reading the story (poem). You may ask questions in between to check that they are listening intently to you and to keep

their motivation high. In answering your questions, do not correct the student's grammatical errors immediately. Focus first on the content. Before you end the lesson, at the later part, you may give the correct form by repetition.

Maleki (2005, pp.1-5) believed that we are able of learning much more than we think, provided we use our brain power and inner capacities. He further said that the Bottom-Up approach is a new approach to teaching English as foreign language. It is based on motivation theory second language learning. It gives prominence to writing; however, it views language as a total entity. He states that writing provides privacy and self-negotiation for learners. It becomes a channel through which learners overcome their fear and anxiety. They achieve some degree of autonomy and kill causes of de-motivation.

Xue (2005, pp.1-11) believed that suggestopaedia introduced by a Bulgarian psychologist and educator, Georgi Lozanov in 1975, is a teaching method. This focuses on how to deal with the relationship between mental potential and learning ability. It is very appropriate to use in teaching speaking for young language learners.

Deporter (2008, pp.1-20) assumed that human brain could process great quantities of material if given the right condition for learning in a state of relaxation and claimed that most students use only 5 to 10 percent of their mental capacity. Lozanov created suggestopaedia for learning that capitalized on relaxed states of mind for maximum retention material.

Bowen (2009, pp.1-10) studied on the concept of suggestopaedia. According to him, suggestopaedia is often considered to be the strangest of the so-called 'humanistic approach' suggestopaedia was originally developed in the 1970s by the Bulgarian psychiatrist Georgi Lozanov. He said that extravagant claims were initially made for the approach with Lozanov himself declaring that memorization in learning through suggestopaedia would be accelerated by up to 25 times over that in conventional learning methods. The approach attracted both wild enthusiasms in some quarters and open scorn in others. On balance, it

is probably fair to say that suggestopaedia has had its day but also that certain elements of the approach survive in today's good practice.

The approach was based on the power of suggestopaedia in learning, the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopaedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the students that is a kin to the parent-child relationship. Music, in particular, is central to the approach. Unlike other methods and approaches, there is no apparent theory of language in suggestopaedia and no obvious order in which items of language are presented.

Richards & Rodgers (2010, pp.100-106) mentioned that groups of learners are ideally socially homogeneous. There are twelve learners in number. They are divided equally between men and women. Learners sit in a circle, which encourages face to face exchange and activity participation. The primary role of the teacher is to create situations in which the learner is the most suggestible and then to present linguistic material in a way most likely to encourage positive reception and retention by the learner. Lozanov listed several expected teacher behaviors that contribute to these presentations: (i) Show absolute confidence in the method. (ii) Display fastidious conduct in manners and dress. (iii) Organize properly and strictly observe the initial stages of the teaching process-this includes choice and play of music, as well as punctuality. (iv) Maintain a solemn attitude toward the session. (v) Give tests and respond tactfully to poor papers (if any) (vi) Stress global rather than analytical attitudes toward material. (vii) Maintain a modest enthusiasm.

According to Lozanov, suggestopaedia is used mostly to learn foreign languages. The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on 'desuggestive learning. Now it is often called "Desuggestopaedia". It is a

portmanteau of the words “suggestion” and “pedagogy”. A common misconception is to link suggesting or proposing. However, Lozanov intended it in the sense of offering or proposing, emphasizing student choice. He further said that in practice, physical surroundings and atmosphere in classroom are the vital factors to make sure that ‘the students feel comfortable and confident’ and various techniques including art and music are used by the trained teachers. The lesson of suggestopaedia consists of three phases at first: deciphering, concert session and elaboration.

Deciphering: The teacher introduces the grammar and lexis of the content. In most materials the foreign language text is on the left half of the page with a translation on the right half, i.e. the meanings are conveyed via the mother tongue not unlike the bilingual method.

Concert session: In the active session, the teacher reads the text at a normal speed, sometimes intoning some words, and the students follow. The passive session, the students relax and listen to the teacher reading the text calmly. Music is played in the background.

Elaboration: The students finish off, what they have learned with dramas, songs, and games. Then it has developed into four phases as lots of experiments were done: Introduction, concert session, elaboration, and production.

Introduction: The teacher teaches the material in ‘a playful manner’ instead of analyzing lexis and grammar of the text in a directive manner.

Concert session (active and passive): In the active session, the teacher reads with intoning as selected music is played. Occasionally, the students read the text together with the teacher, and listen only to the music as the teacher pauses in particular moments. The passive session is done more calmly.

Elaboration: The students sing classical songs and play games while ‘the teacher acts more like a consultant.’

Production: The students spontaneously speak and interact in the target language without interruption or correction.

In this method, students are also controlled and teacher is also controlled. Both are passive. Music is played in the background at low volume and teacher presents the lesson at normal speed. The students may follow the teacher by hearing the music. They are motivated and relaxed. They are supposed to learn the lesson interestingly. They will have fun and will learn English language through poetry.

As there is a serious problem in teaching poems, most of the learners are not motivated in learning. In such case, suggestopaedia method plays very important role to draw the attention of the learners and participate in the language classroom actively.

2.2 Review of Empirical Literature/Previous Studies

The researcher reviewed the following researchers' research studies:

Jha (1999) carried out a research entitled 'Teaching of English through Literature'. His major objective was to find out how effective is literature in language learning and language teaching. He took some students as sample population. His major findings were: literature is the indispensable part of language learning. Students must learn literature for learning language, and it develops the competence and performance in language.

Devkota (2003) carried out a research entitled 'Learning Strategies in Literary Texts: An Attitudinal Study.' The objective of his research was to find out the learning strategies in literary texts. He took some students as sample population. From his study, he found out that they applied the strategies while studying the literary texts. He also found out that students used the strategies immediately. They noted down the unknown words. They consulted the dictionary and used reference materials. They used the translation method in some cases.

Gyawali (2004) carried out a research on the title 'A Study on Teaching Poetry at secondary level.' The main objectives of his research were to identify the strategies and problems of teaching poetry at that level. He selected some teachers as sampling population. He found out that the great majority of teachers taught vocabularies. They described the title of the poem and explained the picture of the related poem using the Nepali language. He also found out that they did not encourage the students to guess the matter of the poem, answer of some spot questions etc. He concluded that the reading strategies employed by the teachers were not so effective.

Bhatta (2006) carried out a research on the title 'A Study on Understanding Poetry and Prose.' The major objective of his research was to find out the understanding in the poetry. He took some students as sample population. He found out that students performed better in prose, stories rather than poems. He also concluded that it is easy to understand language and meaning in prose and discourse rather than poems for secondary level students.

Adhikari (2009) conducted a research on the title 'Techniques of Teaching Poetry'. The main objectives of her study was to find out the different techniques most commonly used by the English language teachers in teaching poetry in B.Ed. first year to identify the procedures not used by them in teaching poetry and to suggest some pedagogical implications. The researcher used the methodology by choosing the primary sources of data from 40 English language teachers of higher secondary schools and secondary sources of data published and unpublished theses, internet, books, articles, journals, websites, informal interview, journal of NELTA. Her major findings were explanation, description, illustration, summarization, demonstration, recitation, drill etc.

Gautam (2014) carried out a research on the title of 'An Analysis of Figures of Speech Used in the Poetry of Flax-Golden Tales.' The main objective of his study was to find out the figures of speech used in the poems of Flax-Golden to suggest the ways to relate figures of speech with meaning of the text to list some pedagogical implications based on the findings of the study. The

researcher used the methodology by making a list for data collection of major figures of speech. His major findings were: it was found that majority of the FS are less used in the poetry. The FS used in the poetry were common type could easily be understood. But in case of the numbers, some of the FS were repeated and others were used less. One of the important things is that while using the FS by different poets in their individual poem, they have used multiple FS. It shows that has created complexity in understanding the poetry.

2.3 Implications of the Review for the Study

I got the idea from Jha's research that literature is essential for learning English language. Literature is an indispensable part of language learning. His research findings helped me in constructing conceptual framework. From Devkota's research, I learned that there are learning strategies in studying literary texts. Learning strategies are the tools to study literary texts. His research findings supported me in forming test items. Similarly, I learned from Gyawali's research that there are problems in teaching poetry. There are strategies in teaching poetry. Appropriate strategies are used in teaching poetry to eliminate the problems. His research results supported me in teaching poetry through suggestopaedia method.

From Bhatta's research, I learned that students' performance is better in prose rather than in poetry. It means students understand prose language more easily than poetic language. His research outcomes helped me in preparing lesson plan. I learned from Adhikari's research that English language teachers use different techniques while teaching poetry. There are different techniques used by English language teachers in Higher Secondary Level. Her research study profoundly helped me in selecting appropriate technique in teaching poetry through suggestopaedia method in the classroom.

From Gautam's research, I got the idea that there are figures of speech in the poetry. I also learned that figures of speech can be related with the meaning of the text. His research results helped me in forming theoretical concept to teach

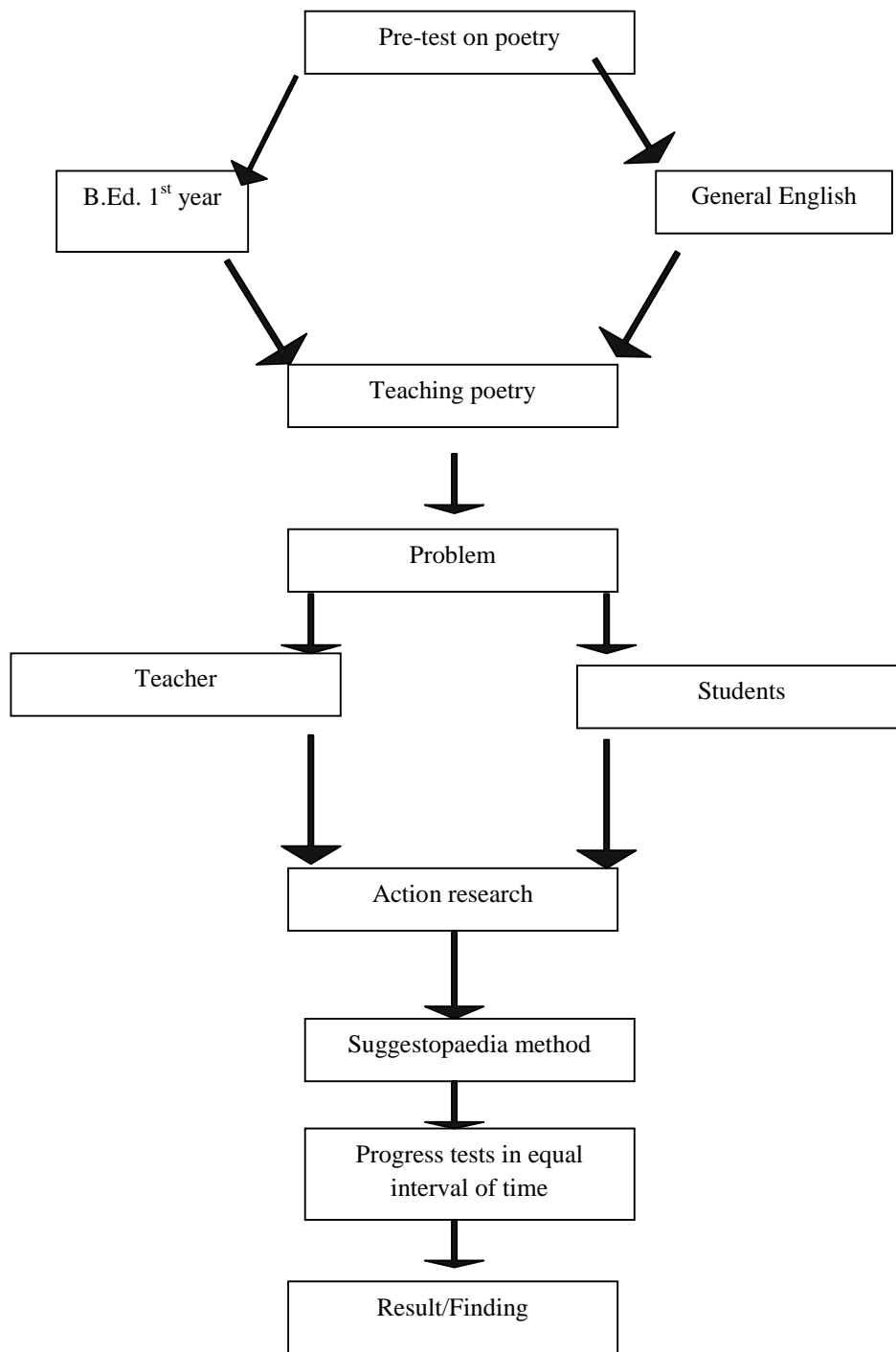
poetry in the classroom. The present research bridges the past researches to avoid the difficulties in language learning.

Overall, I got the idea how to advance the research study from all the researchers' research studies. Likewise, I learned that the findings helped me in writing the research work, collecting the data, formulating the research work, frame work and so on.

2.4 Theoretical/Conceptual Framework

The researcher had the following conceptual framework to perform the specified research work within the target period of time. The framework led the researcher to find out the result of the research. This was just like a road map to reach the goal.

Figure No. 1: Conceptual Framework



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design and Method of the Study

The researcher used an action research study design while carrying out the research. The researcher applied suggestopaedia method until the target period of time (one month) was over. The researcher administered the tests to the students in the equal interval of time. He continued teaching the poems of B. Ed. first year General English for specified period of time.

The following steps of action research were followed by the researcher:

- (i) **Initiation** (identification of the problems).
- (ii) **Preliminary investigation** (preparing and administering the tools).
- (iii) **Formulation of Hypothesis** (building an idea to solve the problems).
- (iv) **Intervention** (breaking down the natural process of learning).
- (v) **Evaluation** (finding of the intervention).
- (vi) **Dissemination** (Sharing of ideas).
- (vii) **Follow-up** (talking with the experts in case the result ineffective and repeating the whole process, changing the technique).

The researcher constructed pre-test and progress tests in the regular interval of time for a group of the students. The researcher took some (9) students of the class as one group. He launched the action research for the group within one month. In the beginning, he gave a pre-test for the group of students. He treated the group by using suggestopaedia method. Then, he gave progress tests in the equal interval of time for the group. He collected the test papers. He marked and found out the mean mark score. He compared the mean mark score between the tests. Then, he compared the mean mark scores from the pre-test to the progress tests. He drew the conclusion on the effectiveness of suggestopaedia method. He observed the effectiveness of S. M. by the help of mean mark scores obtained by the students.

3.2 Population, Sample and Sampling Strategy

The researcher took the nine students of a public college in B.Ed. first year General English as population/universe. The researcher took them as sample study. Only 9 students represented the entire population/universe. There were only 9 students in B. Ed. first year. And the nine students were regular in the class. The pre-test (in subjective open-ended questions) was taken in the beginning. After using the suggestopaedia method, the progress tests (also in subjective open-ended questions) were taken in the equal interval of time. The marks obtained by the students were scored. And those mean scores from pre-test and progress tests were compared and contrasted. The conclusion was drawn from the result of pre-test and the progress tests.

3.3 Study Area/Field

The researcher studied the area of teaching poetry in B. Ed. first year General English students at a public college. The researcher studied the B. Ed. first year students' level of learning and understanding any poetry in the course book. Whether those students understood the poem or not while applying the suggestopaedia method. In course of learning poetry, they were motivated or not.

3.4 Data Collection Tools and Techniques

The researcher administered the test to the students of B. Ed. first year of a public college. The researcher himself interacted with the students while administering the test papers to the students. He administered tests (pre-test and progress tests) to the B.Ed. first year General English students in the classroom. He collected the test papers. This was the first hand sources of data as primary sources of data.

3.5 Data Collection Procedures

The researcher took the class of B.Ed. first year General English from a public college after taking permission from college administration. He established

rapport with the college principal, subject teacher and students. He also established rapport with the other concerned personnel. He administered the tests of open-ended subjective type questions to the students in a series of interval of time after teaching every poem. He collected the test papers from the students. He examined the test papers. He presented the data in a tabular form for mean mark scores and percentages.

3.6 Data Analysis and Interpretation Procedure

The researcher analyzed the mean marks of pre-test and progress tests collected from the students. The researcher presented the marks obtained by the students and analyzed them. The researcher compared the test scores given to the students in a series of time of interval. He examined the answers of the test papers. He kept the record and tabulated them. He compared and contrasted with the pre-test and progress tests scores result. Then he drew the conclusion from the study.

The researcher analyzed the data even by comparing the mean mark scores by presenting the data in simple bar graph and line graph. He has interpreted the data in percentage and mean score. He has compared the data item by item and analyzed the data in different forms. He has presented the data in tabular form and has found the mean scores for every test from beginning to the end. Finally, he has drawn the conclusion from analysis and interpretation.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and Interpretation

This is the core part of the research, analysis and interpretation of data. The collected data were analyzed and interpreted descriptively by the help of simple statistical tools like table, bar graph and line graph in the form of mean score, percentage and so on. The data were obtained from test forms. The major objective of the research was to find out the effectiveness of suggestopaedia method in teaching poetry. For this, seven classroom-based tests were taken from nine students of Bachelor level first year in a public college. After teaching every poem, the test paper was distributed among the nine students and the test papers were collected as data.

The researcher analyzed the mean scores. He explained the results so obtained. For the discussion and analysis of the mean scores, the researcher used quantitative and qualitative method. The data were small scale and were analyzed manually. The data were tabulated and demonstrated after the data analysis. The researcher obtained the effectiveness of teaching poetry in B. Ed. first year, General English in comparison to each other after discussion and interpretation of the data.

4.1.1 Item by Item Analysis with Respect to Mean Score and Percentage

Seven test papers were given to the students during the period of tests. Among them, this was the first test to measure the students' knowledge in poetry. There were five questions in this test (see **Appendix-3**). Nine students participated in the tests. Marks obtained by the students and mean marks in the first test or pre-test (General Knowledge in Poetry) were as given below:

Table No. 1

First test or Pre-test (General Knowledge in Poetry)

S.N.	Students	Q.N.	Q.N.	Q.N.	Q.N.	Q.N.	T.M. (FM-25)
		1 (FM-5)	2 (FM-5)	3 (FM-5)	4 (FM-5)	5 (FM-5)	
1	S1	2.0	2.5	1.5	1.0	2.0	9.0
2	S2	1.0	2.0	1.0	1.5	2.5	8.0
3	S3	0.5	2.0	0.5	0	2.5	5.5
4	S4	0	1.5	0	0	2.0	3.5
5	S5	1.5	1.0	1.0	0.5	1.5	5.5
6	S6	1.0	2.5	3.5	1.0	2.5	10.5
7	S7	0.5	1.5	1.0	0	1.5	4.5
8	S8	1.0	2.0	2.0	0	1.5	6.5
9	S9	0.5	2.0	0	0	2.0	4.5
M.S.		1.3	1.8	1.1	0.4	2.0	6.3

Table-1 shows that the beginning stage of their learning in poetry is very poor level. They were very poor in the general knowledge of poetry. The obtained mean mark is only 6.3. Similarly, the mean mark of each question does not have equal difference.

The highest percentage obtained by s6 is 42 and the lowest percentage obtained by s4 is 14. This is three times less than s6. The percentages in questions 1,2,3,4 and 5 were 26%, 36%, 22%, 8%, and 40% respectively. Overall, 25.5% is the total percentage obtained by the students. The obtained percentage by students is not equivalent. Similarly, the percentages obtained by the students in each questions is also not equivalent.

4.1.2 Item by Item Analysis with Respect to Mean Score and Percentage

Among the seven tests, this was the second test to measure the students' performance in the poetry.

There were seven questions in this test (see **Appendix-4**). Nine students participated in the tests. Marks obtained by the students and mean marks in the second test (Poem: **A Smile**) were as given below:

Table No. 2

Second test as progress test (Poem: A Smile)

S. N.	Students	Q.N. 1 (FM: 3)	Q.N. 2 (FM: 3)	Q.N. 3 (FM: 3)	Q.N. 4 (FM: 3)	Q.N. 5 (FM: 3)	Q.N. 6 (FM: 3)	Q.N. 7 (FM: 7)	T.M. (FM: 25)
1	S1	1.5	1.5	1.5	2.0	1.5	2.0	2.5	12.5
2	S2	0.5	1.5	2.0	1.5	1.0	1.0	2.0	9.5
3	S3	1.5	2.0	1.0	1.5	1.0	2.0	3.5	12.5
4	S4	1.0	2.0	1.0	1.0	1.0	1.0	4.0	11.0
5	S5	0.5	1.5	1.0	1.0	1.0	1.0	4.0	10.0
6	S6	1.5	2.0	1.5	1.0	1.0	1.5	3.5	12.0
7	S7	0	1.5	2.0	2.0	0.5	1.5	4.0	11.5
8	S8	1.5	1.5	1.0	1.5	1.0	2.0	4.0	12.5
9	S9	0	1.0	0.5	0.5	1.5	0.5	3.5	7.5
M. S.		0.8	1.6	1.2	1.3	1.0	1.3	3.4	11.0

This is the test after using suggestopaedia method in teaching poetry in the classroom. The table-2 shows that the mean mark of their progress test is higher than the pre-test mean mark. Similarly, mean mark of each question is almost matched. This shows that the progress of the students' performance is

increasing after the use of suggestopaedia method while teaching poetry in the classroom.

The highest mark obtained by s1, s3, s6 and s8 is 50%. This percentage is more than the first test or pre-test. The lowest percentage obtained by s9 is 30%. The percentages in questions 1, 2, 3, 4, 5, 6, 7 and total mean mark were 26.6%, 53.3%, 40%, 43.3%, 33.3%, 43.3%, 48.5% and 44% respectively. Total obtained mark percentage was 44%. It seems that the percentages in each question are not equivalent. However, they are more than before. Similarly, the total mark percentage is more than before. This result is somewhat better than before and the learning is slowly accelerating.

4.1.3 Item by Item Analysis with Respect to Mean Score and Percentage

Among the seven test papers, this was the third test to measure the students' performance in the poetry. There were seven questions in the test (see **Appendix-5**). Nine students participated in the tests. Marks obtained by the students and mean marks in the third test (Poem: **Ode to Tomato**) were as given below:

Table No. 3

Third test as progress test (Poem: Ode to Tomato)

S.N.	Students	Q.N. 1 (FM :3)	Q.N. 2 FM:3)	Q.N. 3 (FM: 3)	Q.N. 4 (FM: 3)	Q.N. 5 (FM: 3)	Q.N. 6 (FM: 3)	Q.N. 7 (FM: 7)	T.M. (FM: 25)
1	S1	1.5	1.5	2.5	2.0	2.5	1.5	5.0	16.5
2	S2	1.0	1.5	2.0	2.0	2.0	0	5.0	13.5
3	S3	1.5	1.5	2.5	2.5	2.5	0.5	5.0	16.0
4	S4	1.0	1.0	1.5	1.5	2.0	1.5	5.0	13.5
5	S5	1.5	2.0	2.0	2.0	2.0	1.5	4.5	15.5
6	S6	2.0	1.0	2.0	2.5	2.0	1.5	5.0	16.0
7	S7	1.0	1.5	2.0	0	0	1.5	5.0	11.0
8	S8	1.5	1.5	1.5	2.0	2.0	1.5	5.0	15.0
9	S9	1.0	1.5	2.0	1.5	2.0	1.5	4.5	14.0
M. S.		1.2	1.4	2.0	2.0	2.1	1.1	4.8	15.0

The table-3 shows that the mean mark is almost equal to the previous progress test. It is also better performance of the students than that of the beginning pre-test mean score. The average mean score of each question is almost equal. The progress of the students has not decreased than that of the previous one. The result is positive.

The highest percentage obtained by s1 is 66% in total mark and the least percentage is 44% obtained by s7. The percentages obtained by the students in each question are 40%, 46.6%, 66.6%, 66.6%, 70% and 36.6%. The result is better performance than before. However, the percentages are not equivalent. The total percentage obtained by all the students is 58.2%. This is higher than previous test.

4.1.4 Item by Item Analysis with Respect to Mean Score and Percentage

Among the seven test papers, this was the fourth test to measure the students' performance in the poetry. There were seven questions in this test (see **Appendix-6**). Nine students participated in the tests. The marks obtained by the students in the fourth test (Poem: **Do not Say**) were as given below:

Table No. 4
Fourth test as progress test (Poem: Do not Say)

S.N.	Students	Q.N. 1 (FM:3)	Q.N. 2 (FM:3)	Q.N. 3 (FM:3)	Q.N. 4 (FM:3)	Q.N. 5 (FM:3)	Q.N.6 (FM:3)	Q.N. 7 (FM:7)	T. M. (FM:25)
1	S1	2.0	1.5	2.5	2.5	2.0	2.5	5.0	18.0
2	S2	1.5	1.0	2.0	2.0	2.0	2.0	4.5	15.0
3	S3	1.5	1.5	2.0	1.0	1.5	0	5.5	13.0
4	S4	1.0	0.5	2.0	1.5	2.5	0	5.5	13.0
5	S5	1.0	1.0	2.0	2.0	2.5	2.0	5.5	16.0
6	S6	1.5	2.0	2.5	1.5	2.0	2.0	5.5	17.0
7	S7	1.5	1.5	2.5	2.0	2.0	2.0	5.5	17.0
8	S8	1.5	2.0	2.5	2.0	1.5	1.0	2.5	13.0
9	S9	0.5	0.5	2.5	2.0	2.0	1.5	5.0	14.0
M. S.		1.3	1.2	2.2	1.8	2.0	1.4	4.9	15.1

From the above table, the average mark of each question is almost equivalent. The average mark of this test is nearly equivalent to the previous ones. The result is positive. The average mark has not decreased or increased so vast differently. Similarly, the average mark of each student is also almost equal. So it seems to be the suggestopaedia method effective.

The highest percentage obtained by s1 is 72% and the lowest percentage obtained by s3 and s4 is 52%. Both percentages are higher than previous tests. The percentages obtained by students in each question are 43.3%, 40%, 73.3%,

60%, 66.6%, 46.6% and 70%. The total percentage obtained by students is 60.4%. This is higher than the previous test score percentage in total mark.

4.1.5 Item by Item Analysis with Respect to Mean Score and Percentage

Among the seven tests, this was the fifth test to measure the students' performance in the poetry. There were seven questions in this test (see **Appendix-7**). Nine students participated in the tests. The marks obtained by the students in the fifth progress test (Poem: **The Ballad of a Dead Friend**) were as given below:

Table No. 5

Fifth test as progress test (Poem: The Ballad of a Dead Friend)

S.N.	Students	Q.N. 1 (FM:3)	Q.N. 2 (FM:3)	Q.N. 3 (FM:3)	Q.N. 4 (FM:3)	Q.N. 5 (FM:3)	Q.N. 6 (FM:3)	Q.N. 7 (FM:7)	T.M. (FM: 25)
1	S1	1.0	1.5	2.5	1.5	2.0	1.5	5.0	15.0
2	S2	2.5	2.5	2.0	2.0	2.5	2.0	5.5	19.0
3	S3	0.5	2.0	2.0	2.0	1.5	2.0	5.0	15.0
4	S4	1.5	1.5	1.5	2.0	2.5	2.0	5.0	16.0
5	S5	1.5	1.5	1.5	1.5	2.0	2.0	5.0	15.0
6	S6	2.5	2.0	2.0	2.5	2.0	2.0	5.0	18.0
7	S7	2.0	2.0	2.0	2.5	2.5	1.5	4.5	17.0
8	S8	2.0	2.0	2.5	2.0	2.5	1.5	5.5	18.0
9	S9	2.0	2.0	2.5	2.0	2.0	2.0	5.5	18.0
M. S.		1.7	1.8	2.0	2.0	2.1	1.8	5.1	16.7

From the above table, it is found that the average score of each question is almost equal. The lowest and the highest mean score of each question is not so vast difference. It means the average score is almost similar. The performance of the students in this test was also found to be effective by using suggestopaedia method in teaching poetry.

The average score of each student and mean score of each question is similar. There is not so vast difference between the mean scores. So, the result seems to be effective.

The highest percentage in total mark obtained by s2 is 76% in this test. The lowest percentage in total mark obtained by s1, s3 and s5 is 60%. They are comparatively higher than the previous tests. The percentages obtained by the students in each question are 56.6%, 60%, 66.6%, 66.6%, 70%, 60% and 72.8% are respectively. They are also more than the previous tests score percentages. This shows that the result is not decreasing. Instead it is increasing. The total score percentage obtained by the students is 67.1%. This is also higher than the previous tests score in total marks.

4.1.6 Item by Item Analysis with Respect to Mean Score and Percentage

Among the seven test papers, this was the sixth test to measure the students' performance in the poetry. There were seven questions in this test (see **Appendix-8**). Nine students participated in the tests. The marks obtained by the students in the sixth progress test (Poem: **The Buddha's Wife**) were as given below:

Table No. 6

Sixth test as progress test (Poem: The Buddha's Wife)

S.N	Student	Q.N. 1 (FM:3)	Q.N. 2 (FM:3)	Q.N. 3 (FM:3)	Q.N. 4 (FM:3)	Q.N. 5 (FM:3)	Q.N. 6 (FM:3)	Q.N. 7 (FM:7)	T. M. (FM : 25)
1	S1	2.0	2.0	2.0	2.5	1.5	1.5	5.5	17.0
2	S2	2.0	2.0	2.0	2.5	1.5	2.0	5.0	17.0
3	S3	2.0	2.0	2.0	2.5	1.5	1.5	5.5	17.0
4	S4	2.0	2.0	2.0	2.5	1.5	2.0	5.0	17.0
5	S5	2.0	2.0	2.0	2.0	1.5	2.0	5.5	17.0
6	S6	2.5	2.5	2.0	2.5	2.0	2.0	5.5	19.0
7	S7	1.5	2.0	1.5	1.5	1.5	1.5	4.5	14.0
8	S8	2.0	2.5	2.0	2.5	2.0	2.0	5.0	18.0
9	S9	2.0	2.5	2.5	2.5	1.5	1.5	5.5	18.0
M. S.		1.7	2.1	2.0	2,3	1.6	1.7	5.2	17.1

The average score of each student in this test is almost similar. Similarly, mean score of each question is also not so vast difference. This shows that the suggestopaedia method is effective in teaching English poetry in the language classroom. The performance of the students is also satisfactory. The most important point is that their performance in the language test is not so vast difference. And they have shown their better performance in every test.

The highest percentage score in total mark obtained by s6 is 76%. The lowest score percentage in total mark obtained by s7 is 56%. The percentages obtained by the students in each question are 56.6%, 70%, 66.6%, 76.6%, 53.3%, 56.6% and 74.2%. They are more than the previous tests. This shows that the

performance of the students is far better than the previous tests scores. The percentage score obtained by the students in total marks is 68.4%. This score is also higher than the previous scores tests.

4.1.7 Item by Item Analysis with Respect to Mean Score and Percentage

Among the seven test papers, this was the seventh test to measure the students' performance in the poetry. There were seven questions in this test (see **Appendix-9**). The marks obtained by the students in the seventh test (Poem: **Life is Fine**) were as given below:

Table No. 7

Seventh test as progress test (Poem: Life is Fine)

S.N.	Students	Q.N. 1 (FM:3)	Q.N. 2 (FM:3)	Q.N. 3 (FM:3)	Q.N. 4 (FM:3)	Q.N. 5 (FM:3)	Q.N. 6 (FM:3)	Q.N. 7 (FM:7)	T. M. (FM: 25)
1	S1	2.5	2.0	2.5	2.0	2.5	2.5	5.0	19.0
2	S2	2.0	2.0	2.0	2.5	2.5	2.5	5.5	19.0
3	S3	2.5	2.0	2.5	2.0	2.5	2.5	5.0	19.0
4	S4	2.0	2.0	2.5	2.5	2.0	2.5	5.5	19.0
5	S5	2.0	2.5	2.0	2.5	2.5	2.5	5.0	19.0
6	S6	2.5	2.0	2.5	2.5	2.5	2.5	5.5	20.0
7	S7	2.5	2.5	2.5	2.5	2.5	2.5	2.0	20.0
8	S8	2.5	2.5	2.5	2.5	2.5	2.0	5.5	20.0
9	S9	2.0	2.0	1.5	2.0	2.5	2.5	4.5	17.0
M. S.		2.2	2.1	2.2	2.3	2.4	2.4	4.8	19.1

From the above table, the average mark of each student is almost equal and the mean score of each question is also almost equal. It means the difference of

mean score of each question is not so vast difference. This is the final test which seems far better performance than previous tests' performance. The mean score of each test accelerates smoothly as suggestopaedia method suggests. The acceleration takes place one after another test from beginning to the end of the test. The overall result seems that the performance of the students is better than the performance of pre-test. Other tests are slowly offering better performance by using suggestopaedia method in teaching English poetry in the language classroom.

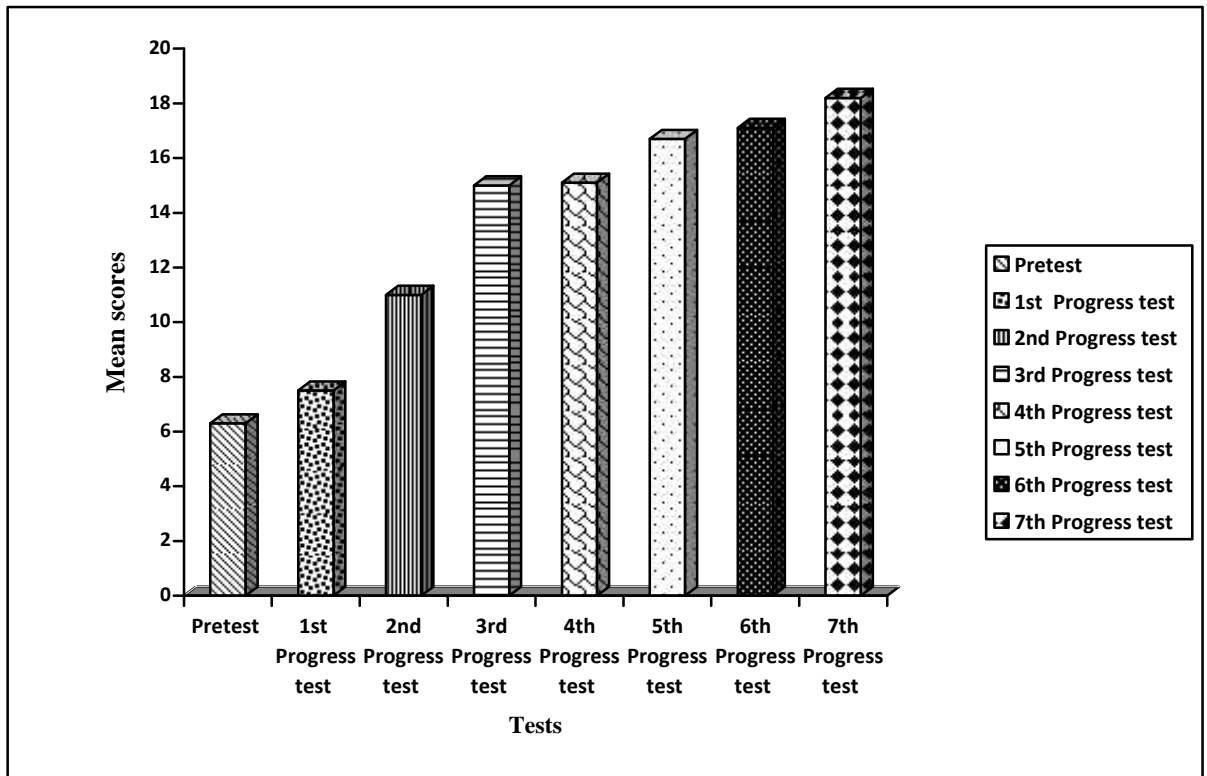
The mean score of each test is increasing from beginning to the end of the test. The same result of the mean score can also be represented by simple bar diagram. The following simple bar diagram illustrates the result of the mean scores of the tests from beginning to the end of the test.

The highest score percentage obtained by s6 and s7 in total marks in this test is 80%. The lowest score obtained by s9 in the total mark is 68%. The percentages obtained by the students in each question in total mark are 73.3%, 70%, 73.3%, 76.6%, 80%, 80% and 68.5%. These percentages are also higher than previous tests scores. The result is positive and the performance of the students is also far better than before. The percentage in total marks obtained by all the students in the test is 76.4%. This is also higher than the score percentage than the previous tests. The suggestopaedia method of teaching English poetry is effective. Overall, this method seems to be effective in teaching English poetry.

4.1.8 Analysis and Interpretation of Mean Scores Data through the Bar Graph

The given diagram is a simple bar graph. The horizontal axis represents different tests taken in the equal interval of time. The vertical axis shows the mean scores obtained by nine students in different tests. The mean scores obtained by nine students in different tests in the equal interval of time are as given below:

Figure No. 2: Bar Graph



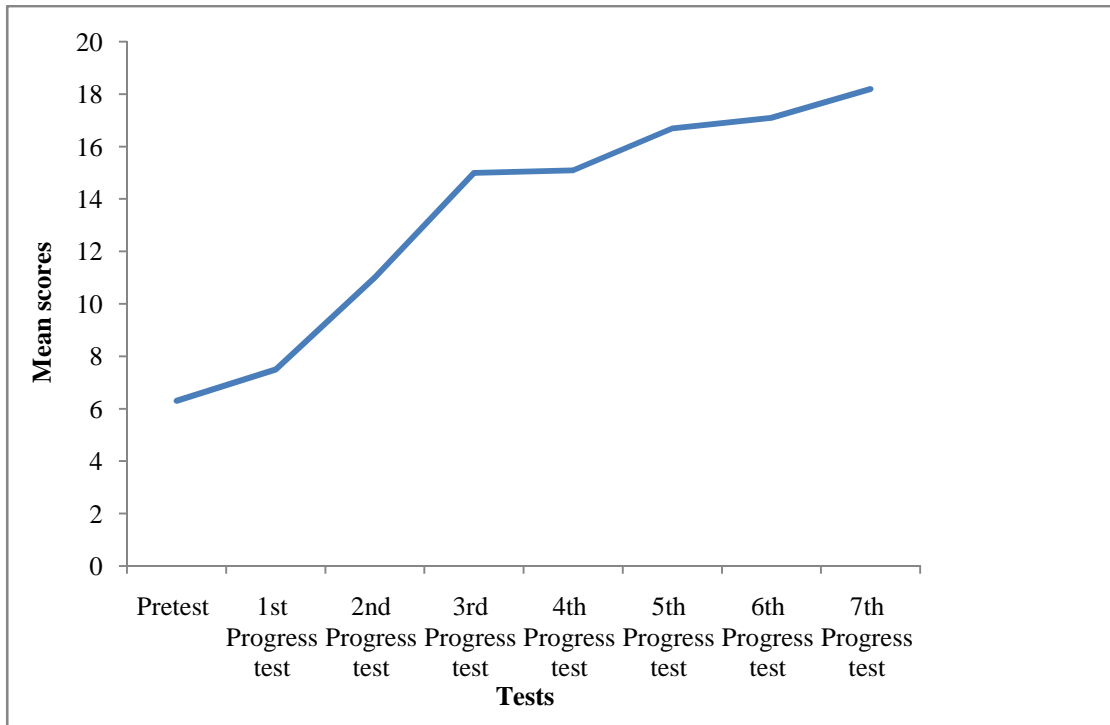
This simple bar graph shows that the mean scores from pre-test to post test by nine students, are in progression. It seems to be positive in students' performance in learning English language through poetry. In the beginning, the level of students' performance was nearly very low. After the use of suggestopaedia method in teaching poetry, the students' performance has gradually increased after every test in the equal interval of time. So, suggestopaedia method is effective in teaching English poetry.

4.1.9 Analysis and Interpretation of Data with Respect to Line Graph

The given diagram is a line graph for the representation of mean scores obtained by nine students in different tests. The same statistical data can also be presented through line graph. The horizontal axis represents the tests in the equal interval of time. It starts from pre-test to post test. Similarly, the vertical axis represents the mean scores obtained by nine students. The mean scores

obtained by nine students in different tests in the equal interval of time are as given below:

Figure No. 3: Line Graph



The mean score from pre-test to last progress test is in progression. It means the line graph increases from pre-test to final progress test. The result of each test is in progression from pre-test. The result is in positive aspect. The result shows that the suggestopaedia method of teaching poetry in language class is effective because the result of each test is in progression.

4.2 Summary of Findings

On the basis of presentation and interpretation of the data, the major findings of the research were found as under:

Before using the suggestopaedia method, the total obtained mark percentage was found to be 25.5%. This result showed that the learners' performance was very poor. The mean score in the first test was 6.3. In the second test, the total obtained mean mark was found to be 11. And the total obtained mark percentage was found to be 44% after using suggestopaedia method. This

showed that the learners improved better than the first test. The method seemed to be effective. In the third test, the mean mark was found to be 15 and the total obtained mark percentage was 58.2%. This result was more than previous tests. This seemed the result improved. So, suggestopaedia method was effective. In the fourth test, the mean score was found to be 15.1 and the total obtained mark percentage was 60.4%. The result improved than previous tests after the use of suggestopaedia method.

In the fifth test the mean score was found to be 16.7. And the total obtained mark percentage was found to be 67.1%. This result also showed that the suggestopaedia method became more effective. In the sixth test, the mean score was found to be 17.1 which was even better than previous result. And the total obtained mark percentage was found to be 68.4%. So, suggestopaedia method was found to be effective. In the seventh test, the mean score was found to be 19.1 which were more than the previous mean scores. Similarly, the total obtained mark percentage was found to be 76.4%.

Overall, the learners were found to have improved the performance in their learning. They became curious in the subject matter. They felt relaxed and comfortable while learning. The classroom environment was found to be silent and disciplined. They did not worry about their homework because it was very limited. Music played very important role in the classroom. It means it became a tool of motivation. The suggestopaedia method was found to be effective. The performance of the learners increased after using suggestopaedia method. The test tools became effective to measure their learning in English poetry. The test scores increased smoothly after the use of suggestopaedia method. The learners were found to be active in the test period as they appeared in the tests regularly.

CHAPTER-FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The music in suggestopaedia method of teaching English poetry became a tool for motivation in the classroom. The suggestopaedia method increased the performance of the learners. The suggestopaedia method became effective in teaching English poetry in the language classroom. The mean mark scores of all the progress tests after pre-test were better than before.

5.2 Recommendations

The recommendations have been made on the basis of the findings:

5.2.1 Recommendation for Policy Level

The conclusion can be used in the formulation of policies related to the research area. The conclusion can also be useful to the people who are working in Ministry of Education, NCED, Department of Education, language teachers, subject experts etc to formulate the policies related to education. This Suggestopaedia method can be used for only very few numbers of students like around 10 or 12. The classroom should be peaceful and dim light should be used. There should be enough space to move here and there for relaxation and hypnosis. They should not worry about the lesson. They should think that any lesson is not difficult. They should think that it is easy to learn. Game like activities, riddles, jokes, short stories etc should be used to feel comfortable and relax. They should be given time to interact for production in the classroom. Teacher should not correct their errors immediately. The teachers should be trained if this method is used to teach English poetry. There should be appropriate selection of music to be used according to the theme of the poem.

5.2.2 Recommendation for Practice Level

Some of the findings of the research are applicable in the practical field of the research area. The findings of the research will be useful for the practitioners like teachers, curriculum designers, material writers, text book writers, students, interested persons in poetry etc. The posters as teaching materials should be used in the classroom. The appropriate music according to the theme of the poem should be used. The classroom seating should be comfortable. Appropriate classroom environment should be created. The teacher should use the appropriate procedure while teaching English poetry in the classroom. Sometimes the teacher should be active and sometimes the students should be active. Their errors can be corrected indirectly. They should enjoy in learning poetry and there should be fun like activities.

Posters related to the lesson should be used as teaching materials. While selecting the music, the appropriate theme of the music should be used. The classroom seating should be comfortable. This suggestopaedia method should be used for small number of students. The teacher should use the right procedure to apply suggestopaedia method. The classroom walls should be decorated with posters as teaching materials. The learners should feel comfort. The teachers should behave learners like parents child relationship.

5.2.3 Recommendation for Further Research

No work is final and no research is complete. So, this study does not talk about language teaching method only. Other researchers who are interested in this field can study and can do research more than this. And this study will help them for further study. The new researchers can use this study for further research. For the method of teaching foreign language, this research can be useful for language teachers who are interested in this field. Policy makers can use this research study as an important source material for foreign language teaching effectively.

There are many interested new researchers who want to do new research. For them this research can be a resource material for further research. There are many language teachers who are seeking new technique to apply in the language classroom for effective teaching. This research work may help them to further their research work. This research may help the new researchers.

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APPENDICES

The researcher included the following research tools: a model of lecture card format for lesson plans, a model of daily lesson plan, first test or pre-test model questions, second progress test model questions, third progress test model questions, fourth progress test model questions, fifth progress test model questions, sixth progress test model questions, seventh progress test model questions, a list of participated students' names in different tests, a list of poems and a sample of marking students' test paper.

Appendix-1

Lecture Card Format

Level:

Date:

Subject:

Period:

Topic:

Time:

Teaching item:

1. Specific Objectives:
2. Instructional Materials:
3. Presentation:
4. Evaluation:
5. Homework:

Appendix-2

A Model of Daily Lesson Plan

Level: B.Ed.

Topic: Unit-46

Date:

Year: First

Period:

Time:

Subject: General English (411)

Teaching Item: A Smile

1. **General Objectives:** At the end of the lesson, the learners are expected to write the overall message of the poem as summary.
2. **Specific objectives:** At the end of the lesson, the learners will be able to: (i) read the given text (poem) (ii) tell the meaning of some typical words (iii) answer the questions
3. **Instructional materials:** Board, marker, textbook, flash cards, ball, listening device (mobile or tape), speaker, posters etc.
4. **Instructional activities:** (a) **warm up:** a joke or a short story or any quiz question is told to motivate them in the particular lesson. (b) **Presentation:** (i) **Introduction:** the teacher introduces the topic or lesson in simple language. He discusses about the topic. (b) **Concert session:** the teacher becomes active and reads out the text in tone and music is played in the background. The students become passive. They listen to the music. After some time, the students follow the teacher and the teacher presents the lesson at a normal speed. (c) **Elaboration:** the students are free to think, play, sing and interact. Their errors are ignored at this time. (d) **Production:** the students are not interfered while they produce. They are left free to express and interact. They speak in the target language.
5. **Evaluation:** Read the given text correctly.
6. **Homework:** Answer the following questions:
 - (i) What makes your face form into fold?
 - (ii) What is a smile?
 - (iii) Why does the poet describe ‘a smile’ as ‘funny’?
 - (iv) What can smile do?
 - (v) How is a smile a funny thing?
 - (vi) What makes two smiles?

Appendix-3
First Test or Pre-Test

Name:

R. N.: ...

Level: B.Ed. 1st year

F.M.:25

Subject: General English (411)

P.M.:8.75

Time: 50 minutes

Date:

Answer the following questions. 5x5=25

1. What is poetry?
2. Do you like reading poetry? Why?
3. What are the different elements of poetry?
4. What is a rhyme?
5. What is a sonnet?

Appendix-4

(1) A Smile

Second Progress Test

Name:

Roll no.:

Level: B. Ed. 1st year

F.M.-25

Subject: General English (411)

P.M.-8.75

Time: 50 minutes

Date:

A. Answer the following questions: 6x3=18

- (i) What makes your face form into fold?
- (ii) What is a smile?
- (iii) Why does the poet describe 'a smile' as 'funny'?
- (iv) What can smile do?
- (v) How is a smile a funny thing?
- (vi) What makes two smiles?

B. Write the summary of the poem in a paragraph. 7

Appendix-5

(2) Ode to Tomatoes

Third Progress Test

Name: Roll no.: ...
Level: B. Ed. 1st year F.M.-25
Subject: General English (411) P.M.-8.75
Time: 50 minutes Date:

A. Answer the following questions: 6x3=18

- (i) What does the phrase 'tomato star of the earth mean'?
- (ii) What filled the street?
- (iii) Where does tomato juice run through?
- (iv) What invades the kitchen?
- (v) What knocks at the door?
- (vi) What's the theme of the poem?

Appendix-6

3. Do Not Say

Fourth Progress Test

Name: Roll no.: ...
Level: B.Ed. 1st year F.M.-25
Subject: General English (411) P.M.-8.75
Time: 50 Minutes Date:

A. Answer the following questions. 6x3=18

- (i) What does the poet mean by 'history in the blade'?
- (ii) How are the people in poet's country?
- (iii) Who is the poet addressing to in the poem?
- (iv) Why is the poet proud of his people?
- (v) How does the speaker attack the political philosophy?
- (vi) What's the theme of the poem?

B. Write the summary of the poem in one paragraph. 7

Appendix-7

4. The Ballad of a Dead Friend

Fifth Progress Test

Name:

Roll no.: ...

Level: B.Ed. 1st year

F.M.-25

Subject: General English (411)

P.M.-8.75

Time: 50 minutes

Date:

A. Answer the following questions. 6x3=18

- (i) How is time the greatest agent of change?
- (ii) Show the difference between ballade and ballad.
- (iii) What awakes and burns?
- (iv) What does the man want?
- (v) Who come and go?
- (vi) What's the theme of the poem?

B. Write the summary of the poem in a paragraph. 7

Appendix-8

5. The Buddha's Wife

Sixth Progress Test

Name:Roll no.....

Level: B.Ed. 1st year

F.M.-25

Subject: General English (411)

P.M.-8.75

Time: 50 Minutes

Date:

A. Answer the following questions. 6x3=18

- (i) Why did Buddha leave his royal palace?
- (ii) Name any three people who are mentioned in the poem.
- (iii) Do you think that Buddha and Gandhi mistreated their wives?
- (iv) What do Christians women wear in church?
- (v) What do you mean by 'the tired cows yawn'?
- (vi) What's the theme of the poem?

B. Write the summary of the poem in one paragraph.

Appendix-9

6. Life is Fine

Seventh Progress Test

Name:

Roll no.: ...

Level: B.Ed. 1st year

F.M.-25

Subject: General English (411)

P.M.-8.75

Time: 50 minutes

Date:

A. Answer the following questions. 6x3=18

- (i) What is the poem about?
- (ii) Write the poet's drowning and jumping experience.
- (iii) What does the phrase 'life is wine, enjoy the drink' mean?
- (iv) What did the poet take above the ground?
- (v) How is life?
- (vi) What is the theme of the poem?

B. Write the summary of the poem in one paragraph. 7

Appendix-10

The following were the names of the students in B.Ed. first year.

Table-1

Serial Number	Name of the students
1	Mina Sherpa(s1)
2	Man Maya Gurung(s2)
3	Asmita Gurung(s3)
4	Suchana Gurung(s4)
5	Tomaya Gurung(s5)
6	Pemsa Tamang(s6)
7	Puja Thapamagar(s7)
8	Bishnu Aryal(s8)
9	Parbati Mahato(s9)

Appendix-11

The following were the poems given in the text book of B.Ed. 1st year compulsory English.

Table-2

S.N.	Poems	Poets
1	A Smile	Anonymous
2	Ode to Tomatoes	Pablo Neruda
3	Do Not Say	Mohamad Bin Haji Salleh
4	The Ballad of a Dead Friend	Edwin Arlington Robinson
5	The Buddha's Wife	Ruth Silcock Pearson
6	Life Is Fine	Langston Hughes
7	Punishment in kindergarten	Kamala Das
8	Night of the Scorpion	Nissim Ezekiel
9	Composed upon Westminster Bridge	William Wordsworth
10	Mid-Summer Noon in the Australian Forest	Charles Harper
11	Baby's World	Rabindranath Tagore
12	Butcher's Shop	Charles Simic
13	If	Rudyard Kipling
14	Before the Battle	Siegfried Sasson
15	Letter from Foreign Grave	D. B. Gurung
16	Sonnet	Edna St. Vincent Millay