

CHAPTER ONE

INTRODUCTION

General Background

Language is a powerful vehicle of communication. Linguistically, language has been defined as a voluntary vocal system of human communication. It is unique gift to human being only and is produced with the help of vocal apparatus. Language is a means of communication through which we can express our ideas, thoughts, feelings and so on. One cannot be a perfect human being if he does not possess language. It is God's special gift to the mankind without which human civilization would not be possible to exist.

There is language, indeed, which makes it possible and keeps human civilization alive and attributable. Generally, language takes place in certain pattern and order

Richards, J.C. Platt, T.Z., Weber, H. (1999, p.196) define language as "the system of human communication by means of structured arrangement of sounds (on their written representation) to form a language unity i.e. morphemes, words, phrases and sentences." In the same way, Wardhaugh (2000, p.1) says, "Language is what the member of particular society speaks. Language is the expression of human personality. It is a form of social behavior that enables the individuals to cooperate with the others in the group". Similarly, Lyons (2002, p.4) says "Language is the institution where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols." From the above definition we can conclude that language is a way of changing needs and conditions of speakers through observable sequences of sounds. . According to Crystal (2003, p.255), "Language, at

its most specific level refers to the concrete act of speaking, writing or signing in a given situation." If we analyze this definition we can say that language is a means of expressing one's ideas.

1.1.1 English and its Status

English is the most widely used language it is often believed that one in every group of seven people can speak English. It is rich in its literature. Most of the books are written in English. Therefore, it has gained the status of international standard. English is used as a lingua franca to maintain communication among different linguistic communities in the world. English has dominated most of the areas in the world such as world politics, science and technology, medicine, marketing and so on. Moreover English is one of the five official languages of the UNO: this may be also the prime factor for English to be an international language. If we trace the history of the English language it has become an international language as a result of political change in the 16th century in Europe.

Richards and Rodgers (2005, p.3)) say:

It has been estimated that some 60 per cent of today's world population is multilingual. From a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair, then, to say that throughout history foreign language teaching has always been an important concern where as today English is the world's most widely studied foreign language, 500 years ago it was Latin, and for it was the dominant language of education, commerce, religion, and government in the Western world. In the 16th century, however, French,

Italian, and English gained in importance as a result of political change in Europe, and Latin gradually becomes displaced as a language of spoken and written communication.

English has wide scope in all areas such as trade, mass media, education, science and technology etc. It is the dominant international language. It is the world's most widely spoken language and common means of communication between the people of different nations.

1.1.2 Teaching English in Nepal: A Historical Glance

Nepal was ruled by Ranas for 100 years until the beginning of the 1950s, feared on educated public. However, in Nepal, English was introduced formally in the school level education system about one hundred fifty years ago that is in 1854.

The founder of the Rana regime, Jang Bahadur Rana, decided to give his children an English education rather than the traditional religiously oriented training. In 1854, Jang Bahadur engaged an English tutor to hold classes for his children in the Rana palace. This act tipped the balance in favor of English education and established its supremacy over the traditional type of Sanskrit based education. In 1991 English education still carried a higher status and prestige than did traditional education. He proposed a system of universal public primary education, using Nepali as the language of instruction, and opening Durbar High School to children who were not member of the Rana clan. Dev Shamsheer's policies were so unpopular that he was deposed within a few months. His call for reform did not entirely disappear, however. A few Nepali language primary schools in Kathmandu Valley, the Hill Region, and the Terai remained open, and the practice

of admitting a few middle and low caste children to Durbar High School

Continued.

ELT came into public access in Nepal after crossing various ups and downs. Before the regime of Rana, general Nepalese citizen could not get access to English education in Nepal. Now-a-days, the English language has a firm grip as the essential part in the Nepalese education. In Nepal, English has got popularity and has spread in various fields. Recently, it is taught as a compulsory subject from grade one to bachelor level and as a subject of specialization up to master's level. At university level, most of the prescribed books and reference books are available in English. Therefore, English language teaching has been grown up as the profession and as a matter of challenge in Nepal. The new horizons of English in Nepal are expanding more and more every years.

1.2 Language and Literature

Language and literature are always interrelated to each other. Literature offers an authentic source for language. The authenticity of language use demands the creative aspect of language, for which it may be expected to be able to create and interpret literature. Literature means a discourse in which the creativity and complexity of language are designed with a wide range of styles. This statements anticipates that the literary language is borne with certain linguistic features such as metaphor, simile, repetition of word, unusual syntactic patterns and so on.

Language does not limit itself within the boundary of communicative function, rather goes ahead where the intricacies of language in the from

of literature demand the reader to prepare themselves to be well equipped with different tools in order to analyze the pieces.

1.2.1 Value of Literature in Language Teaching

The value of literature in language teaching can be summarized in the following points according to Collie and Slater (1987).

i) Valuable Authentic Material

Literature offers a bountiful and extremely varied body of written materials. Literature is authentic materials because the texts related to literature includes the authentic sources from the particular society, culture and environment. In reading literature students have to cope with language intended for native speakers and thus they gain additional familiarity with different linguistic uses.

ii) Cultural Enrichment

Students acquire and grasp new and strange information about the culture they are not familiar with by studying literature. It is true of course that the 'World' of a novel, play, or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. Reading literature in English does encourage students to become broadly aware of the social, political and historical events which is from the background to a particular play or novel. At the same time, literature does seem to provide a way of contextualizing how a member of a particular society might behave or react in a specific situation.

iii) Language Enrichment

Literature provides a rich context in which individual lexical or syntactical items are made more memorable. Literary language is somehow different from other forms of discourse in that it breaks the more usual syntax, collocation and even cohesion. Reading a substantial and contextualized body of texts, students gain familiarity with many features of the written language the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas- which broaden and enrich their own writing skills. Through literature students can become more sensitive to some of the overall features of English.

IV) Personal Involvement

Literature can be helpful in the language learning process because of the personal involvement it fosters in readers. It gives awareness and insight to students by encouraging them to read the texts written by different writers. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system.

The value of literature in language teaching is great. Language teaching without literature is incomplete and handicap. Lazar(1993) has put forward some reasons for using literature with the language learners. He argues that literature is motivating, it has general education value, it is authentic material, it helps students to understand another culture, it is

stimulus for language acquisition, it develops students' language awareness, it encourages students' to talk about their opinion and feelings. There is wider education value of literature teaching. Studying of literature helps students in understanding of English language, and of structure, vocabulary and syntax. There is no other way of acquiring the sophisticated command of language except through studying of its literature.

1.2.2 Aims and Objectives of Teaching Literature

Literature has indeed a significant place in the teaching of language. It has various aims and objectives of teaching. There are different views on aims and objectives of teaching literature. Carter, Ronald and Michael N. Long (1991) has suggested three models for teaching literature in language teaching which are as follows:

i) The Cultural Model

Literature is closely related with culture and learning a language means to be familiar with that culture so that it provides enough cultural materials that second language learner has to cope with and it enhances the learning ability of the learners.

ii) The Language Model

This is normally associated with language based approach. The language means not only plain language used in communication rather special form quite different from the general norm of its basic form. Literary language

reflects aesthetic properties of language by using figure of speech.

Literature rather includes prosodic feature and deviation in different literary genres of literature which provide enough samples of materials that the learners get chance to expose with.

iii) The Personal Growth Model

This model overall aims to motivate the student to read by relating the themes and topics depicted in a literary text to his or her personal experience. Literature develops personal skills of the learners like as critical reading of text, critically appreciating the text and presenting their creative writing in good manner. Literature can help to stimulate the imagination of the students, to develop their cultural abilities and to increase their emotional awareness. They will become increasingly confident about expressing their own ideas and emotions in English. They will be feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society.

1.2.3 Genres of Literature

Literature is a full-fledged discipline of language. Literature is complete in itself with its many genres. It includes various genres viz. Poetry, story, drama, essay, novel etc. They are described as follows:

i) Poetry

Poetry is one of the forms of literature. It is a piece of creative writing which is generally composed in verse. The language of poetry is different

from prose. It follows the prosodic features of language. There are different forms of poetry, such as Epic, Ballad, Lyric, odd, Elegy, Sonnet, Pastoral etc.

ii) Short Stories

The short stories belong to fiction. They are short and simple enough by nature. They are the account of invented or imagined events set in a chronological order. The short stories are those that can be categorized under myths, legends, fables, parables, folktales, fairy tales and so on.

iii) Drama

Drama is a piece of creative writing which is composed to be performed on the stage. Especially, drama is not written for reading purpose but to be performed on the stage and to give entertainment to the spectators. There are different elements of drama such as, plot, character, dialogue, setting, conflict, and theme. Drama can be categorized under tragedy, comedy, tragic-comedy, farce and one-act play.

1.2.4 Poetry as an Important Genre of Literature

Literature includes various genres viz. poetry, story, drama, essay, novel, etc. That is to say, poetry is one of the important genre of literature. It has become one of the successful and effective aspects of teaching literature.

According to Encyclopaedia Britannica (2011)

Poetry is the other way of using language. Perhaps in some hypothetical beginning of things it was the only way of using language or simply was language tout court, prose being the derivative and younger rival. Both poetry and language are fashionably thought to have belonged to ritual in early agricultural societies; and poetry in particular, it has been claimed, arose at first in the form of magical spells recited to ensure a good harvest. Whatever the truth of this hypothesis, it blurs a useful distinction: by the time there begins to be a separate class of objects called poems, recognizable as such, these objects are no longer much regarded for their possible yam-growing properties, and such magic as they may be thought capable of has retired to do its business upon the human spirit and not directly upon the natural world outside.

Formally, poetry is recognizable by its greater dependence on at least one more parameter, the line, than appears in prose composition. This changes its appearance on the page; and it seems clear that people take their cue from this changed appearance, reading poetry aloud in a very different voice from their habitual voice. If, as a test of this description, people are shown poems printed as prose, it most often turns out that they will read the result as prose simply because it looks that way; which is to say that they are no longer guided in their reading by the balance and shift of the line in relation to the breath as well as the syntax.

That is a minimal definition but perhaps not altogether uninformative. It may be all that ought to be attempted in the way of a definition: Poetry is the way it is because it looks that way, and it looks that way because it sounds that way and vice versa.

1.2.5 Elements of Poetry

Poetry is one of the most popular forms of literature all over the world. It is also one of the ancient forms of literature. When we begin analyzing the basic elements of poetry, we should know what poetry is all about in the first place.

Poetry can be defined as 'literature in a metrical form' or 'a composition forming rhythmic lines'. In short, a poem is something that follows a particular flow of rhythm and meter. Compared to prose, where there is no such restriction, and the content of the piece flows according to story, a poem may or may not have a story, but definitely has a structured method of writing.

There are several elements which make up a good poem. Although it is not compulsory for a poet to use all these elements or devices, they form an important aspect of poetry. So what are the elements of a poem? In brief, they are described below.

Rhythm

This is the music made by the statements of the poem, which includes the syllables in the lines. The best method of understanding this is to read the poem aloud, and understand the stressed and unstressed syllables. Listen for the sounds and the music made when we hear the lines spoken aloud. How do the words resonate with each other? How do the words flow when they are linked with one another? Does sound right? Do the words fit with each other? These are the things you consider

while studying the rhythm of the poem.

Meter

This is the basic structural make-up of the poem. Do the syllables match with each other? Every line in the poem must adhere to this structure. A poem is made up of blocks of lines, which convey a single strand of thought. Within those blocks, a structure of syllables which follow the rhythm has to be included. This is the meter or the metrical form of poetry.

Stanza

Stanza in poetry is defined as a smaller unit or group of lines or a paragraph in a poem. A particular stanza has a specific meter, rhyme scheme, etc. Based on the number of lines, stanzas are named as couplet (2 lines), Tercet (3 lines), Quatrain (4 lines), Cinquain (5 lines), Sestet (6 lines), Septet (7 lines), Octave (8 lines).

Rhyme

A poem may or may not have a rhyme. When you write poetry that has rhyme, it means that the last words or sounds of the lines match with each other in some form. Rhyme is basically similar sounding words like 'cat' and 'hat', 'close' and 'shows', 'house' and 'mouse', etc. Free verse poetry, though, does not follow this system.

Rhyme Scheme

As a continuation of rhyme, the rhyme scheme is also one of the basic elements of poetry. In simple words, it is defined as the pattern of rhyme. Either the last words of the first and second lines rhyme with each other, or the first and the third, second and the fourth and so on. It is denoted by alphabets like aabb (1st line rhyming with

2nd, 3rd with 4th); abab (1st with 3rd, 2nd with 4th); abba (1st with 4th, 2nd with 3rd), etc.

Alliteration

This is also used in several poems for sound effect. Several words in the sentence may begin with the same alphabet or syllable sound. For example, in the sentence "Many minute miniature moments," the sound of the alphabet 'M' (phonetic sound /m/) is repeated in all the four words continuously. When you say those words aloud, the sound effect generated is called Alliteration.

Simile

A simile is a method of comparison using the words 'like' or 'as'. When, in a poem, something is said to be 'like' another, it means that the poet is using Simile to convey his feelings by comparing it to something. For example, in the statement 'Her laughter was like a babbling brook', the poet is comparing the laughter of the girl to the sound made by a babbling brook. Note that 'babbling brook' is also an example of Alliteration.

Metaphor

A metaphor is a method of comparison where the words 'like' and 'as' are not used. To modify the earlier example, if the statement had been 'Her laughter, a babbling brook', then it would be the use of Metaphor.

Theme

This is what the poem is all about. The theme of the poem is the central idea that the poet wants to convey. It can be a story, or a thought, or a description of

something or someone; anything that the poem is about.

Symbolism

Often poems will convey ideas and thoughts using symbols. A symbol can stand for many things at one time and leads the reader out of a systematic and structured method of looking at things. Often a symbol used in the poem will be used to create such an effect.

Imagery

Imagery is also one of the important elements of a poem. This device is used by the poet for readers to create an image in their imagination. Imagery appeals to all the five senses. For e.g., when the poet describes, 'the flower is bright red', an image of a red flower is immediately created in the reader's mind.(Source: Basic Elements Of Poetry.(2014).Retrieved from <http://lifestyle.iloveindia.com>)

The elements of poetry are an essential part of the structure of a good poem. Of course, it does not mean, that all poems must have all these elements. It depends entirely upon the poet, who has all these tools at his disposal to use in order to convey his ideas effectively.

1.2.6 Principles of Teaching English at Higher Secondary Level

) Teaching and learning in the classroom should be learner-centered. Children learn by doing. Language learners learn to speak by speaking, listen by listening, and so on. Teachers should give students every opportunity to use language.

) The teacher's role should be that of a manager, guide and a facilitator, not that of an authority. Teachers should provide students with the materials and opportunities to use the language.

) English should be the main medium of communication in the classroom and should be used as much as possible.

) Students should be encouraged to guess the meaning of, and to predict, the content of texts. Even when students don't guess correctly, they will have been encouraged to think about possible answers. They will then be able to understand the meaning better when it is explained to them.

) Teaching and learning English should be fun. Games, puzzles and other fun activities should be encouraged. Anything that brings life and laughter to the classroom is to be welcomed

(Source:Madvav K.C.(2011).*Strategies Adopted Teaching Language Function*. An unpublished M. Ed. Thesis. Kirtipur: Tribhuvan University.)

1.3 Approach, Method and Technique

The approach encompasses the whole orientation of teaching. Approach is the broadest of the three, making technique the most specific, and the method found in between approach and technique.

An approach is an enlightened viewpoint toward teaching. It provides philosophy to the whole process of instruction. As presented by the diagram, the method and technique are just parts and parcels of approach. Approach gives the overall wisdom; it provides direction, and sets expectations to the entire spectrum of the teaching process. Furthermore, approach sets the general rule or general principle to make learning possible.

A method, on the other hand, is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning. It is

undertaken according to some rule, which is usually psychological in nature. That is, it considers primarily the abilities, needs, and interests of the learners. Method is employed to achieve certain specific aims of instruction. To make it as an effective instrument, it should be presented with certain amount of efficiency and ease.

More so, the teaching method aims to achieve greater teaching and learning output, thus saving time, efforts and even money on the part of both the teacher and the learner. It directs and guides the teacher and the students in undertaking any class lesson or activity.

One must remember that there is no such thing as the best method. Thus, there is no single correct way to teach a class. Instead, there are many good ways of teaching the students.

The procedural variation of a method calls for the third term, technique. Technique encompasses the personal style of the teacher in carrying out specific steps of the teaching process. Through technique, teachers enable to develop, create and implement, using her distinctive way, the procedures (method) of teaching.

1.3.1 Teaching Strategy

The term strategy is derived from the Greek word “strategos”, literally translated as “the art of the general”. As a military term, it appeared in the literature in the latter part of the 18th century, referring to the larger aspects of conducting war. In the context, it was defined as “the efficient application of resources to the accomplishment of objectives”, primarily the defeat of the enemy’s armed forces. While the larger aspects of conducting war were called strategies, smaller movements were referred to as tactics.

The main aim of strategies was the development of children's thinking skills. Teaching strategy is a purposefully conceived and determined plan of action. Ideally, the strategy is designed to facilitate a particular kind of learning in a given situation and in terms of a specific learning objective. The strategy is selected for use after a comprehensive assessment of the specific situation prior to the actual instructional art. The operations of assessing the situation and selecting the strategy represent the "professional expertise" that the teacher brings to the instructional setting.

Each and every activity done in the classroom by the teacher in the language classroom to obtain predetermined objectives is regarded as the teaching strategy. It refers to activity for achieving a major goal. Teaching strategy is a means to achieve objective. The strategies are the tools for active self-directed improvement needed for developing L2 communicative ability. Teaching strategy is a pattern of teaching acts that serves to attain certain outcomes and to guard against others. Strategy is an art which enables the teacher to create new thoughts, feelings, and ideas and transmit them to their learners so, it is completely creative activity. It promotes creative skills, subject specific skills and ability to explore ideas and use the imagination.

Other terms frequently found to have been used to clarify the meaning of strategy are a long term plan, activities, ways, techniques or methods or approaches, plan of action, operations, course of actions and group of activities in which the students are taken into actions and the means by which they will explore the dramatic focus. Teaching strategies must be matched to the objectives so that the most efficient and effective one is selected. Teaching strategies are the core part of effective teaching;

classroom management, structuring task and grouping are the main instructions for the teaching strategies.

On the basis of the specific principles and methods, a teacher applies certain strategies in the classroom. The effectiveness of the teaching learning process depends on the sorts of strategy that are used in the classroom. In this regard Brown (1994, p. 15) states:

You cannot teach effectively without understanding varied theoretical positions. This understanding forms principled basis upon which you can choose particular methods and strategies for teaching a foreign language and unless that primary basis is your own carefully and thoughtfully divided theory; you become a slave to one theory of thinking, a puppet without self control. Your task is the formulation of an integrated understanding of the principle of language learning and teaching is to find those points of compromise or tension between two poles of possibilities that will best fit a global theory of second language acquisition.

To acquire second language means learning of listening, speaking, reading and writing in that language. Teachers can use their idiosyncratic strategies to teach those different skills and other many aspects of language for the achievement of selected measurable objectives. Brown (1994, p. 104) says:

Strategies are specific methods of approaching problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. They are contextualized “battle plans” that might vary from moment to moment, or day to day, or year to year.

Strategies vary intra- individually: each of us has a whole host of possible ways to solve a particular problem and we chose one or several of those in sequence for a given problem.

Teaching strategies are the specific actions one takes and or techniques one uses in order to teach. In fact strategies are methods and techniques that a teacher uses while teaching a particular subject matter and to achieve the desired goal of the curriculum. So, strategies are goal directed and consciously controllable process that facilitate performance.

Wright (1997, p. 68) says that “teaching strategy is a complex amalgam of belief, attitudes, techniques, motivation, personality and control they would employ and encourage students to work in pairs and groups”. Teaching, therefore, needs to be geared to facilitating learning on the part of the learners as well as teachers. Thus, the main motto of using teaching strategy is to facilitate learners towards target language and prepare them for better learning.

There are several possible ways of teaching learning groups within the classroom context. Wright (1997, p.59) says, “The lessons involve the class working individually, in pairs, in groups, and whole class together.” As far as possible, it is desirable to arrange the class according to the demands of the text and employ appropriate strategy. The purpose of using specific strategy is to give the learners the choice of working models, or the choice of learning materials. Teachers implement different strategies within the classroom context to impart multiple ways of delivering information to the learners.

Wright (1997, p.51) says:

...in general it might be said that teachers would be expected as a minimum part of their roles to have adequate knowledge of their subject matter, to know something of how children learn and develop and to be able to devise appropriate learning teaching experiences in the light of these two considerations. Pupils would be expected as a minimum part of their role to be interested in being learners, to develop the skills reading about understanding subject matter as well as developing some skills with numbers.

Teaching strategies might be helpful to achieve actual message from the text. The personal factors, experiences, socio cultural contexts, attitudes individual perception really influence the language teachers' performances. So, they need to be careful about the process and product from the strategies that they use while teaching any aspect of a language."

Braucer (2001, p.87) says, "the creativity of the language can be stimulated by the use of new surprising, even audacious materials and activities." Creative teachers as well as learners, therefore have powerful drive to make teaching and learning activities better and effective. So to make teaching learning process live, effective and creative a language teacher can use various strategies in a single class period.

It is very important for the teachers to be skillful in using strategies while teaching any subject matter. However, it is also the fact that no any fixed and perfect strategy is available to teach any language item. Strategy varies from teacher to teacher and subject matter to subject matter. A single strategy may not be

appropriate in teaching a single language item sometimes we need more than one strategy to teach a particular language item. The success of a teacher depends on the strategy that he adopts while teaching in the classroom.

Cook (2001, p. 199) talks about four overall teaching strategies:

- a. The receptive strategy: This strategy relies primarily on listening.
- b. The communicative strategy: In this strategy students learn by attempting to communicate.
- c. The reconstructive strategy: It is a teaching strategy in which the students participate in reconstructive activities based on a text.
- d. The eclectic strategy: It is a teaching strategy which combines two or more of the others.

Strategy is a cover term that includes various methods and techniques that language teacher uses in order to teach their subjects to achieve the prescribed goal. Some of the prominent strategies are as follows:

Some of the prominent strategies adopted in teaching English language in the Nepalese context are as follows:

Lecture

It is a kind of pedagogical device in which the teacher gives lecture on the subject to be taught. This is suitable when all or most of the students need content and if it is supported with handouts and is a must if the class is of large size.

Group and Pair work

It is a learner centered technique of language teaching it is a learning activity which involves a small group of learners working together

Project Work

The project work is an activity which centers on the completion of a task, and usually requires an extended amount of independent work either by an individual students or group of students.

Role Play

Role play is a classroom activity which gives the students as opportunity to practice the language, the aspects of role behaviour, and the actual roles they may need outside the classroom.

Discovery technique

It is a technique where students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them.

Problem Solving

In problem solving, the learner is given a situation and problem and must work out a solution. Such activities are said to require higher order thinking.

Illustrations

It refers to use of materials to help to make the content interesting, understandable and clear to children. Illustration illuminates what is presented or taught to children

Case Method

Providing an opportunity of students to apply what they learn in the classroom to real life experiences has proved to be effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion on the issues and problems related to application. It works well in co-operative learning or role playing environments.

Discussion

There is variety of ways to stimulate discussion obviously; a successful class discussion involves planning on the part of the instructor and preparation on the part of the students.

Active Learning

Many students show that learning is enhanced when students become actively involved in the learning process. It engages students in the learning process, stimulates critical thinking and a greater awareness of other perspectives.

Distance Learning

Distance learning is any form of teaching and learning in which the teacher and learner are not in the same place at the same time.

(Source:Madvav K.C.(2011).*Strategies Adopted Teaching Language Function*. An unpublished M. Ed. Thesis. Kirtipur: Tribhuvan University)

Generally strategy refers to a plan for achieving a major goal. In other words, strategies are those specific tasks that we perform for a given problem. Strategy is “a careful devised plan of an action to achieve goals or an act of developing or carrying out such plan.” (As cited in www.microsoft.com/uk/encarta, retrieved Dec. 25, 2010). Strategies in ELT refer to methods and techniques that the teacher uses to teach and students use to learn and study in an artificial or natural setting. In due time, educators and writers started using the term teaching strategy with reference to the methods and procedures utilized in teaching

1.3.2 Strategies in Teaching Poetry at Higher Secondary Level

In higher secondary level poems are taught for general purpose i.e. for developing reading habit, to enrich vocabulary power, to make them familiar with creative world and so on..

There are number of ways through which poems can be presented. Some teachers are still adopting with traditional methods and some teachers are trying to follow communicative way but they are incapable to handle the problem in the classroom. The very divergence situation can be found.

This is due to the different factors such as lack of training and skills, incompetent with subject matter, problems with physical environment, overcrowded classroom, lack of interest/motive of the teacher and so on.

Any way, there is no any watertight or stereotypic formula to teach poems as such but generally poems can be presented through three stages. (Source: Frances, M. (2001) *Discovery of Poetry: A Field Guide to Reading and Writing Poems*. USA: Mariner Books (9th ed).

a) Pre-reading Stage

It is the first stage of teaching poems in the class. The teacher makes the students prepare for the lesson and the task to be performed. In this stage, the teacher can ask some questions related to the poems to draw the attention of the students or he can ask to describe the pictures related to the poems. The following are the activities of this stage.

-) Helping students with general background.
-) Stimulating students' interest in the poems.
-) Predictions about the genre and theme of the poems using picture
-) Setting the task or asking questions related with the poems
-) Paying attention to form. The form of a poem is the physical arrangement of the words on a page. This includes the way lines are placed, their grouping, and their length.
-) Looking at the poem before reading it and examining whether the lines and stanzas form a regular pattern. If not, determining why.
-) Listening for rhythm as reading the poem aloud.
-) Making Pause where punctuation marks appear, not where the line ends. Stopping at appropriate spots helps clarify meaning.
-) Paying attention to sound devices. Skilled poets use sound devices for a reason, usually to draw attention to major points.
-) Reading the poem aloud several times.
-) Identifying the sound devices and determining why the poet chose them.
-) Determining the rhyme scheme.

-) Looking for near rhyme. Poets often use near rhyme to make the reader focus on an important word.
-) Determining the purpose of the sound.
-) Pre-teaching vocabulary

b) While-reading Stage

At this stage, the teacher presents the task to be performed. The students read the poems silently and answer the questions or perform the task specified. The teacher is required to watch students and evaluate their activities being silent but attentive. At this stage the following activities are done;

-) Making themselves involving in reading
-) Helping students with difficult vocabulary
-) Helping students with language and style through contextualization.
-) Helping the students to examine the figurative language. Because poets have fewer words with which to work, they must use them sparingly. Figurative language allows them to cover much with little.
-) Visualizing figurative language
-) Analyzing the meaning of each metaphor or simile
-) Dealing with different activities like answering question, rearranging the sequence, True-false items and gap filling questions.

c) Post-reading Stage

The students' answers are checked by the teacher directly or indirectly.

The teacher clarifies the ambiguities if the students are confused at some points. The following activities are included in this stage;

-) Interpretation of the main themes of the poetry.
-) Writing a review of the poetry.
-) Critical discussion
-) Determining if the title contributes any special meaning to the poem.
-) Making connections. Personalizing poetry makes it meaningful.
-) Summarizing the poem's meaning.

1.3.3 Poems at Higher Secondary Level Curriculum

Compulsory English 1

Introduction

This is an integrate general English course which treats English as a medium for communication and as a means to knowledge. This course is divided into two interrelated papers leading students from intermediate level of English proficiency to upper intermediate.

Objectives

The specific objectives of this course are :

- 1) to give a short remedial link course as a kind of bridge or a refresher course between English at the secondary and higher level.

- 2) to teach English for functional, academic and communicative purposes, and
- 3) to provide students interesting reading materials for information, knowledge and pleasure.

The contents of this paper are:

- a. A remedial or refresher course
- b. Core course
- c. Extensive reading and writing. The prescribed materials in this component expose students to various interesting topics of global interest and common human concern. The contents include five poems along with other topics in the book *The Magic of Words*. They are;

1. *On the Vanity of Earthly Greatness* by Arthur Guiterman
2. *My Heart Leaps Up When I Behold* by William Wordsworth
3. *The Poplar Field* by William Cowper
4. *Keeping Things Whole* by Mark Strand
5. *Concrete Cat* by Dorthi Charles

(Source: HSEB curriculum (2002) Bhaktapur: Higher Secondary Education Board)

Compulsory English II

Introduction

This course is the continuation of Class XI English. It builds on to the language skills and communicative competence introduced in the previous year.

General Objectives

The general objectives of this course are:

- a. to provide students techniques in the use of English for academic and communicative purposes.
- b. to train them in the functional notional and grammatical areas of English language use.
- c. to make them see relationship between structures and meaning and
- d. to teach them structures in the context.

Specific Objectives

- a. to teach students language use and function,
- b. to enable them to establish a link between structure and meaning;
- c. to provide them with more examples of language in the context, and
- d. to engage them in more fruitful reading.

The contents of this paper can be divided into two components.

1. Core English

2. Extensive Reading and Writing. The prescribed materials in this component expose students to various interesting topics of global interest and common human concern. The contents include five poems along with other topics in the book The Heritage of Words. They are;

1. Grandmother by Ray Young Bear.
2. Full Fathom Five Thy Father Lies by William Shakespeare
3. The Lamentation of the Old Pensioner by W.B. Yeats
4. Traveling Through the Dark by William Stafford
5. God's Grandeur by G.M.Hopkins

(Source: HSEB curriculum (2002) Bhaktapur: Higher Secondary Education Board)

1.4 Review of Related Literature

The research should draw knowledge from the previous studies since they provide foundation to the present study. Therefore, an attempt is made here to review the books, journals and research that are related to the research topic.

Khadka (2005) carried out a research in the Department of English Education Faculty of Education on "Teaching drama at secondary level: Problems and prospects. The objectives of study were to analyze strategies and complexities of drama teaching in secondary level and find out the contribution of drama in developing language aspects and skills. He developed tools to collect data for that he distributed questionnaire to the English language teacher, questionnaire to the students and class observation of the English language teachers. He found that

poor teaching strategies applied by the English language teachers and also found that there were a lot of complexities in drama teaching but it could contribute a lot to develop language skills and aspects.

Singh (2005) carried out a research in the Department of English language Education, Faculty of Education on "A study on teaching literature at higher secondary level". The objectives of study were to find out the relevancy and strategies of teaching literature at higher secondary level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English language teacher, questionnaire to the students and class observation of the English language teachers. The researcher found poor and faulty strategies used by the English language teachers while teaching literature in higher secondary level. Different and vague strategies were used by different teacher. The researcher identified many problems faced by the teachers while teaching literature.

Lamsal (2006) has carried out a research in the Department of English Education, Faculty of Education on "A study on the strategies of teaching story at secondary level". The main purpose of this study was to identify the strategies and problems of teaching story and to find out the relevance of teaching story at this level. In order to fulfill those objectives, he developed tools to collect data for that he distributed questionnaire to the English language teacher, questionnaire to the students and class observation of the English language teachers. The researcher found out that the majority of teachers were not acquainted with the teaching strategies which created a lot of problems in teaching story. Despite the problems, teaching poetry in the school level helps more in language learning, bridges the

curriculum gap, motivates the students, expands language awareness and gives pleasure to the students.

Bania (2009) conducted research on "Teaching Techniques Used by English Teachers". The major objective of his study was to find out techniques used by English teachers. He surveyed among the English teachers using different techniques to teach English. Twenty teachers were selected as informants in that research and it was found that most of teachers used traditional methods and techniques in their class room.

Acharya (2010) conducted research on "Strategies in Teaching Writing Composition at Higher Secondary Level." The main objective of his study was to find out the strategies adopted by the teachers teaching writing composition. He surveyed among the Higher Secondary English teachers of Kathmandu district with the help of questionnaire and observation checklist and found that there were not any fixed strategies in teaching writing composition at grade XII. The strategies used at this level were different from teachers to teachers and from one subject matter to another. It was also found that the strategies they had theoretically mentioned in the questionnaire were not being used in class practically and properly.

Puri (2011) has conducted a research entitled "Strategies Adopted in Learning English Grammar". The main objective of his study was to find out strategies adopted by grade ten students in learning grammar. He surveyed among the language learners using different learning strategies to learn different aspects of grammar. He found that most of the students were found using rules to find answers and translate the rules into their mother tongue or they were using

deductive method of grammar to learn grammar and very few students were found to test their grammar with their parents.

I am very much interested to carry out research on teaching strategies adopted by Higher Secondary English Teachers in Teaching poems because no research has been carried out yet particularly on strategies in teaching poems at Higher Secondary Level. Therefore, this study seems to be distinct from the other researches done previously.

1.5 Objectives of the Study

This study has the following objectives:

1. To find out the strategies adopted in teaching poems by the teachers of Higher Secondary Level
2. To suggest the effective strategies for teaching poetry
3. To suggest some pedagogical implications for enhancing teaching learning process of the poetry.

1.6 Significance of the Study

Regarding the present topic "A study on the strategies in teaching poems at Higher Secondary Level" there is no any research that has been carried out in the Department of English Education yet. So this research will be invaluable for the department itself. Similarly, this study will be significant for the students, teachers, textbook writers, syllabus designers and researchers who are interested in

grammatical aspect. Further, it will also be beneficial for the people involved in the teaching learning activities of higher secondary level English.

CHAPTER TWO

METHODOLOGY

In this study the researcher attempted to find out the strategies of teaching poetry at Higher Secondary Level. The methodologies followed to carry out this work are as follows:

2.1 Sources of Data

The sources of data for the study are as following:

2.1.1. Primary Sources of Data

The primary sources of data are the English language teachers of higher secondary level who are teaching the present compulsory English course book of Grade 11 and Grade 12 and the students of Grade 11 and Grade 12 who are studying the compulsory English text books.

2.1.2 Secondary Sources of Data

The secondary sources of data are the related literature, books, textbooks, journals, articles, curriculum and other reference materials.

2.2 Population of the Study

The population for the purpose of this study includes higher secondary level English teachers and students in Morang district.

2.3 Sample Population

The researcher selected 20 higher secondary schools (public as well as private) of Morang district. The data are collected from the English language teachers who are teaching the compulsory English course books of Grade 11 and Grade 12 from those schools. One teacher and five students from each school are randomly selected to administer questionnaire from them. The total number of the sample population of teachers and students are twenty and hundred respectively (both are from public and private schools) (Appendix IV)

2.4 Sampling Procedure

The researcher purposively selected Morang district as a research area of this study. The researcher randomly selected twenty higher secondary schools (public as well as private) of Morang district by using fishbowl drawing technique (Appendix IV). The data are collected from the English teachers who are teaching the compulsory English course book of Grade 11 and 12 from those schools. Five students of the same classes from each school are randomly selected by table of random number technique to administer questionnaire from them. The total number of the sample population of teachers and students are twenty and hundred respectively.

2.5 Tools for Data Collection

In order to collect the data the researcher used the following tools:

- I. Questionnaire and interview to the English Language teachers.

- II. Questionnaire to the students.
- III. Class observation of the English language teachers.

2.6 Process of Data Collection

After preparing the tools the researcher visited randomly selected schools of Morang district for collecting data. The researcher administered the questionnaire to the English language teachers of Morang district. Moreover, the researcher talked face to face with them concerning the questionnaire

The researcher observed the classes of twenty English language teachers to find out the way of teaching poetry while teaching it. For this purpose the researcher requested the English language teachers to Morang district to take a class of poetry which is included in the course.

Moreover, the researcher administered the questionnaire to the students of twenty selected schools of Morang district. The researcher identified the teaching strategies of teaching poetry at Higher Secondary Level.

2.7 Limitations of the Study

The study is done with the following limitations.

- i) The population of the study was confined to Morang district.
- ii) Twenty higher secondary schools of Morang district were selected randomly for collecting data. The data were collected from the English language teachers who were teaching the present compulsory English course books of Grades 11 and Grade 12. (Appendix IV)

iii) Five students were selected randomly from each school. The total magnitude of the students' population was hundred. The data were collected from each student.

iv) The study was limited to identify the teaching strategies of teaching poetry at Grade 11 and Grade 12

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The researcher collected the required data from the English teachers and the students of higher secondary level. The responses were analyzed and interpreted using simple statistical tool of percentage.

3.1. Analysis of Collected Data from Questionnaires for the Teachers

(Appendix I)

| Question no. | No. of Respondents | Responses |
|--------------|--------------------|---|
| 1 | 11 | spontaneous overflow of powerful feelings |
| | 3 | expression of feelings |
| | 2 | something written in the form of verse |
| | 2 | someone's feelings with technical specialties |
| | 2 | other views |
| 2 | 9 | it is in the form of verse |
| | 4 | it has rhymes |
| | 3 | it has simile, metaphor, symbol etc. |
| | 2 | it expresses our inner feelings |
| | 2 | other views |
| 3 | All | 10 |
| 4 | 8 | mainly about nature. |
| | 5 | short and on different subjects. |
| | 4 | about life, death, god and nature |
| | 3 | Others |
| 5 | 5 | Sufficient |
| | 15 | Insufficient |
| 6 | 4 | 15 |
| | 5 | 10 |
| | 4 | 14 |
| | 3 | 8 |
| | 4 | other views |

When the teachers were asked what poetry is more than 50% teachers defined it as spontaneous overflow of powerful feelings. Other teachers defined it as expression of feelings, something written in the form of verse, someone's feelings with technical specialties, and so on. Nearly half of the numbers of teachers think that poetry is different from other form of texts because it is written in the form of verse. Other teachers opine that poetry is different from other form of texts because it has rhymes, it has simile, metaphor and symbol etc., and it expresses our inner feelings and so on. When the teachers were asked how many poems are there in the course of compulsory English at higher secondary level, all answered that there are 10 poems altogether in that level. In the question what kinds of poems you find in the course of compulsory English at higher secondary level, the large number teacher opined that the poems are mainly about nature while other teachers thought that they are short and on different subjects and they are about life, death, god and nature. When asked the number of poems is sufficient in comparison to other texts the course of compulsory English at higher secondary level, about 75% teacher thought that it is insufficient while rest of the teachers thought that it is sufficient. In the question what they think are the required number of poems at this level, they did not have similar views and they expressed their view that there should be 8 to 15 poems in that level.

| Question no. | No. of Respondents | Responses |
|--------------|--------------------|---|
| 7 | 8 | "My heart leaps up..... " because the poet recollects the experiences of his childhood days and gives his emotion and feeling a meaning that the poet wants continuity of life and nature |
| | 4 | "Keeping things whole" because the poet pleads for wholeness against the usual fragmentation that goes on in life |
| | 3 | On the Vanity of Worldly Things” because through humour, the poet has tried to depict the reality of human beings and animals caused by the change in time. |
| | 3 | The Lamentation of the Old Pensioner” because it is a philosophical poem and the poet has proven that time is supreme and nothing can stand before time. |
| | 2 | Others views |
| 8 | 8 | talking about poet, poem, theme etc. |
| | 5 | talking about thyme rhythm etc. |
| | 4 | talking about simile, metaphor symbol etc |
| | 2 | talking about importance of poem in literature |
| | 1 | Other views |
| 9 | 5 | with general backgrounds |
| | 4 | describing the title |
| | 4 | talking about the poet |
| | 3 | asking the students some questions |
| | 2 | discussing the theme |
| | 2 | Other views |
| 10 | 8 | elements of the poetry |
| | 5 | theme (main idea) |
| | 2 | difficult vocabularies |
| | 3 | the form of the poem |
| | 2 | Other views |
| 11 | 7 | Reading |
| | 7 | Writing |
| | 2 | Listening |
| | 4 | Speaking |

When the teachers were asked which poem they think is the most interesting poem and why, a large number of teachers liked "My heart leaps up..... " because the poet recollects the experiences of his childhood days and gives his emotion and feeling a meaning that the poet wants continuity of life and nature but other teachers thought "Keeping things whole" because the poet pleads for wholeness against the usual fragmentation that goes on in life, " On the Vanity of Worldly Things" because through humour, the poet has tried to depict the reality of human beings and animals caused by the change in time," The Lamentation of the Old Pensioner" because it is a philosophical poem and the poet has proven that time is supreme and nothing can stand before time and so on.

In the question how they motivate the students to teach the poems, a number of teachers expressed their views that they motivate the students by talking about poet, poem, theme etc. while other teachers told that they motivate the students by talking about rhyme, rhythm etc, talking about simile, metaphor, symbol etc, talking about importance of poem in literature and so on. When the teachers were asked how they begin teaching poems some teachers said they begin teaching the poem with general backgrounds while other teachers begin teaching the poem by describing the title, talking about the poet asking the students some questions, asking the students some questions, discussing the theme and so on. In the question what they focus on in teaching poetry, a number of teachers responded that they focus on elements of the poetry but other teachers focus on theme (main idea), difficult vocabularies, and the form of the poem and so on. In the question which skill they focus more in teaching poetry, the teachers have different views because some of them focus on reading skill and writing skill while other teachers focus on listening and speaking skill.

| Question no. | No. of Respondents | Responses |
|--------------|--|--|
| 12 | Always (1) Frequently (3) Sometimes (10) Rarely (3) Never (3) | translating |
| | Always (9) Frequently (5) Sometimes (4) Rarely (2) Never (0) | paraphrasing |
| | Always (9) Frequently (7) Sometimes (2) Rarely (2) Never (0) | summarizing |
| | Always (11) Frequently (6) Sometimes (2) Rarely (1) Never (0) | interpreting the main theme |
| | Always (3) Frequently (5) Sometimes (8) Rarely (2) Never (2) | critically appreciating |
| 13 | 3 | recorded materials |
| | 15 | reference materials |
| | 2 | not enough materials |
| 14 | Always (4) Frequently (9) Sometimes (4) Rarely (3) Never (0) | ask the students to write the similar poem |
| | Always (14) Frequently (4) Sometimes (2) Rarely (0) Never (0) | encourage the students to discuss the poem |
| 15 | All | Class 11 - humour, life and death, ecology, environment etc |
| | All | Class-12 - glory of god, death, love, vanity of human greatness etc. |
| 16 | 7 | discussing the structure from the poem |
| | 4 | making same structures as in the poem |
| | 7 | inductive and deductive method |
| | 2 | other views |

In the question what steps they follow while teaching a poem, the teachers had different views from one another. Some teachers translate the poem into Nepali, some teachers paraphrase the poem, some teachers interpret the main theme of the poem,

some teachers summarize the poem and some teachers critically appreciate the poem. When the teachers were asked what materials they generally use to teach a poem in the class, majority of the teachers responded that they use reference materials, but some teachers use recorded materials and some teachers opine that they do not have enough materials.

So far the kinds of classroom activities are concerned some teachers ask the students to write the similar poem, and other teachers encourage the students to discuss the poem. In the question what kinds of subject matters are found in the poems of higher secondary level, all teachers responded that there are subject matters of humor, life and death, ecology, environment etc. in Class 11 and there are subject matters of glory of god, death, love, vanity of human greatness etc. in Class 12.

When the teacher were asked how they teach the grammatical aspect of the poetry, many teachers said that they teach grammatical aspects by discussing the structure from the poem and by inductive and deductive method and other teachers told that they teach grammatical aspects by making same structures as in the poem.

| Question no. | No. of Respondents | Responses |
|--------------|--------------------|----------------------------------|
| 17 | 10 | defining and showing examples |
| | 8 | discussing the technical aspects |
| | 2 | Other views |
| 18 | 3 | Thematic order |
| | 7 | As given in the text book |
| | 3 | All the poems at last |
| | 7 | all the poem at first |

When the teachers were asked how they teach the technical aspect of the poems, 50% of the teachers told that they teach it by defining and showing examples and other teachers teach the technical aspect of the poems by discussing the technical aspects

and so on. In the question in which order they teach the poems in Grade 11 and 12, many teachers teach the poems as given in the text book or all the poem at first but some teachers teach the poems in thematic order or all the poems at last.

At last the teachers were asked what they do while teaching poem in pre reading activities, while reading activities and post- reading activities.

i) Pre- reading Activities

Here, the researcher found worthwhile to mention the exact information given by the higher secondary level English teachers.

Z motivating and providing key concept

Z orientation and warm up

Z picture, title, vocabulary discussion and questions related to poem

Z asking them whether they knew the poem earlier

Z asking them whether they have heard any poem and make them read in the class.

Z setting the task or give questions related to poem

Z asking to read and let them generalize that they have known and also asking them to present general background

Z giving the general background of the poem and tell the theme of the poem

Z telling them to give a good title

Z talking about the poem

Z talking the relevancy of the poem

Z noting down major idea on the board

The study shows that the activities may vary from one teacher to another. No one is following the same strategies. It was found that 43% teacher directly started their lesson from teachers domination point of view in the sense that by explaining and telling the meaning of the poem themselves. A few number of teachers started lesson with systematically following the communicative way by involving the statements to guess the theme and let them to read and generalize the poem. Some teachers at first, tried to involve them and if they were unable to solve problem then only the teachers explained the information clearly.

Anyway, it was found that this is the first stage in which only preparatory activities are taken place. But activities are different individually. Although some teachers were still following the traditional techniques and translation of the text as a whole.

ii) While - reading Activities

The responses given by the teachers of secondary level while reading activities are as follows:

- Z telling students to read silently and let them understand
- Z reading the poem by students and let try to answer the questions
- Z question -answer activity between teacher and students
- Z discussion in answers by the students
- Z explaining them the poem in detail including the form and sound pattern.
- Z making students guess what happens afterwards
- Z making them to engage in study and ask to underline difficult words
- Z helping them to write the meaning of difficult words, phrases or let them know the formation of words

- Z clarifying difficult words meaning
- Z involving with different activated like true false, fill in the blanks, noting down answer of the simple questions and so on
- Z asking some questions
- Z letting them present language structure and the meaning associated with the poem

It is obvious that while reading activities is the main stage of teaching reading where the major activities are taken place. From this study it was found that there were individual differences in teaching style. Only a few numbers of the teacher focused on the students to read the poem silently and make them able to answer themselves. It was found to be problematic because the teacher did not focus on the students.

Majority of the teachers taught poem by giving general background, theme and forms themselves and explaining in detail. It was also found that some teachers were translating the poem in Nepali language. The difficult words and structures were taught in isolation instead of teaching it in context. It was found that meaning of difficult words were overlooked by the teachers. It was also found that instead of finding answer from the students, teachers were giving answers to the questions.

iii) Post- reading Activities

This aspect aims to observe and evaluate the exact performance of the students. Post reading activities is the last stage of teaching reading. In this stage follow up activities are done. Here, the researcher found suitable to mention the points given by the teachers.

- Z asking them to present the theme of the poem.
- Z asking questions related to the poem
- Z asking them to summarize the poem in their own language and help them if necessary
- Z discussion on the theme, form, sound pattern and poetic devices
- Z making them to write down the answers of the given questions
- Z letting them have discussion and find the solution as well as try to understand the poem by themselves
- Z providing a synopsis to the pupils
- Z understanding the poem later reminding them to complete the poem in their own words as their homework.
- Z writing similar poems or asking them to compose parallel poem
- Z assigning homework
- Z encouraging them to read further and asking them to write their own poem.

From the above mentioned lists it is clear that the activities are different from one teacher to another. It was found that only a few teachers were aware of these activities whereas most of the teachers were not involved in these activities though they have mentioned the points.

It was found that instead of focusing students to summarize and other creative activities teachers were themselves involved in that. That is why most of the students were deprived from improving their skills. Only some teachers were involved to encourage them to compose similar type of poem since it was the major purpose. It was found that teachers were only concerning with question and answer mentioned in the text not more than that which is totally wrong concept.

3.2 Analysis of Collected Data from Questionnaires for the Students

(Appendix II)

| Question no. | No. of Respondents | Responses |
|--------------|--------------------|---|
| 1 | 43 | it has rhyme |
| | 27 | it is more interesting |
| | 25 | it expresses feeling |
| | 5 | Others view |
| 2 | All | class 11 – 5 Class 12- 5 |
| 3 | 9 | "God's Grandeur " because it describes the majestic deeds of God. |
| | 11 | Traveling through the Dark” because it presents dual responsibilities of any person has possibility of facing: one self-entered and another community-centered. |
| | 16 | "Poplar Field " because with example of poplar trees, the poet wants to show the real phase of human life according to rule of nature. |
| | 58 | My Heart Leaps Up When I Behold’ because the poet recollects the experiences of his childhood days and gives his emotion and feeling about nature |
| | 6 | Other views |
| 4 | 47 | talking about poet, poem, theme etc. |
| | 19 | talking about thyme rhythm etc. |
| | 23 | talking about simile, metaphor symbol etc |
| | 16 | talking about importance of poem in literature |
| | | Other views |
| 5 | 61 | with general backgrounds |
| | 16 | describing the title |
| | 12 | talking about the poet |
| | 9 | asking the students some questions |
| | 9 | discussing the theme |
| | | Other views |
| 6 | 42 | elements of the poetry |
| | 29 | theme (main idea) |
| | 18 | difficult vocabularies |
| | 17 | the form of the poem |
| | | Other views |

When the students were asked why poetry is different from other texts, nearly half of the number of the students responded that poetry is different from other texts because it has rhymes. Other students opined that it is because it is more interesting and it expresses feeling

When the students were asked how many poems there are in the course of compulsory English of their class, they all responded that there are five poems in the course of compulsory English of Class 11 and there are five poems in the course of compulsory English of Class 12.

When they were asked which poem they think the most interesting poem and why, more than half of the total students told that they think "My Heart Leaps Up When I Behold" because the poet recollects the experiences of his childhood days and gives his emotion and feeling about nature. Other students thought "Poplar Field" because with example of poplar trees, the poet wants to show the real phase of human life according to rule of nature, "Traveling through the Dark" because it presents dual responsibilities of any person has possibility of facing: one self-centered and another community-centered and "God's Grandeur" because it describes the majestic deeds of God.

When they were asked how their teacher motivates you to teach the poems, nearly half of the total number of students told that the teacher motivates them talking about poet, poem, theme etc, while other students responded that talking about rhyme rhythm etc. talking about simile, metaphor symbol etc talking about importance of poem in literature and so on.

In the question 'how does your teacher begin teaching poems' more than 50% students told that their teacher begins teaching poems with general backgrounds but other students told that their teacher begins teaching poems describing the title, talking about the poet, asking the students some questions ,discussing the theme etc.

In the question 'What does your teacher focus on in teaching poetry' many students told that their teacher focuses on elements of the poetry and other students told that their teacher focuses on theme (main idea), difficult vocabularies, the form of the poem, and so on.

| Question no. | No. of Respondents | Responses |
|--------------|--------------------|--|
| 7 | 35 | Reading |
| | 30 | Writing |
| | 20 | Listening |
| | 15 | Speaking |
| 8 | 15 | Translate |
| | 20 | Paraphrase |
| | 20 | interpret the main theme |
| | 15 | Summarize |
| | 10 | tell the significance |
| | 15 | explain the whole poem |
| | 5 | talk about the form of the poem |
| | 5 | talk about the sound devices of the poem |
| 9 | 10 | use the recorded materials |
| | 60 | use any other reference materials |
| | 30 | not using any materials |
| 10 | 30 | ask the students to write the similar poem |
| | 35 | encourage the students to discuss the poem |
| | 35 | ask the questions related to the poem |

When the students were asked which skill their teacher focused more in teaching poetry many of them told that the teacher focused more in teaching reading skill while other thought the teacher focused more on teaching writing, listening and speaking.

When the students were asked what steps your teacher follows while teaching a poem the students had different views. Some students told that the teacher interpreted the main theme other students told that the teacher paraphrased the poem, translated the poem summarized, told the significance of the poem, explained the whole poem, talked about the form of the poem, talked about the sound devices of the poem, asked the questions related to the poem etc.

Regarding the teaching materials, the students responded that many teachers used reference materials, some teachers used the recorded materials and some other teachers did not use any materials.

When the students were asked what kinds of classroom activities their teacher follows, some students told that the teacher encouraged the students to discuss the poem, some students told that the teacher asked the questions related to the poem and other students told that the teacher asked the students to write the similar poem

| Question no. | No. of Respondents | Responses |
|--------------|--------------------|--|
| 11 | All | Class 11 - humour, life and death, ecology, environment etc |
| | All | Class-12 - glory of god, death, love, vanity of human greatness etc. |
| 12 | 30 | discussing the structure from the poem |
| | 25 | making same structures as in the poem |
| | 30 | inductive and deductive method |
| | 15 | other views |
| 13 | 45 | defining and showing examples |
| | 55 | discussing the technical aspects |
| 14 | 15 | asking to summarize the poem |
| | 20 | asking the questions related to the poem |
| | 5 | asking about the significance of the title of the poem |
| | 5 | asking to paraphrase the poem |
| | 3 | asking to critically appreciate the poem |
| | 5 | asking about the form of the poem |
| | 7 | asking about the theme of the poem |
| | 10 | asking about the elements of the poem |
| | 20 | asking to write the similar poem |
| | 10 | asking the difficult vocabulary of the poem |

When asked what kinds of subject matters are found in the poems in compulsory English of their class, all students responded that the subject matter of the poems of Class 11 is humour, life and death, ecology, environment etc and the subject matter of the poems of Class 12 is glory of god, death, love, vanity of human greatness etc.

When the students were asked how their teacher teaches the grammatical aspect of the poetry, some of them told that the teacher taught them the grammatical aspect of the poem by discussing the structure and from the poem, some of them told by inductive and deductive method and other students responded that the teacher taught the grammatical aspect of the poem by making same structures as in the poem

In the question ' How does your teacher teach the technical aspect of the poetry?' Many students told that the teacher taught them the technical aspect of the poetry by discussing the technical aspects and other students answered that teacher taught them the technical aspect of the poetry by defining and showing examples

When the students were asked how your teacher evaluates the lesson, they had different kinds of views. For example, the teacher evaluates the lesson by asking to write the similar poem, asking the questions related to the poem, asking to summaries the poem, asking about the elements of the poem, asking the difficult vocabulary of the poem, asking about the theme of the poem, asking about the form of the poem, asking about the significance of the title of the poem, asking to paraphrase the poem and asking to critically appreciate the poem

3.3 Analysis of Collected Data from the Class Observation of the Teachers

The researcher observed the classes of the English language teachers while teaching poetry. The strategies applied by them are analyzed and interpreted by using simple statistical tool of percentage.

i) Pre-reading Activities

| Activities | Yes | No. | Remarks |
|---|-----|-----|---------|
| Motivation | 30% | 70% | |
| Giving some general background | 43% | 57% | |
| Describing | 70% | 30% | |
| Asking some questions about the poem for guessing answers | 50% | 50% | |
| Asking the students for guessing the subject matter | 41% | 59% | |
| Teaching vocabularies of the poem | 35% | 65% | |
| Talking about the poet | 55% | 45% | |

The above table shows that only the 30% English language teachers of the higher secondary level started the class from the motivation. The 43% teachers gave general background of the poem initially whereas 57% teachers were not aware of that. In giving background as well 30% teachers give it themselves whereas only 13% teachers tried to get background from student side. Majority of the teachers about 70% described about the poem which was totally teachers dominated. For making students to guess answer 50% teachers tried to do so. As far as subject matter is concerned only 41% teachers asked them to guess subject matter. In teaching difficult vocabularies only 35% teachers focused on that. Majority of teachers did not pay attention to difficult vocabularies.

Here, the researcher found the pre-reading stage is not so satisfactory. Mostly teachers were engaged in this stage instead of involving the students more.

ii) While- reading Activities

| Activities | Yes | No | Remarks |
|--|-----|-----|---------|
| Helping students to understand the sound | 50% | 50% | |
| Helping students to understand the form | 60% | 40% | |
| Helping students with difficult vocabulary | 35% | 75% | |
| Translating it into Nepali language | 35% | 65% | |
| Helping students with language and grammar | 70% | 30% | |
| Helping the students with poetic devices | 61% | 31% | |
| Giving the summary of the poem | 64% | 36% | |

The above table shows that 50% English language teachers of secondary level helped the student to understand the sound pattern of the poem. Similarly, 60% teachers helped them to understand form. As far as teaching difficult vocabulary is concerned only 35% teachers explained the difficult vocabulary contextually whereas other overlooked about the vocabulary aspect. In translating story in Nepali language 35% translated if they were unable to understand through target language. Majority of the teachers about 70% emphasized on language and grammatical aspect of the poem. At the end of the class 64% teachers summarized the poem well. Hence, the researcher found the situation of while reading activities is moderate.

iii) Post- reading Activities

| Activities | Yes | No | Remarks |
|--|-----|-----|---------|
| Interpretation of the main themes of the poem | 80% | 20% | |
| Helping students to understand background of the poet and the poem | 40% | 60% | |
| Writing activities | 35% | 65% | |
| Discussion | 50% | 50% | |

The above chart shows that 80% English language teachers of secondary level interpreted the main themes of the text but instead of making students to do the task mostly they were involved in it. It was found that 40% teaches helped the students to understand background of the poet and the poem and they asked them to interpret the poem from their own language. As far as writing activities are concerned only 35% teachers involved students in various writing activities? 50% teachers discussed about the poem in the class. So it was found that post-reading activities is moderate.

3.2 Suggestions of Effective Strategies for Teaching Poetry

Teaching may be regarded as providing opportunities for students to learn. The content of learning may be facts, procedures, skills, and ideas and values. A teacher's goals in teaching may be gains in knowledge and skills, the deepening of understanding, the development of problem solving or changes in perceptions, attitudes, values, and behavior. Students' goals, on the other hand, may be more pragmatic, such as passing examinations. Given that teaching is an intentional activity concerned with student learning, it is sensible that teachers spend some time on thinking and articulating their intentions in teaching a particular topic to a

group of students and on checking whether those intentions are realizable and were realized.

The various methods of teaching may be placed on a continuum. At one extreme is the lecture in which student control and participation is usually minimal. At the other extreme is private study in which lecturer control and participation is usually minimal. It should be noted that each type of teaching contains a rich variety of methods involving varying proportions of lecturer and student participation.

Some people see learning only in terms of its immediate practical utility and how employable it makes the learner. Others seem to judge learning only by its quantity. Learning actually may bring enlightenment. At times, it might be sufficient for students to memorize something and recall it on demand, but at other times, they need to grasp an in-depth understanding of a subject, to be able to think through issues and solve problems.

Understanding is often assumed to be a good thing and potentially worth more than memorization, especially when it comes to topics such as poetry. Poetry is a form of literary art which uses evocative language, rhythm, sometimes rhyme, to evoke emotions beyond its apparent meaning. Poems are written as self-contained, often brief insights into the human condition.

When taught, poems cannot be condensed, systematized, or quantified. Poetry is normally taught as part of an English literature course and curriculum of a school or university.

Poetry can be taught to the youngest of children, even babies. Simple nursery rhymes are used, by parents and at nursery schools, with pre-school children in

play and in unstructured manner, often even before a child can talk. Lullabies, simple lyrics put to soothing tunes, are used to ease babies to sleep. Playground games use rhymes and songs, teaching poetic rhythm, counting and speech development.

By ninth grade and on through to university degree courses, the study of poetry begins to be formalized, with the works of more "serious," poets..

Reading poetry to students and trying to explain a poem is not enough when it comes to teaching poetry and still many teachers do not approach the teaching of poetry writing at all. Often, when teachers choose only to read poems with students, the students become confused by the complexity of the poetry, which often makes them reluctant to try writing their own poems.

The techniques used in teaching poetry are rarely "measurable," and therefore it presents a problem to teachers when they are trying to plan and evaluate learning merely in terms of observable behavior.

There are two ways to teach poetry. One way is to teach form. Rhyme scheme, rhythm, figurative language, and other literary terms take precedence when teaching the forms of poetry. No doubt these are important, but literary terms fade if we have nothing to connect them to our lives.

Another way to teach poetry is through the heart. The teacher should consider these questions. What is the message of a poem? Why was it written? Why *these* words, arranged in *this* order? Why should I read this, or care about it? Etc.

(i) Literary Terms, Devices, Techniques

When teaching poetry, the teachers should not abandon literary terms, devices, and techniques. They should make them the focal point of their poetry lesson either.

Students love to write poems; they love to write songs. They feel the rhythm, the beating of its heart, and its passion. They do not feel its simile, metaphor, allusion, or alliteration.

Somewhere deep inside, we all have poetry without ever knowing the formal language to discuss it. We speak in poem. We remember in poem. Eventually, by fostering the love we already possess for poetry, the language will follow. We must trust this. In doing so, we provide access to the passion and fascination and connectivity of humanity, which spans time and geography.

Unless students pursue a career in literature, chances are they will not need to define a vast array of literary terminology. They will always need to understand subtext. Subtext is everywhere. Conversations, job interviews, relationships, movies, and books are filled with information hidden in what isn't being said. Sometimes it's important to abandon the shop-talk in order to get to what's really of value: the message.

(ii) The Message/Theme

What we take away from reading poetry first, and foremost, is its message or theme. Every work of literature answers a question, and a poem's reader is responsible for discovering that question. Walking away from a poem only understanding its rhyme scheme or meter or whether it uses an appropriate amount

of figurative language isn't going to teach anything. The poem will soon be forgotten.

Why poetry is written, why it speaks to us, why it has lasted long after its writer's death: that's the magic. The theme is the heart, and if the heart isn't beating, we can't communicate or connect with it. Connection is the essential element in making meaning. Making meaning of new information is learning.

In order to teach the poetry effectively the teachers should adopt these strategies.

1. The teachers should examine their attitudes toward poetry. Before they teach poetry, they must first consider their own thoughts and feelings on the subject. Perhaps they love all kinds of poetry, so they can do nothing but inspire students with their enthusiasm. However, most people have at least a few biases against poetry or preconceived notions about it. They may prefer formal, rhymed poetry and see free verse as so much nonsense. May be they love the modern works of living, breathing poets, but they must be forced to read the classics. Being aware of these tendencies will keep them from unfairly influencing the opinions of their class and can help them strive for balance in the poetry they teach.
2. They should determine their goals. Before planning any lesson, they should determine their goals. This is especially important with poetry, because they can take several different approaches to the subject, each requiring different preparation.

J Enjoyment - They may simply wish for students to gain an overall appreciation of poetry, so they can plan their lessons around enjoying the poetry

they read. They will have fun with the rhythm of the words, look for intriguing images, and find poems with inspiring messages and themes.

) Literary analysis - In many classes, poetry is studied with an eye on dissecting its meaning. The emphasis is on identifying literary techniques like simile and metaphor and evaluating their effectiveness. This analytical approach can sometimes hinder students' enjoyment of poetry, but such analysis is also an important skill, so finding a balance is key.

) Creative writing - The focus may also be on leading students to create their own poetry. Students experiment with a variety of forms of poetry as a way of expressing themselves. However, this approach usually involves reading a wide range of poetry for inspiration.

3. The teachers should learn the terminology. If they are going to discuss poetry, they need to learn the proper language. They'll need to know the forms of poetry, from haiku to sonnet, and the techniques poets use to build their work.

4. The teachers should practice reading. Poetry is meant to be read aloud, so they should read each poem through several times to get a feel for it and to decide how to read it to best effect, what words they will emphasize and where they will pause.

5. The teachers should pay attention to form. The form of a poem is the physical arrangement of the words on a page. This includes the way lines are placed, their grouping, and their length. They should look at the poem before they read it. They should examine whether the lines and stanzas form a regular pattern. If not, determine why. They should listen for rhythm as they read the poem aloud. They

should pause where punctuation marks appear, not where the line ends. Stopping at appropriate spots helps clarify meaning.

6. The teachers should read a poem to the students with feeling. They should practice before they read aloud. They should want the students to do nothing but listen to the poem. They should tell them to close their eyes and just listen to the rise and fall of their voice.

7. The teachers should ask the students to immediately write what they were feeling when they finished speaking. They should ask them to identify the dominant emotion they had when listening to the poem, be it happiness, sadness, anger, loneliness, or any other feeling.

8. The teachers should discuss the emotions that the poem evoked. They should explain that while the words of the poem have meaning, the rhythm of the words' arrangement also carries tremendous power.

9. The teachers should study the poem line by line. They should help the students understand words they do not know. They should ask them to brainstorm what the poet might mean in each line.

10. The teachers should form a mental picture. After studying the poem line by line, they should read the poem aloud once again. They should ask the students to focus on the mental picture that arises as they read. They should ask them if they have changed their original choice of feelings.

11. The teachers should open the classroom to debate. They should let the students discuss their opinions on the poem's meaning. They should avoid offering their own analysis of the poem.

12.. The teachers should pay attention to sound devices. Skilled poets use sound devices for a reason, usually to draw attention to major points.

They should read the poem aloud several times.

They should identify the sound devices and determine why the poet chose them.

They should determine the rhyme scheme.

They should look for near rhyme. Poets often use near rhyme to make the reader focus on an important word.

They should determine the purpose of the sound.

13. The teachers should look for figurative language. Because poets have fewer words with which to work, they must use them sparingly. Figurative language allows them to cover much with little.

They should visualize figurative language.

They should analyze the meaning of each metaphor or simile.

14. The teachers should look at the title. They should determine if the title contributes any special meaning to the poem.

15. The teachers should make connections. Personalizing poetry makes it meaningful.

16. The teachers should summarize the poem's meaning.

17. The teachers should create original poetry. They should give the students a "feeling" word and ask them to create a picture with words to get that feeling across.

CHAPTER FOUR

SUMMARY, FINDINGS AND RECOMMENDATIONS

4.1 Summary

The objectives of this research were to find out the strategies adopted in teaching poetry by the teachers of secondary level and to suggest the effective strategies for teaching poems in the higher secondary level.

While undergoing research, the researcher applied different tools i.e. the questionnaire plus interview schedule to the English language teachers, questionnaire to the students, and class observation form. The researcher administered the questionnaire to the English teachers and students of higher secondary level, observed the classes while teaching poems and interviewed the English teachers. The population of the study was 20 higher secondary school's English teachers and 100 students from the purposively selected 20 schools. The collected data were tabulated, analyzed and presented on the basis of percentage.

The analysis and interpretation was done in two sections. The first section dealt with the analysis of collected data in terms of strategies and last section dealt with suggestion of effective strategies for teaching poetry. The first section further divided into three sections, i.e. the analysis of data from the questionnaire and face interview schedule with the English teachers in terms of strategies, the analysis of data from class observation of the teachers in terms of strategies and the analysis of data from the students in terms of teaching strategies.

The researcher found that there were not any fixed strategies in teaching poems in higher secondary level. The strategies were different from one teacher to another. The very divergent situation was found. The condition of teaching poem was not so satisfactory in many schools. It was also found that in some cases, the teachers were found unaware of the purpose of teaching reading i.e. poems in higher secondary level. Instead of making students active, teachers themselves were active in class. There is irony in their saying and doing in class.

In spite of so many problems in teaching poem, poem teaching was found to be relevant. It could contribute a lot to develop language skills, cultural enrichment and creativity of the students.

4.2 Findings

In the process of investigation, the researcher visited the sample schools, teachers and students to administer the questionnaire, to observe the classes and to take interview. The researcher found out the strategies of teaching poetry at higher secondary level. The findings are presented as follows:

1. The majority of the teachers provided general background and described the title by themselves rather than encouraging students to read and guess. It seems the pre-teaching activities performed by the teachers were found very poor.
2. It was found 50% teachers always explained theme and meaning of the poem at the beginning instead of asking students to find out it. This showed that teachers were active in the class.

3. It was found that 55% teachers read the poem line by line and explained the meaning and only very few number of teachers focused on students. These showed teachers were not aware of purpose of teaching poem at higher secondary level.
4. A very few teachers emphasized to the students to read the poem and find out the answers. It was found 36% teachers always read the poem as a whole and explained the meaning by them. It made clear that the teacher's role is dominant.
5. A few numbers of teachers were still using translation and 30% teachers preferred to translate sometimes. It was also concluded that the teachers of public schools were entertaining with translation than private school teachers.
6. It was found that 64% teachers summarized the poem by themselves at last but only few teachers asked their students to summarize the poem.
7. The researcher found that post-reading activities aspect was also weak. The majority of the teachers did not give different kinds of creative activities like asking to write similar type of poems, asking students to narrate the poem, discussion, asking some questions, providing feedback and so on. These showed teachers were very poor in post reading activities.
8. The teaching learning process was completely teacher centered in most of the cases. The teacher explained the poem and told the summary in their own way. But there were no motivation, encouragement and students participation in the classroom.
9. The research found that in pre-teaching activities the teachers of government school focused more to the students rather than private school teachers.
10. It was found that the teachers were feeling difficulties in teaching poem because most of the students were from poor background and lacked competency

in language, vocabulary and so on. So the teachers have to make familiarize the students with language and target language culture.

4.3 Recommendations

The researcher has put forward the following recommendations:

1. The teacher should start the class with motivation and warming up.
2. The teacher should encourage the students to guess the title, subject matter, and so on.
3. The teacher should encourage the students to read the poem and to find out answer and to give suitable title of it.
4. The teacher should use the picture related to the poem.
5. The teacher should not translate the whole poem into Nepali but sometimes it is permitted to explain some difficult points.
6. The teacher should tell the general theme of the poem after the students' effort.
7. The teacher should encourage their student to summarize the poem.
8. The teacher should teach difficult vocabulary in context.
9. The teacher should evaluate the students and provide feedback at the end of the class.

10. The students should be given different types of writing exercises such as to create similar types of poem, to write summary of the poem and so on.
11. The teacher should emphasize on the reading skill more while teaching poem. Moreover, he can make different practices focusing the other language skills in the classroom.
12. It is better to have different classroom activities such as: i.e. role play, narration, conversation, discussion, etc.
13. The teacher should play the role of facilitator but not the dictator.
14. The teaching learning process should be fun, English should be used as medium of instruction and teaching should be learner centered.
15. The researcher recommends to the English teachers of higher secondary level to study the curriculum of compulsory English of grades 11 to 12 designed by HSEB and also consult teachers guide for skillful teaching strategies.
16. The English language teachers should be laborious to minimize the problems.
17. The HSEB should include many interesting poems in grades 11 and 12 textbooks.
18. The HSEB should arrange the training for the English teachers of higher secondary level to update them with updated method, technique and way of teaching.

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Appendix I

Questioners for the Teachers

School's Name.....

Teacher's Name.....

1. Why do you like teaching poetry?
2. How do you begin teaching the poem?
3. Why do you describe the title of the poem?
4. Why do you talk about the poet?
5. Why do you explain the whole poem?
6. Why do you translate the poem into Nepali?
7. Why do you summarize the poem?.
8. Why do you ask the questions to the students related to the poem?
- 9) Why do you ask the students to read the poem?
10. Why do you talk about the form of the poem?
11. Why do you talk about the sound devices of the poem?
12. Why do you teach the difficult vocabulary of the poem?
13. Why do you read the whole poem?
14. Why do you interpret the main theme of the poem?
15. Why do you critically appreciate the poem?

Q.N.16 Which skill of language do you focus more while teaching poetry in the classroom?

Q.N. 17 How do you teach grammatical aspects in the poetry?

Q.N. 18 Why do you think teaching poetry is difficult than teaching any other texts?

- Q.N.19 Why are your students well motivated and curious when you teach poetry in the class?
- Q.N.20 Why is teaching poem necessary for learning English language?
- Q.N.22 What are some of the advantages of teaching poems?
- Q.N.23. What do you do in the following stages while teaching poem?
- i) Pre- reading activities
 - ii) While reading activities
 - iii) Post- reading activities

Appendix II

Questioners for the students.

School's Name.....

Student's Name.....

Class.....

1 Why do you find studying poetry in the class interesting?

2. How does your teacher begin teaching the poem ?
3. How does your teacher describe the title of the poem?
4. Does your teacher talk about the poet?
5. Does your teacher ask the students to read the poem?
6. How does your teacher teach the difficult vocabulary of the poem?
- 7 Why do you like the way of teaching of your teacher?
8. Does your teacher tell the significance of the poem?
9. Does your teacher explain the whole poem?
10. Does your teacher translate the poem into Nepali?
11. How does your teacher ask the questions to the students related to the poem?
12. Does your teacher talk about the form of the poem?
13. How does your teacher talk about the sound devices of the poem?
14. How does your teacher interpret the main theme of the poem?
15. How does your teacher critically appreciate the poem?
- 16 What materials does your teacher use to teach the poem?
17. Does your teacher summarize the poem?
18. How does your teacher evaluate the lesson?

Appendix III
CHECKLIST FOR THE CLASS OBSERVATION

Name of the Teacher:
Name of the School:
Types of School:
Observed Classes:
Teaching Item:

Date:
Period:
No. of Students:
Class:

| S.N. | Indirectly Related Aspects | Excellent | Good | Mediocre | Poor | Remarks |
|------|----------------------------|-----------|------|----------|------|---------|
| 1 | Classroom Situation | | | | | |
| | Attendance | | | | | |
| | Discipline | | | | | |
| | Classroom Size | | | | | |
| | Furniture | | | | | |
| | Arrangement | | | | | |

| | | | | | | |
|---|---------------------------------|--|--|--|--|--|
| 2 | Teacher | | | | | |
| | Attitude to the Students' | | | | | |
| | Self-confidence | | | | | |
| | Language | | | | | |
| | Teacher's Voice and Fluency | | | | | |
| | Personality | | | | | |
| 3 | Students | | | | | |
| | Motivated | | | | | |
| | Answer Teacher's Question | | | | | |
| | Ask Questions Relatively | | | | | |
| | Participate in Activities | | | | | |
| 4 | Instructional Materials | | | | | |
| | Size and Clarity | | | | | |
| | Appropriateness to the Teaching | | | | | |
| | Proper Use | | | | | |
| | Use of Chalkboard | | | | | |

5. Performance of the Teacher

| | Good | Tolerable | Poor | Remarks |
|---|------|-----------|------|---------|
| 1. Were the students interested in the class? | | | | |
| 2. Did the teacher begin teaching the poem with general background? | | | | |
| 3. Did the teacher describe the title of the poem? | | | | |
| 4. Did the teacher talk about the poet? | | | | |
| 5. Did the teacher ask the students to read the poem? | | | | |
| 6. Did the teacher teach the difficult vocabulary of the poem? | | | | |
| 7. Did the teacher explain the setting of the poem? | | | | |
| 8. Did the teacher ask the students to read the whole | | | | |

| | | | | |
|--|--|--|--|--|
| poem? | | | | |
| 9. Did the teacher explain the whole poem? | | | | |
| 10. Did the teacher translate the poem into Nepali? | | | | |
| 11. Did the teacher ask the questions to the students related to the poem? | | | | |
| 12. Did the teacher talk about the form of the poem? | | | | |
| 13. Did the teacher talk about the sound devices of the poem? | | | | |
| 14. Did the teacher interpret the main theme of the poem? | | | | |
| 15. Did the teacher critically appreciate the poem? | | | | |
| 16. Did the teacher use any teaching materials to teach the poem? | | | | |
| 17. Did the teacher summarize the poem? | | | | |
| 18. Was the lesson evaluated? | | | | |

APPENDIX IV

List of Schools, Teachers and Students

1. Radhakrishna Higher Secondary School, Biratnagar 4, Morang
English Teacher : Rana Chhetri

Students:

- i. Puja Khanal
- ii. Suraj Rajbansi
- iii. Sabina Bista
- iv. Bhawana Chapagain
- v. Nirmala Pokhrel

2. Bhanu Memorial Higher Secondary School, Biratnagar-15, Morang
English Teacher : Kulraj Poudel

Students:

- i. Suman Gupta
- ii. Jagadish Chapagain
- iii. Achyut Dahal
- iv. Sanjaya Chapagain
- v. Himal Adhikari

3. Sikshadeep Higher Secondary School, Biratnagar-10, Morang
English Teacher : Mahesh Niroula

Students:

- i. Reshma Thapa
- ii. Sabita Tajpuria
- iii. Manju Thapa
- iv. Sujata Chapagain
- v. Manoj Yadav

4. Meryland Higher Secondary School, Biratnagar-9, Morang
English Teacher : Dek Kumar Bastola

Students:

- i. Diwakar Dahal
- ii. Ankus Acharya
- iii. Binita Dhungana
- iv. Bidhya Phuyal
- v. Samjhana Bista

5. Public Higher Secondary School, Rangeli, Morang
English Teacher : Gopal Chandra Puri

Students:

- i. Sweta Khan
- ii. Sita Acharya
- iii. Sandhya Bista
- iv. Bhim Mandal
- v. Kamana Silwal

6. Ratna Higher Secondary School, Darbesha, Morang
English Teacher : Kamal Poudel

Students:

- i. Kusum Bania
- ii. Nilima Tamang
- iii. Mukesh Gharti
- iv. Indira Dhungel
- v. Rupak Yadav

7. Araniko Higher Secondary School Rajghat, Morang

English Teacher : Indra Neupane

Students:

- i. Sujata Mardi
- ii. Pritam Bastakoti
- iii. Suresh Dahal
- iv. Kamal Karki
- v. Pranita Rana

8. Janasewa Higher Secondary School, Bayarban, Morang

English Teacher : Homnath Dawadi

Students:

- i. Indra Acharya
- ii. Shyam Kumar Majhi
- iii. Sweta Gurung
- iv. Umesh Bdr. Magar
- v. Manju Bhattarai

9. Gograha Higher Secondary School, Biratnagar-5, Morang

English Teacher : Janardan Poudel

Students:

- i. Puja Kharel
- ii. Ashish Sunuwar
- iii. Rabin Shrestha
- iv. Subas Santhal
- v. Roshan Nepal

10. Sagarmatha Higher Secondary School, Dadarbairia, Morang

English Teacher: Surya Narayan Mandal

Students:

- i. Subash Rajbansi
- ii. Malati K.C
- iii. Bijaya Phuyal
- iv. Rajram Dahal
- v. Ashmita Limbu

11. Janata Higher Secondary School, Singia- 6 Budhnagar

English Teacher: Kashinath Rajbansi

Students:

- i. Dinesh Karki
- ii. Ramesh B.C.
- iii. Santosh Shrestha
- iv. Gita Acharya

v. Sita Yadav

12. Jjanapriya Higher Secondary School, Babiyabirta

English Teacher: Yogendra Parajuli

Students:

- i. Kalpana Gurung
- ii. Sangita Sherpa
- iii. Umesh Maharjan
- iv. Dhan Kumari Rai
- v. Bikash Mainali

13. Sivashakti Higher Secondary School, Sorabhag- 6

English Teacher : Kishor Pokhrel

Students:

- i. Suman Shrestha
- ii. Shiva Chapagain
- iii. Bibek Paswan
- iv. Rachana Tamang
- v. Priti Dhungel

14. Shree Higher Secondary School, Hoklabari 4

English Teacher : Jaya Prasad Pathak

Students:

- i. Raju Neupane
- ii. Reshma Dahal
- iii. Samjhana Urau
- iv. Madan Chapagain
- v. Ram Pd. Poudel

15. Saraswati Higher Secondary School, Dadarbairia 6

English Teacher: Ashok Kumar Yadav

Students:

- i. Dhan Maya Dhakal
- ii. Sunita Yadav
- iii. Nitesh Mehata
- iv. Tej Bdr. Magar
- v. Bikram Majhi

16. Janata Campus, Rangeli

English Teacher : Lila Adhikari

Students:

- i. Nitesh Subedi
- ii. Anita Bhatta
- iii. Shila Tamang
- iv. Bikash Majhi
- v. Kanchan Bhattarai

17. Sarbodaya Higher Secondary School, Kadmaha

English Teacher: Rewat Subedi

Students:

- i. Gopal Limbu
- ii. Dhanmaya Adhikari
- iii. Yugal Poudel
- iv. Govinda Mardi
- v. Mahesh Shrestha

18. Saraswati Higher Secondary School, Jhorahat 1

English Teacher : Santiram Poudel

Students:

- i. Rupesh Acharaya
- ii. Laxmi Maharjan
- iii. Nimesh Shrestha
- iv. Ramesh Rajbansi
- v. Kiran Rai

19. Gautam Buddha Memoria Higher Secondary School, Biratnagar-21

English Teacher: Deokanta Choudhary

Students:

- i. Karuna Bhatta
- ii. Anupama Pathak
- iii. Aayush Magar
- iv. Nirmala Maharjan
- v. Sunita Siwakoti

20 Shree Ram Higher Secondary School, Rani, Biratnagar -19

English Teacher: Kailash Regmi

Students:

- i. Sikandar Jha
- ii. Kumar Khadka
- iii. Binita Timsina
- iv. Kusum Ghale
- v. Suren Majhi