

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language has been simply defined as a meant of communication.

Communication refers to the exchange of ideas emotions, knowledge, experience, messages or information between two or more people. It is regarded as the most popular, convenient, powerful and permanent means of communication. It is acquired by only human beings so that it is said to be species specific. Crystal (1978, p. 282) defines language as "The systematic conversational use of sound, signs or written symbols in a human society for communication and self expression". This definition includes different forms of language like written language, sign language and spoken language, language is used to store knowledge, transmit knowledge and ideas from one generation to another generation and from one individual to another.

Focusing on the importance of language, Lyons (1981, p. 10) says. "man is the most clearly distinguished from other animal species by his capacity for language". In the encyclopedia (Britannica, Vol. 13), language is defined as "a system of conventional, spoken or written symbols by means of which human beings as members of social groups and participate in their culture communicate." In this regard, it is a means of intercommunication as well as social control. Every normal (physically and mentally) human being acquires language as a natural process of development. Acquisition of the first language is quite different from learning second language. To get mastery over language every body needs to have the sound knowledge of all skills and aspects of language. Language is not an indefinable haphazard mass of unpredictable things. It is a system but not a mere collection of separate parts. There are several interdependent systems in it. Phonemes are systematically arranged to form morphemes, words are made with the systematic arrangement of morphemes

and sentences are made with the appropriate arrangement of words which convey a particular meanings.

Brown (1993) as cited in Poudel (2003, p. 1) says, "Language is a system of arbitrary vocal symbols used for human communication." Language has two purpose specific and general. Language as a specific purpose is a programmes of instruction in which the content and the aims of the language used to fixed by specific needs of a particular group of languages users.

1.2 Statement of the Problem

"Strategies and techniques of teaching poem in secondary level" is the problem of my study. This research has been done on it. The strategies of teaching poem in secondary level are the giving the background information about poem and poets giving introduction of he characters, describing the title and picture, involving the students in activities like role-play, poets, group work, pair word etc activities, summarizing the text, describing the theme, explaining the meaning of the poem etc. but those strategies are not found properly used in poem class in the secondary level. Teachers have different statement on it. Even there are different complexities found in t he poem teaching like heterogeneous class, low-based students, problem related to teaching materials, translation problem, in teaching language function, grammatical item teacher feel difficulty while teaching poem. Regarding all those aspects the topic is the problem to research.

1.3 Objectives of the Study

The study had the following objectives:

- a. To find out the strategies and techniques used in teaching poetry at secondary level.
- b. To find out the problems in teaching poetry in secondary level.
- c. To suggest some pedagogical implications.

1.4 Research Question

The study had following research questions.

- i) What are the strategies and techniques of teaching poem in secondary level?
- ii) What are the complexities of teaching poem in secondary level?
- iii) What are the ways of solving methodological problems?

1.5 Significance of the Study

Teaching poem in secondary level schools of Nepal is a difficult task because it requires so many teaching activities like stimulating students in learning, knowledge of vocabulary, sentences structure rhyme, rhythm and creativity from a teacher. Many techniques can be used in teaching poetry as the situation demands. This study will be helpful to language teachers, language learners and linguists. The findings and recommendations of the study will be helpful to the classroom teaching. Not only, will the findings of the research also be helpful to the subject experts, syllabus designers, text book writers etc.

1.6 Delimitations of the Study

This study was done with the following delimitations:

-) Research field was confined to Ilam district. Data were only collected from eight sampled secondary schools.
-) This study covered only the teaching techniques used in teaching poems in grade 'X'.
-) This study was limited to the responses from the questionnaires by the teachers and students of sampled secondary school and class observation form used by the researcher.
-) Only eight teachers and 80 students were taken as the informants for the research.

) Other factors like size of the classrooms; class management, training to the language teacher's student's presentation and participation etc were not considered.

1.7 Operation Definition of the key Terms

Teaching Poetry :	Teaching of poetry in language class provides most interactive opportunities and per formative situation to use language in action.
Heterogeneous class:	The class where the students from different etc, level, caste, culture, aptitude, interest e.c.t.
Community secondary:	Community school's located in Ilam district.
Language Development:	Language development means development of all four language skills.
Language functions:	The purpose for which language is used in real life.
Strategy:	Teachings used in teaching poetry.
Complexities:	Problems appeared in teaching poetry in the language class.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Theoretical Literature

Poetry is creative art of language it is most intense most imaginative and most rhythmic form of literature. The poetic language is different than prose and the language of daily use. Due to the deviation of linguistic norm, poetry is different from other genre of literature. Poetry is not like reasoning a power to be exerted according to the determination of the will. Poetry is the records of the best and happiest moments of the happiest and best mind. "For him poets are the unacknowledged leisters of the world, who beautify in beautiful things, and turn all things into loveliness.

According to Wordsworth (as cited ins Suad. 2008. P.9), "Poetry is he spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquility. "He further says that poetry is the breath and finer sprit of all knowledge, the first and last of all knowledge and as important as the breath of man. For him poetry is powerful medium to express human emotions and feelings. A poet according to Wordsworth is endowed with more lively sensibility, more enthusiasm, a great knowledge of human nature, a more comprehensive soul, passion a volitions in him. Poetry is regarded as the oldest genre. Its main purpose is meditation and its main feature that distinguishes it from other genres is music.

According to Lazar (1993), poem in the language classroom fosters a strong sense of involvement that helps to motivate students and encourage them to learn through active recitation. The human conflicts, moral dilemmas or political issues communicated in poem engage students intellectually and emotionally and can provide a valuable source for discussion. Student confidence improves, not least because students have a written text as a basis from which to develop their oral skills. For shy or more inhibited students also get opportunity to involve in discussion and role play. Students get a chance to improve their pronunciation by experimenting with different patterns of intonation and practicing different sound. Thus it develops students' oral skills such as intonation, tones, fluency, confidence and pronunciation.

2.1.1 What is Poetry?

Poetry is an old and important genre of literature which often explores the themes of universal concerns and embodies life experiences, observations and feelings evoked by the readers. It can be observed one of the prominent branches of literature. Poetry introduces more standard written sentences structure lexis, rhythm, etc of the language. The language of poetry makes students aware of the fact that languages are not always governed by the rigid body of rules. It develops student's interpretative abilities and creativity. People can be defined poetry differently. Leech says that "Poetry is a musical thought." Coleridge says, "Poetry is the antithesis of science having for its immediate object, pleasure, not truth" Johnson says that "Poetry is a metrical composition."

Teaching poem does not mean to ask the learners to recite the poem but it means happening them to understand the languages. It should encourage the learner to read the poem in a poetic way. Teaching of poetry in secondary level follows a systematic way of class room activities like stimulating students, interests in the text providing necessary cultural and historical background of the poem. The learner should understand the rhythm used in the poem. They should be able to should understand the rhythm used in the poem. They should be able to read the poem properly and do the activities related to the poem after they are taught.

2.1.2 Types of Poetry

There are different types of poetry according to Regmi (1998). They are described as follows.

i. Epic

Epic is a long (in fact, longest than any other poem) poem which usually tells a long heroic story drawn from history or myths and legends. It has many characters and describes the fight between god and evil in which ultimately god

wins. 'The paradise lost' by Milton, Iliad and odyssey' by Homer and 'Sakuntala' by Devkota are the example of epics.

ii. Lyric

A lyric is a short poem about feeling, an emotion or a single Idea. The basic quality of a lyric is feeling rather than thought. In the view of common people lyric refers to a song that was sung to the music of lyric in ancient Greek and now is sung to the music of guitar. Lyric is characterized by its intense feeling usually about love, its quality of being sung and its personal nature "To a skylark' by P.B. Shelly, 'A Red Rose' by Robert Burns are the examples of lyric.

iii. Ballad

Ballad is a long narrative poem that tells a story. Most ballads are unwritten but they are superb examples of oral literature. Violence, supernatural's (ghosts, witchcraft, magic etc) and chivalry are the popular subjects. Ballads which are found in English literature such, as Oscar wild's ballad of 'Reading Goal', Kipling's 'Barrack Room' are example of such ballad.

iv. Ode

An ode is a long lyrical poem; elevated in style and based on a stanza structure. There are mainly three types of ode. They are regular ode, irregular ode and orations ode. An ode is composed in praise of someone or something. 'To Autumn' by Keats, 'ode to the west wind' by Shelly are such examples of ode.

v. Elegy

an elegy is a poem that laments on the death of some person; it is a poem of mourning that expresses the intense feeling of the poet. An elegy is written on the tragic death of someone who was real flesh and blood and not on the death of imaginary characters. Milton's '*Lycidas*' Shelley's '*A donais*' and Arnold's '*thyrsus*' are the best elegies in English.

vi. Sonnet

A sonnet can be defined as a poem of fourteen lines arranged in a particular pattern. It means that a sonnet has a fixed form. A sonnet has two parts.

'Octave' that contains first eight lines and 'sestet' that contains six remaining lines. Petrarchan sonnets, Shakespearean sonnets, Spenserian sonnets etc are the examples of different types of sonnets.

2.1.3 Techniques Used in Teaching Poetry

According to Recharads and Rodger (2001), there are different techniques used in teaching poem. They are described as follows.

Demonstration

Demonstration is a useful technique in classroom language teaching it is a kind of visual aid in the sense that the teacher used his own gestures, facial expressions and actions to show the meaning of words and illustrate situations of the poem.

Dramatization

Dramatization is a technique. It is used in poetry teaching. In this technique students are asked to present an incident like a drama using dialogues. It is based on something they have read. It is useful in teaching poem. It is student centered technique.

Role Play

Role play is a technique which tries to create the preface of a real life situation in the classroom. It is a drama like classrooms activity. Here the teacher asks students to assume the roles of different participants in given situation and perform them as in a drama. For example they are asked to practice how a travel agent communicates with her customer in a foreign language. In such case, they have to play or act the given role.

Elicitation

In second language acquisition, elicitation is a technique used to obtain information about how someone uses a particular language item. The subject may be asked to describe a picture, tell a story or finish or incomplete sentences. These procedures are used to get a fuller understanding of linguistic knowledge than the study of naturally occurring speech or writing can provide. Thus it is a procedure in which a person has to repeat a sentences. Elicitation can be used to study a person's knowledge.

Group work

Group work is seen to be an extremely attractive idea for a number of reasons. It gives students really to use language to communicate with each other when all students in a group are working together to produce an advertisement. For example, they will be communicating with each other and more importantly co-operating among themselves. Students will be teaching and learning in the group exhibiting a degree of self-reliance that simply is not possible when the teacher is acting as a controller. It is more dynamic and there is a great possibility of discussion. Group work offers enormous potential. It can be used for oral work, tasks where decisions have to be taken, join reading tasks, listening tasks, co-operative writing and many other things.

Pair work

Pair work seems to be good idea because it immediately increases the amount of students practice. Pair work allows the students to use languages and also encourages student co-operation which is itself important for the atmosphere of the class and for the motivation. It gives to learning with others. Pair work then is a way of increasing student participation and language use. It can be used for an enormous number of activities whether speaking writing and readings.

Individual study

Individual study is a technique that is used in the classroom by the teacher in order to find out the reading skill of the students. Both reading and writing can be the focus for individual study.

Translation

Translation is a quick and easy way to present the meaning of words but it is not without problems. In the first place it is not always easy to translate words and in the second place even where translation is possible, it may make it a bit too easy for students by discouraging them.

Discovery technique

Especially at intermediate levels and above. Discovery techniques are an appropriate alternative to standard presentation techniques. This is certainly true of vocabulary learning where students will often be asked to discover for themselves.

2.1.4 Teaching Poetry in Nepal

In the present education system of Nepal, poetry has been included in the curriculum from primary level to the master level. In grade ten English curriculum, there are seven poems such as, 'weathers', 'where the mind is without fear', 'knowledge', 'stopping By Woods On Snowy Evening', 'Patriotism,' where the Rainbow Ends' and 'Exile'. These poems help students to develop language-understanding power. Rai, (2004, p. 14) writes, "A true poetry opens our eyes to the sensuous beauty and spiritual meanings in words of human experiences and of nature to which we otherwise should remind blind."

But teaching poetry in the context of Nepal is not what it should be; i.e. it is mostly teacher centered. In all levels, it may be secondary, higher secondary or university level, the teacher gives a lecture and students take notes of it.

Students do not have any role in teaching and learning poetry. Rai, (2004, p. 1030) further writes "The teacher translate the poem into Nepali, give line by line meaning of the poem and give summary or theme of the poem."

This kind of approach does not enable the students develop their own understanding of poem. They are spoon fed by the teacher. They understand what the teacher wants them to understand. As a result, most students can not understand a poem outside their text book.

A poem can not be understood without knowing about the poet and its general background. The knowledge about the poet and the place where the poem is written helps the students understand the poem. It is always better to help the students learn rather than telling them everything about the poem. The teacher should help students to develop their own understanding of the poem by providing clues and discussing it with them.

2.1.5 Objectives of Teaching English in Secondary Level

According to the secondary level curriculum of English the objectives of teaching English in grade 'X' are as follows:

1. Listening

Student will be able to show understanding of a variety of authentic listening texts, specially, they will be able to:

-) Listen to spoken text, understand the gist and retrieve general information format.
-) Record in note of make summary from the main points of spoken messages.
-) Respond appropriately to spoken direction or instruction.

2. Speaking

Student will be able to speak fluently and accurately in a variety of authentic situations specially, they will be able to:

-) Speak clearly within the structural and lexical levels of the grade ten curriculum.
-) Engage effectively in informal discourse using appropriate discourse devices. (eg. Tags, pauses, questions etc)
-) Communicate appropriately in a variety of formal and informal situations.
-) Engage in group discussions expressing opinions and arguing a point of view effectively.
-) Narrate a sequence of events or process.
-) Convey simple messages effectively using common phrases, proverbs, idioms and metaphorical expressions.
-) Engage in group discussion using closed, open and alternative types of questions.
-) Express a range of emotions using applications phonological features.

3. Reading

Students will be able to:

-) ideas in clear and grammatically correct English using appropriate punctuation.
-) Narrate a sequence of events of process.
-) Use appropriate format and layout to produce a variety of texts.
-) Transfer information from tables, charts and diagrams to pose and vice versa.

-) Procedure of variety of authentic text types. (e.g. personal, official and business letters, job application CVS/bio-data news story and articles, rules regulations, advertisements notices such as condolence, congratulations, invitation, greeting etc.)
-) Make notes on variety of texts.
-) Write about personal experiences and opinions creatively.
-) Compose dialogues.

2.1.6 Objectives of Teaching Poetry in Secondary Level

According to the secondary level curriculum of English. The objectives of teaching poetry are:

- a. To help prepare students to read poems at higher level of education. The intention is to expose students to different kind of texts where meaning is individual ways.
- b. To encourage students to think about and discuss language to come up with their own personal impressions not worrying about whether there is a right or wrong answer.
- c. To show students how language can be used in a different way, not in complete grammatical sentences and how it can be used to create a picture describes sounds etc.
- d. To help students to think creatively and improve their own writing.

2.1.7 Strategies of Teaching Poetry

There are three stages of teaching poetry-pre reading while reading and post reading. According to Lazar (1993, p. 129) the following strategies are applied while teaching poetry.

A. Pre-reading Activities

Student's desire is stimulated in the text by:

-) Making the students predict the theme of the poem from its title or a few key words or phrases in the poem.
-) Students or groups of students are given different lines from the poem and asked to suggest the subject or theme of the poem.
-) Getting students to discuss picture of photograph relevant to the them of the poem.
-) Asking the students what they would do and how they would respond if they were in a situation similar to one in the poem.
-) Pre-teaching any important words, phrases or grammatical construction that appear in the poem.

B. While-Reading Activities

Students are given a jumbled version of the poem (either lines or verses) and asked to put it together again. Jumbling up verses works particularly well for poems with a strong narrative for example ballads.

-) Certain words are removed from the poem and students have to fill in the gap-either by themselves or using a list of words provided.
-) Students read only one verse at a time and then try to predict what's coming next this works well with narrative poems.
-) Students read only one verse at a time and then try to predict what's coming next this works well with narrative poems.
-) Students underline all the words connected with a particular lexical set and then speculate on their metaphorical or symbolic meaning.

-) Students decide which definitions of a particular word in the dictionary is the one that best fits the meaning of the word in the poem.
-) Students answer comprehension questions about the meaning of certain works or phrases in the poem.

C. Post- Reading Activities

Students are helped to grasp the subject matter of the poem by:

-) Students are given a series of statements about the possible underlying meanings of the poem and they decide which ones are true or false.
-) Giving them two or three brief interpretations of a poem (possibly from critics) and deciding which they think is the most plausible or appropriate.
-) If a poem is written in rather archaic language students are asked to compare this to two versions of it in modern English which version best captures the meaning and tone of the poem.
-) Very advanced students can be asked to compare a poem with different translations of it in their own language.
-) Students imagine they are filming the poem. They have to decide what visual image they would provide for each line or verse of the poem as it is recited.
-) Students practice reading the poem aloud and decide what mime or gestures would accompany a choral reading.

2.2 Review of the Related Empirical Literature

A large number of studies have been carried out on teaching poetry in the department of English education. Following are some of the researches related to the study.

Regmi (1999) carried out a research work entitled 'Use of Literature in the Language Classroom.' The main objective of the study was to find out the reasons for using literary text to teach language. He randomly selected five campuses running B.Ed. programs in major English of Kathmandu Valley. Twenty English language teachers and one hundred and ten students were selected as sample population. The researcher had prepared to separate sets of questionnaire to teachers and students and a class observation form as the major tools for the study. He found out there are various reasons for using literature in language classroom: to provide authentic materials in language teaching and learning to teach culture in foreign/second language situation and so on.

Similarly, Devkota (2003) carried out a complete study on the title "Learning strategies in literary texts an attitudinal study." His objective of the research study was to find out the learning strategies employed in studying literary texts by the B.Ed. students. He randomly selected four campuses from Kathmandu valley for his data collection and administered questionnaire for both the teachers and students. He found out that students used the strategies of immediately noting down unknown words and consult dictionary using the reference materials and translation in some cases.

Like, Gyawali (2004) carried out a research on the title 'A study of Teaching poetry at secondary level'. His objective of the study was to explore the strategies and problems of teaching poetry in secondary level. He concluded that the majority of teachers were not acquainted with the learning strategies which created a lot of problems in teaching poetry.

Then, Singh (2005) carried out a complete research work entitled 'A Study on Teaching Literature at Higher Secondary Level.' The main objective of the study was to find out the strategies of teaching literature at Higher Secondary level. He randomly selected six Higher Secondary Schools of Siraha District, sixty students and Six English teachers representing each schools as sample population. The researcher had prepared three tools: questionnaire for teacher,

questionnaire for students and class observation forms for data collection. He found out that most of the teachers were using translation and lecture method in teaching literature they did not use updated and student centered teaching method. Teachers were also found not competent enough in ELT.

Similarly, Budhathoki (2007) carried out a research on the title 'The study on methods of teaching poetry in class seven. His objectives of the study were to find out the teaching techniques used in government and private schools of Kathmandu district by the teachers. He concluded that teachers should give preference student centered method, priority to give the competition in writing poem and conducting curricular activities in teaching poetry.

Many researchers have been conducted from school level to campus level, however no research work is conducted to explore the poetry teaching in grade 'X' English yet. This study is different from all the studies.

The scientific research should draw knowledge from previous studies since they provide foundation to the present study. In other words, different articles, research reports, journals and books should be studied and reviewed to solve the problems of present study. Researchers of different universities, research centers educational institute etc have carried out many researchers on situation, strategies and relevance of teaching different genres of literature. And the foundation of the present study is no doubt; drawn from the previous studies done on the related subject area. During the present study, the researcher has studied different books journals, articles and research reports.

Similarly, Subedi (2007) carried out a research on "Item analysis of Multiple choice items in teaching literature in B.Ed. level. His objectives of the study were to find out the difficulty level of test items in the course of literature compose form Kathmandu, Pokhara and Dhading in non random sampling procedure for the study. He concluded that the items in the test were in the average level of difficulty in the course of literature.

Similarly, Timsina (2007) carried out a complete research study on the title "a study on teaching poetry in higher secondary level." His objectives of the study were to analyze the strategies and complexities if teaching poetry in higher secondary level." His objectives of the study were to analyze the strategies and complexities if teaching poetry in higher secondary level and to find out the contribution of poetry in developing language skills and aspects. He randomly selected seven higher secondary school from Udayapur district for the study. His research concluded that teaching learning processes were completely teacher centered and majority of teachers taught vocabularies, described the title and explained the pictures used in the poem and he also concluded that teaching poetry was an essential way of developing creativity on the students.

Similarly, Bhatta (2007) carried out a research study on the title 'A study on grade x students' ability to understand literary texts'. His objectifies were to find out the students' ability to understand the literary text and of compare their ability in terms of text. He concluded that students were found out better in prose than in poetry. The overall understanding of poetry of students of Kathmandu district was better than that of Chitwan district and the female students of Kathmandu district were in the highest level of understanding in both kinds of text, poetry and prose.

Similarly, Adhikari (2008) carried out research study on the title 'Techniques used in teaching Poetry in Higher Secondary Level'. The main objectives of the study were to find out the techniques used in teaching poetry in grade 12 and to compare the teaching techniques used in urban and rural areas. Four higher secondary schools of education stream were selected on the basis of cluster sampling (i.e. on the basis of geographical proximity). Two schools were selected from the urban areas and two schools from the rural areas of the district using judgmental sampling procedure. Four English teachers and forty students were selected as sample population. The tools applied for the data collection were questionnaire for teachers and students and class observation form. He in his research concluded that the teaching learning was highly

teacher centered. The teachers came in the class and explained the subject matter in their own way but there was no student's participation in the classroom activities in rural areas of district.

Since this is the new area to be studied, the researcher is very much interested to analyze strategies of teaching poem in secondary level.

2.3 Implications of the Reviewed Literature for the Study

The review of the related literature has supported the researcher to know about teaching of different forms of literature in the classroom and also provided the different teaching techniques and relevancy of teaching different form of literature.

Different forms of literature like poetry, short story and poem are taught in the secondary level. All the teachers have their own ways and style of teaching. All the forms of literature which have been taught in the class they have their own flavor. Poetry teaching provides a kind of amusement and short story teaching provides different moral lessons. Likewise teaching poem creates integration in the class. By the review of different related literature, it is found that all the teachers who are teaching literature in the class room they have their own styles and strategies about teaching the different genres of literature. Different published and up published articles, journals, books, research reports and thesis have supported a lot to complete this study.

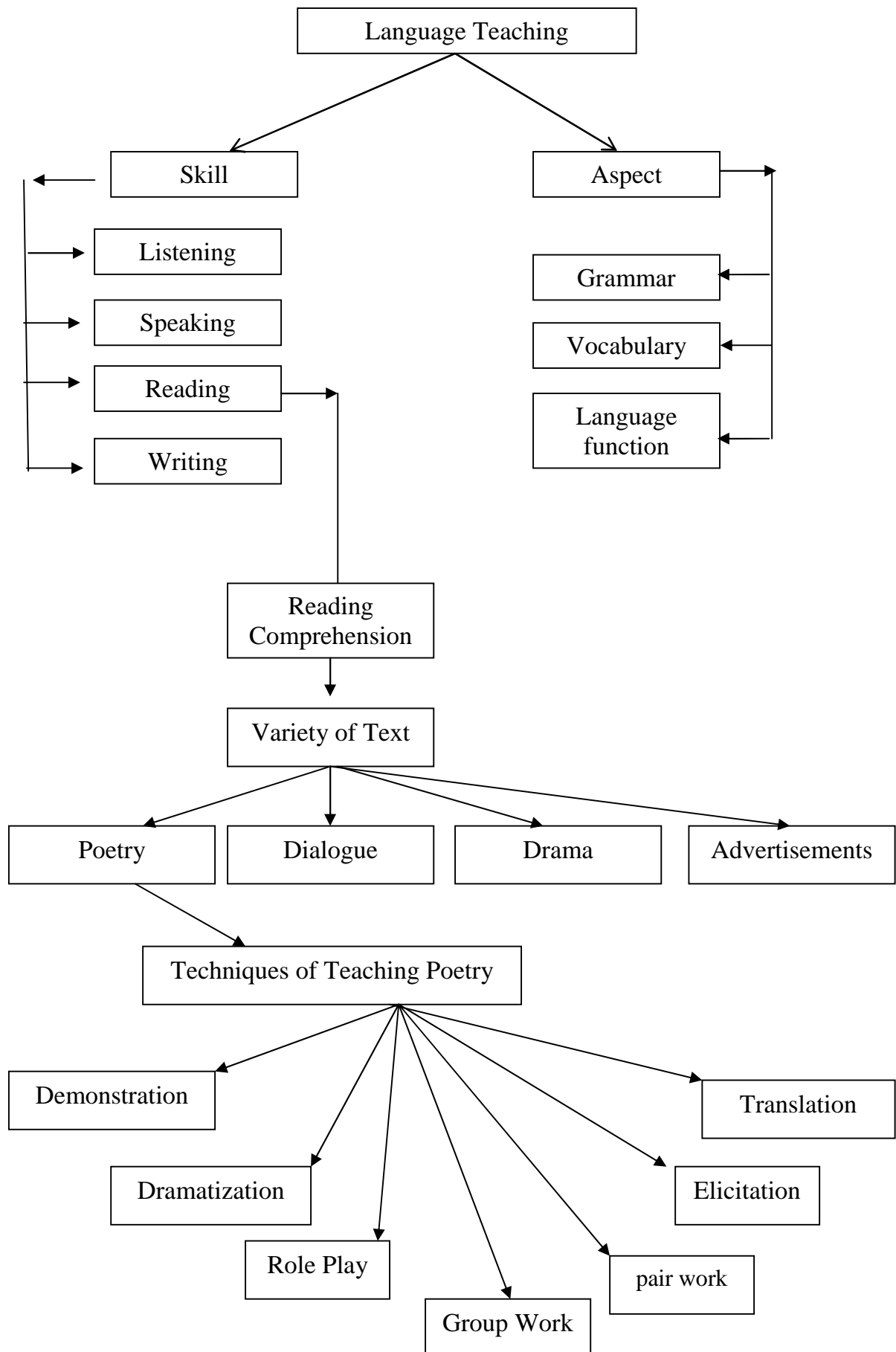
This study also helps the ELT teachers to teach poem effectively and well. It also helps other different strategies and complexities of teaching poem and provides the key to solve the problems of teaching poem. It may become an important supportive hand for the ELT teachers and all those who are related to the teaching- learning field. Especially for teaching poem. This study will be a key material. In nutshell; all the books, journals, articles, research reports and thesis which were studied and reviewed, have played crucial role to complete the study.

2.4 Theoretical Framework

Literature plays vital role in teaching English language. There are difference genres of literature, among them poetry is an authentic and amusing material for teaching English language at secondary level. However, using poetry in EFL classes creates challenges to teachers. The challenges might be related to the students such as their low English proficiency, related to the teachers such as lack of training, related to the education at training like not creating favourable environment for using poetry and deviated forms which add the hurdles to the teachers in the large classes and the classes having low English proficiency. Therefore , this study is based on the affirmation issued regarding teaching poetry at secondary level. Effective teaching creates good results in the learners. Those teachers who are competent and hopeful can do well in their profession. Teaching of different genres in the schools has different situations and teachers have different feelings and experiences on it. During the study teachers will find optimistic and respectful in teaching learning activities.

Based on the on the review of theoretical and empirical literature and research problem and questions selected above the study had conceptual framework.

Conceptual Framework



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design and Methods of the Study

The research design is descriptive in nature. In this study, the researcher attempted to describe the situation of teaching poem in secondary level regarding its teaching strategies and techniques. An attempt has been made to make the research valid, reliable and objective as far as possible with help, of research tools applied. Information from the data collection is the primary component of this research and it provides the researcher with the basic insights which will be helpful for subsequent analysis phase of this study. An attempt has been made to describe the collected data as systematically and accurately as possible with help of different tables, diagrams etc.

3.2 Sources of Data

In the process of this study, the research data were collected from both primary and secondary sources.

3.2.1 Primary Sources

The primary sources of data were the responses made by teachers and students from questionnaire and class observation of grade 'X' from secondary school's of Ilam district.

3.2.2 Secondary Sources

The secondary sources of data for the study were the following materials.

-) English grade 'X'
-) Different journals, periodicals, informal interview with the language teacher's different books e.g. Poudel, (2016) Lazar, (1989), Regmi, (1999), Articles dictionary and other resources.

3.3 Sample Population

All the students studying in class ten in both private and government schools of Ilam district were the study population for this study. The sample size for the study was eighty students and eight teachers. (see Appendix D).

3.4 Sampling Procedure

The researcher used the probability sampling procedure to sample the population eight secondary schools were selected on the basis of cluster sampling. The data were collected from the English language teachers teaching English in the selected schools in grade 'X' Ten students from each school were randomly selected for collecting information. The researcher observed three classes of each teacher and marked in the observation form in order to carry out techniques of teach poetry in the class.

3.5 Tools for Data Collection

The main tools for data collection were the test items. The researcher prepared the sample questions to find out the techniques used in poetry teaching in grade ten students selected secondary schools. Those test items contained three varieties such as, questionnaire to the English language teachers teaching in grade ten (see Appendix A), questionnaire to the students (see Appendix B and class observation form (see Appendix C). Altogether 13 questions (closed and opened indeed) were asked to the language teachers as questionnaire.

Questionnaire to the students also consisted 13 items both closed and opened ended questions were submitted. A set class observation form was developed by the researcher consisting of pre-teaching, while-teaching and post-teaching activities to find out teaching techniques used by the English teachers.

3.6 Process of Data Collection

The researcher followed the following stepwise procedures of data collection:

-) The researcher visited the field i.e. Ilam district.
-) He sampled the eight secondary schools of Ilam district.
-) He visited each of the selected school and established the rapport with the school authority and subject teachers.
-) He gave the list of questionnaire both the teachers and students respectively and asked them to provide the information.
-) The researcher observed his class and marked in his checklist form.
-) Finally the researcher kindly thanked them for providing information and help. By the help of those data the researcher identified some of the techniques used in teaching poems.

CHAPTER FOUR

RESULTS AND DISCUSSION

This part of the study deals with the presentation, analysis and interpretation of the data that were collected by the researcher from the eight selected schools of Ilam district. There were test items related with questionnaire to the English teachers and students and observation forms only the teachers. After collecting the required data from the English teachers, students and class observation forms, the responses were analyzed and interpreted them by using descriptive and statistical tools like table, diagram in the form of percentage.

The analysis, interpretation and presentation of data were classified into two sections. The first section generally deals with the analysis and interpretation of the techniques used in teaching poetry in secondary schools of Ilam district especially while teaching poetry second section deals with the comparison of those strategies and techniques used in the classes in the secondary schools of Ilam district.

4.1 Results

In the process of research, the researcher prepared different tools, i.e. questionnaire plus interview schedule to the English language teachers, questionnaire to the student and class observation form. The researcher distributed the questionnaire to the English language teachers and students of secondary level as well as poem teaching classes were observed. The researcher interviewed the teachers regarding strategies and problem of the teaching poem. The population of the study was ten secondary schools, ten English teachers belonging to each school and hundred students from the selected schools.

The researcher find out the followings results from the collected data.

1. Different teaching techniques and strategies were used by the different teachers.

2. The researcher found teachers were not confident and clear about what type of strategies and techniques should be used while teaching poem at secondary level.
3. The researcher had found weak presentation in classroom teaching and learning activities.
4. Demonstration Techniques used by the English language Teachers while teaching poem in the classroom.
5. Teacher centered techniques were used by most of the class teacher.
6. The researcher identified many problems faced by the teachers while teaching poem. eg. Problems related to translation, problem related to heterogeneous class, problem related to students low base, problem related to teachers training etc.
7. Related teaching materials were used by few teacher while teaching in the classroom.
8. It was found that weak evaluative measure was used to assess their students knowledge in poetry that they taught in the class both in urban and rural areas of the district.

4.2 Discussions of Data on the Basis of Different Tools

This Section Deals with the discussion of collected data in terms of different tools i.e. questionnaire plus face to face interview with grade X English teacher, questionnaire to the students of secondary level and class observation of the teachers while teaching poem.

4.2.1 Discussions of Data Collected from Teachers

Table One

Teacher's Response on Like and Dislike Teaching poem

Response	Percent	Reasons
Yes	80%	R ₁ : The best ways of teaching language. R ₂ : Interacting genre. R ₃ : It is interesting teach.
No	20%	R ₁ : Difficult to teach. R ₂ : Difficult to analyze the plot.

Table No. 1 shows that majority of teachers i.e. 80% liked to teach poem. They opined that poem was one of the best way of teaching language. Poem is interacting genre and interesting to teach. But 20% teachers did not like to reach poem. According to them it was difficult to teach and the theme of the poem was difficult to analyze.

Table No. 2

Teacher's Response on Giving the General Background Information of the poem

Response	Percent	Reasons
Yes	30%	R ₁ : Without giving the background information of the drama teaching poem cannot be completed. R ₂ : It gives clear concept to the students. R ₃ : It motivates students to learn poem.
Sometimes	10%	R ₁ : If the subject matter is related with Nepalese context.
No	60%	R ₁ : It is difficult to find. R ₂ : It is not given in the book. R ₃ : It is not necessary in this level.

Table No. 2 shows that 30% teachers gave the background information. They opined that without discussion of background information teaching poem could not be completed. It gave clear concept about the poem and motivates students to learn. 10% teachers sometimes gave the background information if the poem is related to Nepalese context. But 60% teachers never gave the background information. They opined it was difficult to find and not given in the book. Thus, it shows that most of the teachers are not giving the background information while teaching poem.

Table No. 3

Teacher's Response on Giving Introduction of the Poet

Response	Percent	Reasons
Yes	–	–
Sometimes	–	–
No	100%	R ₁ : It is not given in the book. R ₂ : It is not necessary in this level. R ₃ : It is very difficult to find.

Table No. 3 presents that no any teachers gave the introduction of the poet. They opined it was not necessary in this level and it was not given in the book. Furthermore, it was difficult to find.

Table No. 4

Teacher's Response on Description of the Picture

Response	Percent	Reasons
Yes	80%	R ₁ : It is essential. R ₂ : It clarifies the text. R ₃ : It attracts the attention of the students. R ₄ : It warms- up the class.
Sometimes	10%	R ₁ : It depends on clarity of the picture.
No	10%	R ₁ : It is not obligatory.

Table No. 4 shows that most of the teachers described the picture given in the text and few teachers totally neglected it.

Table No. 5
Teacher's Response on Description of the Title

Response	Percent	Reasons
Yes	70%	R ₁ : It is obligatory. R ₂ : It gives basic guideline to the theme of the poem. R ₃ : It reflected the subject- matter.
Sometimes	20%	R ₁ : If I think it should be described.
No	10%	R ₁ : Only read out the title but don't think it should be described.

Table No. 5 shows that 70% teachers described the title of the poem before teaching it. They opined that describing the title was obligatory and it gave basic guideline to the theme of the poem. Moreover it reflected the subject matter. But 10% teachers never described the title and said that they only read out the title but did not think it should be described.

Table No. 6
Teacher's Response on Asking Warming-up Questions

Response	Percent	Reasons
Yes	40%	R ₁ : It motivates the students. R ₂ : It provides the idea about the poem to read. R ₃ : It creates curiosity to read the poem.
Sometimes	10%	R ₁ : It is given in the book.
No	50%	R ₁ : It is not necessary. R ₂ : It confuses the students. R ₃ : It does not help to understand the text.

According to table No. 6 it was found that 40% teachers asked the warming-up (pre-reading) questions to the students before teaching the poem. They said

that those questions motivated the students and provided idea about the poem to read. Moreover, those questions created curiosity to read the poem. 10% teachers sometimes asked warming-up questions if they found those questions in the poet text. But 50% teachers seldom asked the warming-up questions. They viewed it was not necessary and those questions confused students.

Table No. 7

Teacher's Response on Teaching Difficult Vocabulary of the poen

Response	Percent	Reasons
Yes	60%	R ₁ : It is an important element of the poem. R ₂ : It inspires students to learn poem. R ₃ : Poem is somehow based on the particular setting.
Sometimes	20%	R ₁ : Looking its relevancy. R ₂ : If it is given in the book.
No	20%	R ₁ : It is not mentioned in each poem. R ₂ : It is not easy to find.

According to the table No. 7 it was found that 40% teachers explained the setting of the poem. They opined that explaining the setting of the poem was an important part of the poem and it inspired students to learn the poem. Furthermore, they viewed that poem was somehow based on particular setting. 20% teachers sometimes explained the setting of the poem looking its relevancy and if it is given in the book. But 40% teachers never explained the setting of the poem because they thought it was not mentioned in each poem and not easy to find.

Table No. 8**Teacher's Response on Explaining the Meaning of the Poem**

Response	Percent
a. Read text whole and explain its meaning.	
b. Read sentence by sentence and explain meaning.	30%
c. Read paragraph by paragraph and explain meaning.	70%
d. Read word by word and explain the meaning.	

Table No. 8 shows that 70% teachers explained the meaning of the poem by reading paragraph by paragraph and 30% teachers explained meaning of the poem by reading sentence by sentence.

Table No. 9**Teacher's Response on Interpreting theme of the Poem**

Response	Percent	Reasons
Yes	20%	R ₁ : It provides every details of the poem. R ₂ : It makes easy for the students to guess the theme.
Sometimes	10%	R ₁ : It depends on students demand.
No	70%	R ₁ : Teaching this element is only suitable in upper level but not in this level. R ₂ : It is difficult to give. R ₃ : It is not essential to give.

According to the table No. 9 only 20% teachers interpreted the theme of the poem. They said that it provided every details of the poem and made easy for the students to guess the theme. 10% teachers sometimes interpreted the theme of the poem considering the student's demand. But 70% teachers did not do so because they did not think it was suitable in secondary level and it is difficult to give. Thus, it shows most of the teachers do not interpret the plot of the poem.

Table No. 10**Teacher's Response on Translating Poem in to Nepali**

Response	Percent	Reasons
Yes	60%	R ₁ : Students from community school could not understand if not translated. R ₂ : Students understand fast. R ₃ : Learners cannot understand the poem. R ₄ : Most students favour this method.
Sometimes	20%	R ₁ : If students feel difficulty and cannot understand. R ₂ : It depends on students demand.
No	20%	R ₁ : It is out dated methods and not effective way of teaching. R ₂ : It hinders learners to communicate in TL.

table No. 10 shows that majority of teachers i.e. 60% translated poem in to Nepali. They argued that students from community school could not understand if it was not translated and they understand fast. Furthermore, teachers opined that students could not understand the poem without translation and most students favored that method. 20% teachers sometimes did so if students felt difficulty and could not understand. Moreover they added it depended on students demand. But 20% teachers never translated. They opined that it hindered learners to communicate in target language and it was out dated method and not effective way of teaching.

Table No. 11
Teacher's Response on Providing Central Idea of the Poem

Response	Percent	Reasons
Yes	30%	R ₁ : It helps students to remember the message for a long time. R ₂ : It helps students to analyze the text. R ₃ : It makes understanding clear.
Sometimes	10%	R ₁ : If I think it is important.
No	60%	R ₁ : It does not make students curious. R ₂ : Teachers can't get the view of the learners.

According to the table No. 11 it was found that 30% teachers provided the central idea of the poem. They opined that it helped students to remember message for a long time and to analyze the text. Furthermore, it made understanding clear. But 60% teachers did not do so because they thought it did not make students curious and teacher could not get the view of the learners. On the other hand, 10% teachers sometimes provided the central idea considering its importance.

Table No. 12
Teachers' Response on Applying Techniques in Poem Teaching

Teacher centered (Lecture and explanation)	Students centered (Group work, pair work discussion etc)	Mixed
70%	20%	10%
Reasons:	Reasons:	Reasons:
R ₁ : It is commonly used, easier R ₂ : It is less time consuming. R ₃ : Teacher role is dominant.	R ₁ : Makes students active R ₂ : It makes teaching learning activity interesting and lively.	R ₁ : Any technique can be used according to the situation.

The table No.12 shows that 70% teachers apply teacher- centered technique like lecture and explanation while teaching poem. They viewed that it was commonly used easier less time consuming and teacher dominant. 20% teachers applied student-centered technique thinking that it made students active and teaching leaning activity lively and interesting. Few teachers applied mixed technique according to the situation.

Table No. 13

Teacher's Response on Skills Focused in Poem Teaching

Skills	Response	Percent
Listening	Listening and speaking	20%
Speaking	Reading and Writing	80%
Reading		
Writing		

The above table shows that 20% teachers focused on listening and speaking skills and 80% teachers focused on reading and writing skills while teaching poem.

4.2.2 Discussion of data on the basis of students' responses in teaching poem

The second tool that was used by the researcher was questionnaire for collecting information from the students. The researcher collected data from eight secondary schools of Ilam district to find out the responses in teaching poem on the basis of the students. Ten students were randomly selected from each school and they were grouped into eight 'A' to 'H' group. There were altogether thirteen questions asked for students of each group and their responses were tabulated below:

Table -14
Responses of the Students of School A

Question No.	Always	Sometimes	Never	Remarks
1	–	–	100%	
2	40%	60%		
3	43%	50%	7%	
4	100%			
5	80%	20%		
6	Knowledge 65%	Exlie 35%		
7	Translations 60%	Explanation 40%		
8	80%	10%	10%	
9	10%	16%	74%	
10	17%	23%	60%	
11	80%	20%		
12	60%	30%	10%	
13	40%	50%	10%	

It was found that 100% of the students of school 'A' said that their teacher never described the picture of the poem before teaching it. About 40% of the students got pleasure when their teacher taught poem in the class likewise 60% of the students sometimes got pleasure and sometimes they did not. Almost 43% of the students of school said that their teacher always gave the general background before teaching the poem. 50% of the students responded that their teacher sometimes gave the general background of the poem and 7% of the students said that their teacher never gave the general background of the poem before teaching the poem. The above table shows that 100% of the students said that their teacher read the poem loudly and asked them to follow. 80% of the students responded that their teacher summarized the whole poem after ending the lesson and 20% of the students said that their teacher sometimes summarized the poem but sometimes did not. 65% of the students like the

poem 'knowledge' very much. They said that this poem told them how they planted the seeds of knowledge in their minds and 35% students like the poem 'Exile' very much because it told them not to break the rules of the nature. 60% of the students told that their teacher used translation technique in their classroom while teaching the poem and 40% of the students said that their teacher used explanation technique while teaching poem in the class. 80% of the students said that their teacher used to read the poem line by line then after explaining the meaning of it but 10% students viewed that their teacher sometimes read the poem line by line and then explained it and 10% of the students responded that their teacher only explained the poem but never read it line by line. 10% of the students said that their teacher translated the poem into Nepali. 16% of the students said that their teacher sometimes translated the poem into Nepali but 74% of the students told their teacher never translated the poem into Nepali language. 17% of the students said that their teacher involved them in teaching learning activities. 23% of the students said that their teacher some times involved them in teaching learning activities and only 60% of the students said that their teacher never involved them in teaching learning activities. According to the above table most of the 80% of the students said that their teacher explained about the title of the poem before teaching it. But 20% of the students said that their teacher sometimes explained about the title of the poem before teaching it.

Similarly the table shows that 60% of the students said that their teacher always read the poem as a whole and explain the meaning at the end and sometimes 30% of the students said that their teacher read the poem as whole and explain the meaning at the end but 10% of the students said that their teacher never explained the meaning at the end after reading the poem as a whole. According to the above table, 40% of the students said that they wanted to write poem because they thought it was interested part of literature. 50% of the students sometimes wanted to write the poem and 10% of the students never wanted to write poem because they thought it was difficult to write, it was written with the knowledge of figure of speech.

Table-15
Reponses of the Students of School 'B'

Question No.	Always	Sometimes	Never	Remarks
1		20%	80%	
2	60%	30%	10%	
3	50%	30%	20%	
4	80%	20%		
5	80%	20%		
6	Knowledge 45%	Exlie 55%		
7	Translation 50%	Explanation 500%		
8	100%			
9	60%	10%	30%	
10	30%		70%	
11	90%		10%	
12	20%		80%	
13	10%	10%	80%	

Table No. 15 shows that 30% of the students of school 'B' said that their teacher sometimes describe the picture of the poem before teaching it. 80% of the students of this government school said their teacher never described the picture of the poem before teaching it. The 60% of the students said that they got a lot of pleasure when their teacher taught poems in the class 30% of the students sometimes got pleasure when their teacher taught the poem in the class and 10% of the students never got the pleasure when their teacher taught the poems in the class. Similarly 50% of the students responded that their teacher gave the general background of the poem but 30% of the students responded sometimes that their teacher gave general background of the poem and 20% of them responded that their teacher never gave the general background. Similarly 80% of the students responded that their teacher read the poem loudly and asked them to follow but 20% of them sometimes responded that their teacher read the poem loudly and asked them to follow 80% of the students said that

their teacher summarized always the poem but 20% of them responded that their teacher sometimes summarized the poem while teaching it. Similarly 45% of the students responded that the poem 'knowledge' liked much of class ten. They said that it was easy to understand but 55% of the students responded that it hold them to save wild animals. 50 percent of the students said that their teacher used always translation technique while teaching poem and 50% of the students said that their teacher used always translation technique while teaching poem and 50% of the student said that their teacher sometimes used explanation technique while teaching the poem. Similarly most of the 100% of the students said that their teacher always read the poem line by line and explained the meaning of it. Similarly, 60% of the students of government school said that their teacher translated the poem into Nepali but 10% of the students said that their teacher in teaching poem, sometimes translated the poem in mother tongue (1₁) but 30% students responded that their teacher never translated the poem while teaching it. Likewise, 30% of the student said that their teacher always involved them in teaching learning activities. But 70% of the students viewed that their teacher never involved them in teaching learning activities. Similarly, 90% of the students said that their teacher always explained about the title of the poem before teaching it. But 10% of the students responded that their teacher never explained about the title of the poem before teaching it. 20% of the students said that their teacher always read the poem as a whole and explain in the meaning at the end but 80% of the students said that their teacher never read the poem as a whole and explain the meaning the end. The above table again shows that 10% of the students were interested to compose the poem always, but 10% of them sometimes composed the poem and 80% of the students never liked to compose the poem. They felt it was difficult task for them.

Table-16
Responses of the students of school 'C'

Question No.	Always	Sometimes	Never	Remarks
1	70%		30%	
2	80%	20%		
3	60%	30%	100%	
4	60%	40%		
5	55%	45%		
6	Knowledge 50%	Exlie 50%		
7	Discovery 65%	Recitation 35%		
8	80%	15%		
9			100%	
10	60%	24%	16%	
11	80%	20%		
12	80%	10%	10%	
13	70%	20%	10%	

Table No 16 shows that and it was found that 70% of the students from school 'C' said that their teacher always described the picture of the poem before teaching it. But 30% of the students said that their teacher never described the picture of the poem before teaching it. The 80% of the students said that of this school always got pleasure when their teacher taught poem in their class. But 20% of the students responded that sometimes they liked to and sometimes did not. But 60% of the students said that their teacher always gave the general background of the poem before teaching it. 30% of them responded that their teacher sometimes did so and sometimes did not and rest 10% responded that their teacher never gave the general background before teaching the poem. Similarly 60% of the students forwarded that their view that their teacher always read the poem loudly and asked them to follow. 40% of the students of this school said that sometimes their teacher read the poem loudly and asked them to follow and sometimes he did not. Similarly, the 55% of the students

said that their teacher summarized the whole poem always but 45% of the students said that their teacher summarized the poem sometimes and sometimes they did not do. According to the table the 65% of the students said that their teacher used discovery technique in their classroom while teaching the poem in their classroom. Similarly, the 85% of the students responded that their teacher always read the poem as a whole line by line and explained the meaning of it. 15% of them responded that their teacher sometimes did so and sometimes not. 100% of the students responded that their teacher never translated the poem into Nepali language (L_1). The 60% of the students said that their teacher involved them in teaching learning activities. 24% of the students said that their teacher sometimes involved them in teaching learning activities but sometimes not and 16% of the students said that their teacher never involved them in teaching learning activities. Similarly 80% of the students said that their teacher explained about the title of the poem before teaching it and the 20% of them responded that their teacher sometimes explained the title of the poem before teaching it. The 80% of the students said that their teacher read the poem as a whole and explained the meaning at the end and 20% of the students said that their teacher read the poem sometimes as a whole and explained the meaning at the end. 70% of the students of this school said that their teacher encouraged their students to compose the poem but 20% of them responded that their teacher encouraged sometimes them to write the poem but 10% of them were unable to write it.

Table No-17
Responses of the Students of School D

Question No.	Always	Sometimes	Never	Remarks
1	74%	6%	20%	
2	90%	10%		
3	74%	6%	20%	
4	45%	30%	25%	
5	100%			
6	Weather 42%	Patriotism 58%		
7	Pair work 42%	Discovery 58%		
8	76%	24%		
9			100%	
10	85%	15%		
11	80%	20%		
12	70%	30%		
13	30%	10%	60%	

It was found that 74% of the students of school 'D' said that their teacher described the picture of the poem before teaching it. 6% of the students said that their teacher sometimes described the picture of it before teaching it and 20% of the students said that their teacher never described the picture of the poem before teaching it. Similarly 90% of the students forwarded their view that they always got pleasure when their teacher taught poem in the class but 10% of them responded that sometimes they liked the poem and sometimes not. Similarly 74% of the students responded that their teacher always did give the general background of the poem and the poet before teaching it. The 6% of them responded that the teacher sometimes did so and sometimes did not but not 20% of the students responded that their teacher never gave the general background of the poem and the students said that their teacher read the poem

loudly and asked them to follow while teaching the poem. 30% of them responded that their teacher sometimes read poem loudly and asked them to follow but sometimes did not. But 25% of the students of that school said that their teacher never read the poem loudly and not to encourage them to follow. The 100% of the students said that their teacher always summarized the whole poem at the end. 42% of the students said that liked 'Weathers' poem of English of grade 'X' and 58% of the students responded to like the poem 'Patriotism' of the class 'X' text book. They said that this poem taught them to increase the feeling of national harmony. 42% of the students said that their teacher always were used 'pair work' technique in their classroom. The 58% of the students responded that their teacher sometimes used discovery technique while teaching the poem in their classroom. 76% of the students said that their teacher always at first read the poem line by line and explained meaning of it. 24% of the students said that their teacher sometimes read at first the poem line by line and then explained of it but sometimes did not. 100% of the students said that their teacher never translated the poem into Nepali language. 85% of the total students responded that their teacher always involved them in teaching learning activities but 15% of them responded that the teacher sometimes involved the students in teaching learning activities and sometimes did not. 80% of the students responded that their teacher always explained the title of the poem before teaching the actual poem but 20% of them responded that their teacher sometimes explained the title and sometimes did not. 70% of the students responded that their teacher always read the poem as a whole and explained the meaning of it but 30% of the students responded that the teacher sometimes read the poem as a whole and explained the meaning at the end but sometimes did not. 30% of the students said that they always like to write the poem but 10%. Of them responded sometimes do write the poem but 60% of them responded that they did not want to write poem.

Table No.-18
Responses of the Students of School E

Question No.	Always		Sometimes	Never	Remarks
1	80%		20%	–	
2	75%		15%	10%	
3	90%		10%	–	
4	80%		20%	–	
5	60%		20%	20%	
6	Exile-42%		Patriotism- 58%	–	
7	Group work- 50%		Pair Work- 50%	–	
8	76%		24%	–	
9	–		20%	80%	
10	75%		25%	–	
11	60%		40%	–	
12	72%		28%	–	
13	10%		20%	70%	

It was found that 80% of the students of school 'E' said that their teacher described the picture of the poem before teaching it. 20% of the students said that their teacher sometimes described the picture before teaching it. Similarly, 75% of the students viewed that they always got pleasure when their teacher taught poem in the class but 15% of them responded that sometimes they liked the poem and sometimes did not 10% of the students never got pleasure when their teacher taught the poem because they thought that it was difficult to understand. Similarly, 90% of the students responded that their teacher always gave the general background of the poem and the poet before teaching it. 10% of the students said that the teacher sometimes gave general background of the poem before teaching it. Similarly, 80% of the students said that their teacher

read the poem loudly and asked them to follow while teaching the poem. 20% of the students said that their teacher sometimes read the poem loudly and asked them to follow. 60% of the students told that the teachers summarized the whole poem at the end. 20% of the students said that summarized the whole poem at the end. 20% of the students said that their teacher sometimes summarized the whole poem at the end and 20% of the students said that their teacher never summarized the whole poem at the end of teaching poem. 42% of the students said that they liked 'Exile' poem of grade 'X' and 58% of the students said that they liked 'Patriotism' sometimes. Similarly, 50% of the students said that their always were used group work technique in their classroom. 50% of the students said that their teacher sometimes were used pair work technique. 76% of the students said that the teachers always at first read the poem line by line and explained the meaning of it. 24% of the students said that their teachers sometimes read the poem line by line at first and then explained of it. 80% of the students responded that their teacher never translated the poem into the Nepali language. But 20% of the students said that hteir teacher sometimes translated the poem into Nepali language. 75% of the students said that their teacher always involved language. 75% of the students said that their teacher always involved language. 75% of the students said that their teacher always involved them in teaching learning activities but 25% of the students said that their teacher sometimes involved in teaching learning activities. 60% of the students said that their teacher always explained the title of the poem before teaching the actual poem but 40% of the students said that the teacher sometimes explained the title of the poem. Similarly, 72% of the students said that their teacher always read the poem as a whole and students said that their teacher always read the poem as a whole and explained the meaning but 28% of the students said that their teacher sometimes read the poem as a whole and explained the meaning at the end. 10% of the students said that they liked to write poem but 20% of the students said that sometimes they liked to write the poem but 70% of the students said that they never liked to write poem. They thought that it was difficult to write.

Table No. 19
Responses of the students of school 'F'

Q. No.	Always	Sometimes	Never	Remarks
1	-	-	100%	
2	40%	60%	-	
3	43%	50%	7%	
4	100%		-	
5	80%	20%	-	
6	Knowledge- 70%	Weathers- 30%	-	
7	Translation-60%	Exxplanation-40%	-	
8	80%	10%	10%	
9	10%	16%	74%	
10	17%	23%	60%	
11	75%	25%	-	
12	60%	30%	10%	
13	40%	40%	20%	

Table no. 19 shows that 100% of the students of school 'F' said that their teacher never described the picture of the poem before teaching it. About 40% of the students got pleasure when heir teacher taught the poem in the class likewise 60% of the students sometimes got pleasure. Almost 43% of the students of that school said that their teachers always gave the general background before teaching the poem. 50% of the students responded that their teachers sometimes gave general background of the poem and 7% of the students said that their teacher never gave the general background of the poem before teaching. Almost 100% of the students said that their teachers read the poem loudly and asked them to follow. 80% of the students said that their teacher always summarized the whole poem after ending the lesson and 20% of the students said that the teachers sometimes summarized the poem. 70% of the students liked the poem 'Knowledge' very much but 30% of the students

sometimes liked the poem 'weathers'. 60% of the students said that their teacher used translation technique in the class while teaching the poem and 40% of the students told that their teacher used explanation technique while teaching the poem in the class. Almost 80% of the students said that their teacher used to used to read the poem line byline and then explained the meaning of it but 10% students viewed that their teacher sometimes read the poem line by line then explained the meaning of it and 10% of the students said that their teacher only explained but never read it line by line. 10% of the students told that the teacher translated the poem in to Nepali 16% of the students said that their teacher sometimes translated the poem into Nepali but 74% of the students told their teacher never translated the poem into Nepali languages. 17% of the students said their teacher involved them in teaching learning activities. 23% of the students said that the teacher sometimes involved them in teaching learning activities and only 60% of the students said that the teacher never involved them in teaching learning activities. 75% of the students said that their teacher explained about the title of the poem before teaching it. 25% of the students said that their teacher sometime explained about the title of the poem before teaching poem. Similarly, the table shows that 60% of the students said that their teacher always read the poem as a whole and explained the meaning at the end sometimes 30% of the students said that their teacher read the poem as a whole and explained the meaning at the end. But 10% of the students said that their teacher never explained the meaning at the end after reading poem as a whole. 40% of the students said that they wanted to write the poem because they thought that it was created knowledge. 40% of the students sometime wanted write the poem and 20% of the students never wanted write the poem because they thought composing poem was difficult task.

Table No. 20
Responses of the students of school 'G'

Q. No.	Always	Sometimes	Never	Remarks
1	75%	-	25%	
2	80%	20%		
3	65%	25%	10%	
4	85%	45%		
5	55%	45%		
6	Where the mind is without fear 50%	Knowledge 50%		
7	Discovery 65%	Pair work 35%		
8	90%	10%		
9	-	-	100%	
10	60%	24%	16%	
11	85%	15%		
12	75%	15%	10%	
13	70%	20%	10%	

Table N. 20 shows that 75% of the students from school 'G' said that their teacher always described the picture of the poem before teaching it. But 25% of the students said that their teacher never described the picture of the poem before teaching it. Most of 80% of the students said that of this school always got pleasure when their teacher taught poem in their class. But 20% of the students responded that sometimes they got pleasure and sometimes did not. Similarly 65% of the students said that their teacher always gave the general background of the poem before teaching it 25% of the students said that sometimes their teacher gave general background of the poem before teaching it and 10% of the students said that their teacher never gave general background of the poem before teaching it. Similarly 55% of the students forwarded their view that their teacher always read the poem loudly and asked

them to follow. Almost 25% of the students told that their teacher sometimes read follow. Almost 25% of the students told that their teacher sometimes read the poem loudly and asked them to follow. Similarly the 55% of the students said that their teacher summarized the whole poem always but 45% of the students said that their teacher summarized the poem sometimes. According to the table, 50% of the students said that they liked always the poem "where the mind is without fear" and 50% of the students said that they liked 'knowledge' poem. About 65% of the students said that their teacher used discovery technique in their classroom. 35% of the students said that their teacher sometimes used pair work technique in their classroom. Almost 90% of the students responded that their teacher always read the poem as a whole line by line and explained the meaning of it and 10% of them responded that their teacher sometimes did so and sometimes not 100% of the students said that their teacher never translated the poem into Nepali language (L1). The 60% of the students said that their teacher involved them into teaching learning activities. 24% of the students said that their teacher sometimes involved them in teaching learning activities and 16% of them students said that their teacher never involved them in teaching learning activities. Similarly 85% of the students said that their teacher read the poem as a whole and explained the meaning at the end and 15% of the students said that their teacher read at the end. 70% of the students said that their teacher encouraged their students to compose the poem but 20% of them responded that their teacher encouraged them sometimes to write the poem but 10% of them were unable to write it.

Table No-21
Responses of the students of school 'H'

Q. No.	Always	Sometimes	Never	Remarks
1.	75%	5%	20%	
2.	90%	10%	-	
3.	74%	6%	20%	
4.	45%	30%	25%	
5.	95%	5%	-	
6.	Weathers 42%	Patriotism 58%	-	
7.	Group work 42%	Discovery 58%	-	
8.	76%	24%	-	
9.	-	-	100%	
10.	80%	20%	-	
11.	85%	15%	-	
12.	70%	30%	-	
13.	40%	20%	40%	

Table No.21 shows that 75% of the students of school 'H' said that their teacher described the picture of the poem before teaching it. 5% of the students said that their teacher sometimes described the picture before teaching it and 20% of the students said that their teacher never described the picture of the poem before teaching it. Similarly, 90% of the students viewed that they always got pleasure when their teacher taught poem in the class but 10% of the students said that they sometimes got pleasure when their teacher taught poem and the poet before teaching it. The 6% of the students said that their teacher sometimes did so and sometimes did not but 20% of the students said that their teacher never gave the general background of the poem. Similarly 45% of the students said that their teacher read the poem loudly and asked them to follow while teaching the poem. 30% of the students said that their teacher sometimes read the poem. Loudly and asked them to follow but 25% of the students said

that their teacher never read the poem loudly and asked them to follow. Similarly, 95% of the students said their teacher always summarized the whole poem at the end and 5% of the students said that their teacher never summarized the whole poem at the end. 42% of the students said that they liked 'weathers' poem and 58% of the students said that they liked 'patriotism' poem very much because they thought that poem increases the feeling of national harmony. The 42% of the student said that their teacher always were used group work technique and 58% of the students said that their teacher sometimes used discovery technique while teaching the poem in their classroom 76% of the students said that their teacher always at first, read the poem line by line and explained the meaning of it. 24% of the students said that their teacher sometimes read at first the poem line by line and then explained of it but sometime did not. 100% of the students said that their teacher never translated the poem into the Nepali language. 80% of the students responded that their teacher always involved them in teaching learning activities but 20% of them said that the teacher sometime involved the students in teaching learning activities and sometimes did not. 85% of the students said that their teacher always explained the title of the poem before teaching the whole poem but 15% of them responded that their teacher sometimes explained the title and sometime did not. Similarly, 70% of the students said that their teacher always read the poem as a whole and explained the meaning of it but 30% of the students responded that their teacher sometimes read the poem as a whole and explained the meaning at the end. 40% of the students said that they always liked to write the poem and 40% of the students said that they never liked to write poem.

4.2.3 Discussion of collected Data from the Class Observation Form in Terms of Teaching Strategies and Techniques

The researcher observed the classes of ten English language teachers of ten secondary school two times while teaching poem. The teaching strategies and techniques used by the teachers were analyzed and interpreted in the form of

'Yes' or 'No'. it helps to see strategies used by the teachers and problems existing in the class while teaching poem at secondary level.

Table No. 22
Pre-Teaching Activities

Activities	Yes	No	Remarks
1. Providing useful background information of the poem.	20%	80%	
2. Giving introduction of the poet	-	100%	
3. Describing the title of the poem	60%	40%	
4. Making students predict the theme of the poem	10%	90%	
5. Describing the picture given in the text.	90%	10%	
6. Asking some pre-reading (warming-up) questions for guessing the subject matter.	30%	70%	
7. Dealing with difficult vocabularies.	70%	30%	

Table No. 22 shows that only 20% English languages teachers of secondary level gave background information of the poem. Similarly no any teachers gave introduction of the poet. Likewise 60% teachers describe the title of the poem. Only 10% teachers made students to predict the theme of the poem. Similarly great majority of teachers i.e. 90% describe the picture given in the text likewise, only 30% teachers asked some pre-reading questions given in the text. Similarly vocabulary was taught by 70% teachers.

Although the pre-teaching activities are crucial in poem teaching the performance of the English language teachers was not satisfactory. The researcher found the performance of the teacher was poor.

Table No. 23
While-Teaching activities

Activities	Yes	No	Remarks
1. Introducing the characters of the poem.	70%	30%	
2. Getting students to read the explaining the meaning	60%	40%	
3. Reading the poem and explaining the meaning.	100%	-	
4. Interpreting the plot of the poem.	20%	80%	
5. Asking students to do different activities such as: fill in the gaps, matching the words, true-false, reading jumbled sentences etc.	100%	-	
6. Making students identify the language functions from the poem.	10%	90%	
7. Role playing the poem.	20%	80%	
8. Importing the theme of the poem	30%	70%	
9. Asking students to explain the theme of the poem.	10%	90%	
10. Asking the summary of the poem.	20%	80%	

Table No. 23 shows that 70% English language teachers in secondary level introduced the characters given in the poem. Similarly 60% teachers got the students to read the text. Likewise, cent percent teachers read text and explain meaning. Only 20% teachers interpreted the theme of the poem. Likewise, cent percent teachers asked students to do different activities given in the text. Only 10% teachers asked students to do different activities given in the text. Only 10% teachers asked students to identify the language factions related to likewise, only 30% teachers imparted the theme of the poem. Only 10% of theme asked students to explain the theme of the poem. Hence, regarding while teaching activities, the researcher found medium neither it was perfect nor so poor.

Table No. 24
Post- Teaching Activities

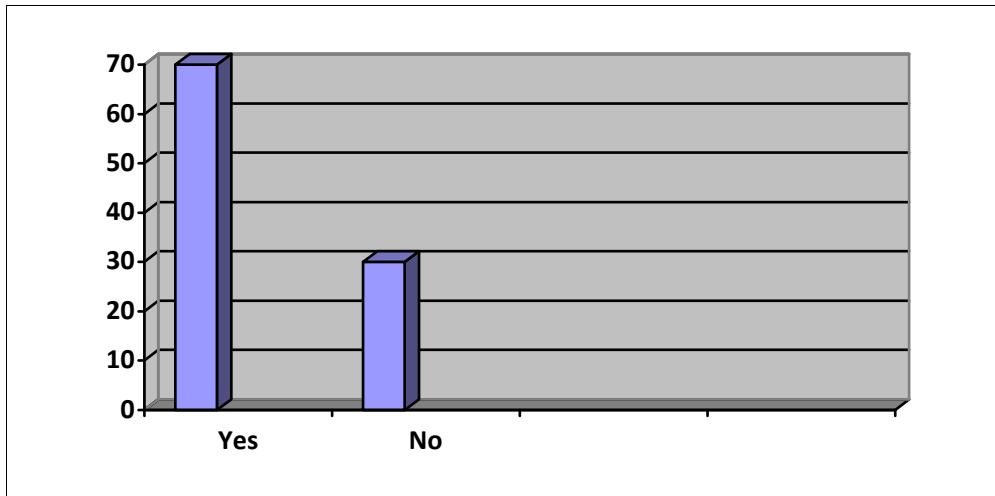
Activities	Yes	No	Remarks
1. Giving critical appreciation of the poem	-	100%	
2. Giving different kinds of creative written exercise.	100%	-	
3. Providing general questions for debate.	30%	70%	
4. Asking students to give own opinion about the poem.	30%	70%	
5. Dramatizing the text.	-	100%	
6. Providing feedback	60%	40%	

Table No. 24 shows that no any English language teachers gave the critical v appreciation of the poem. Similarly cent percent teaches gave different creative written exercises to the students. Likewise 30% teachers provided general questions for debate related to the poem. No any teachers conducted role play similarly feedback was provided by 60% teachers.

Regarding post- teaching activities it was found that teachers showed poor performance.

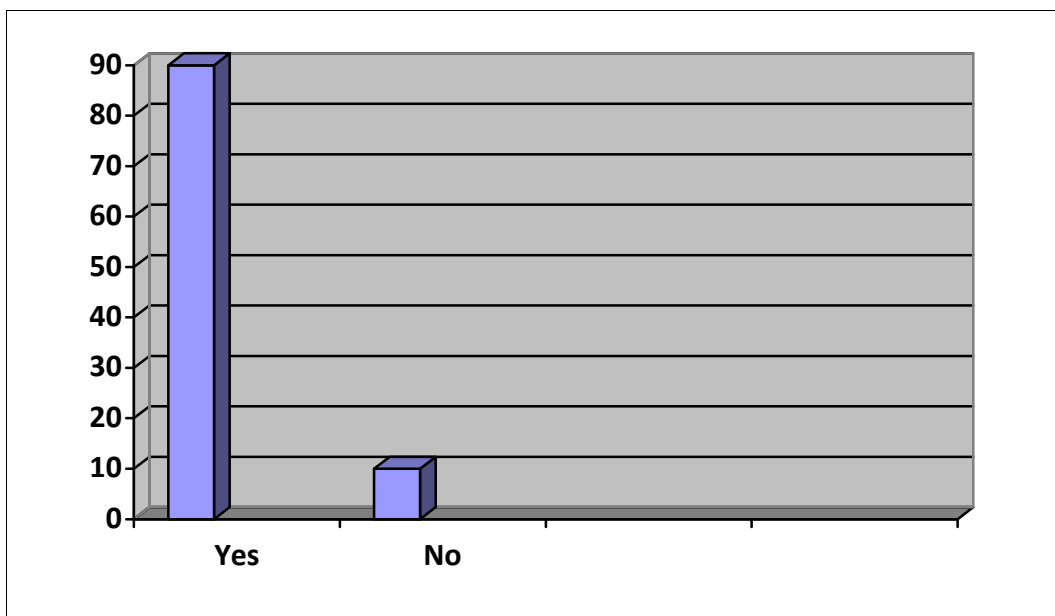
4.3 Discussion of Data and Interpretation of Results in Terms of Problems

This section deals with the discussion of collected data from English language teacher in terms of problems of teaching poem in secondary level to find out the problem the researcher collected data by using different tools like the questionnaire face to face interview and class observation. The findings are discussed as follows.

Diagram No. 1**Problems Related to background information**

The 70% English language teachers faced the problem to explain background information of the poem and poet. The background information about the poem and poets are not given in the teachers books as well as in the textbook.

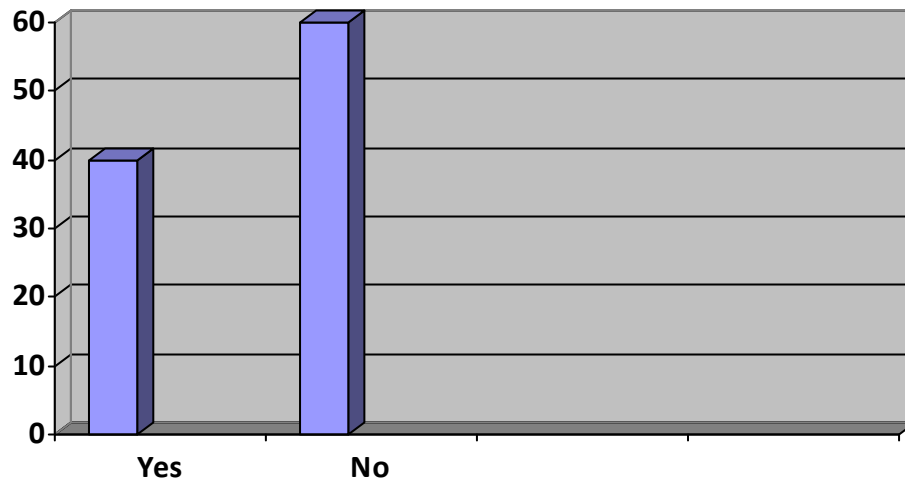
Without having the good knowledge of background information, poem cannot be taught easily and effectively.

Diagram No. 2**Problem Related to Translation**

The diagram No. 2 shows that 90% teachers faced the problem of translation. They said that students from community school did not have good command over English language. They could not understand the text without translation. Translation was the demand of students. But it is difficult to translate all the words. Some words don't have equal Nepali version. So there is problem of translation.

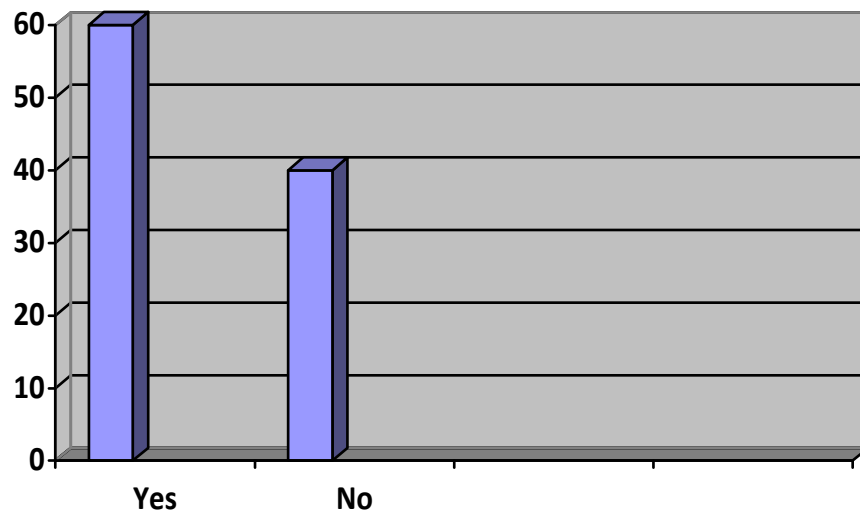
Diagram No. 3

Problem Related to Heterogeneous Class



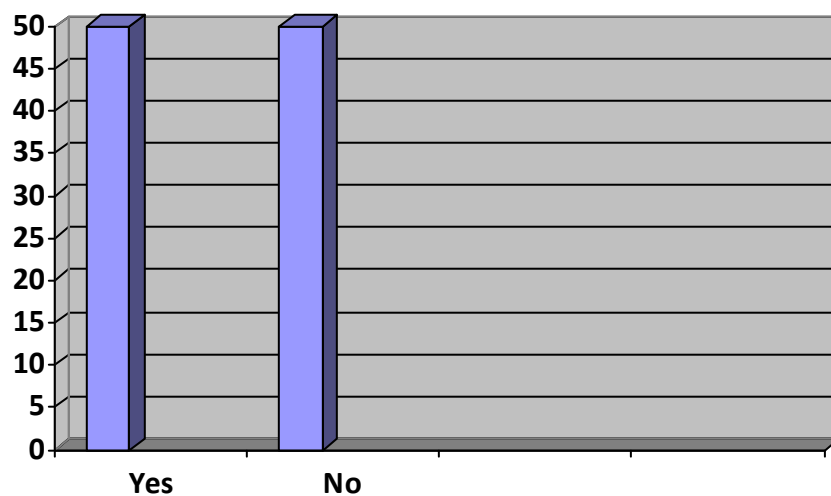
The diagram No. 3 shows that 40% teachers faced the problem of teaching materials. They opined that the community schools were not able to provide sufficient materials needed for poem teaching as well as some other materials like T.G., poem and poets information were not found.

Diagram No. 4
Problem Related to Student's Low Base



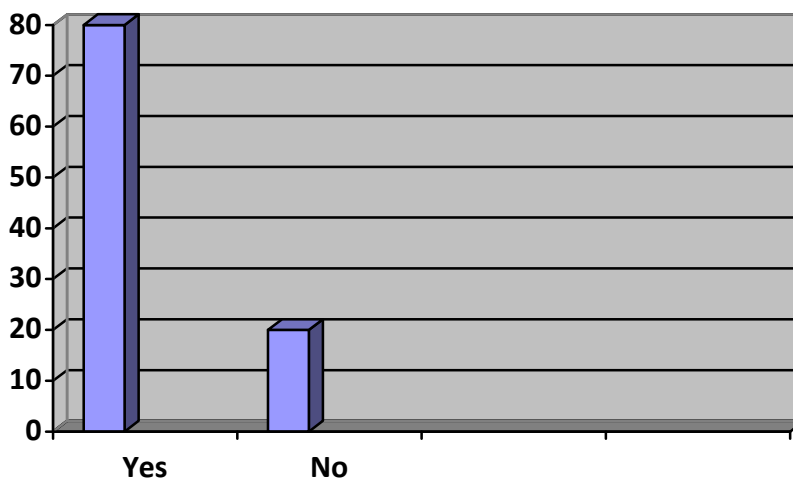
The 60% English language teachers faced the problem related to students low base. The students from community school have poor base. Due to their poor base students are not interested in study. Today's students are concentrated on rote and pass system. They read only for examination. They are dependent upon the easy references and teacher's note. They rarely have the habit of studying hardly. So it is also one of problem for teachers in poem class.

Diagram No. 5
Problem Related to Teachers Training

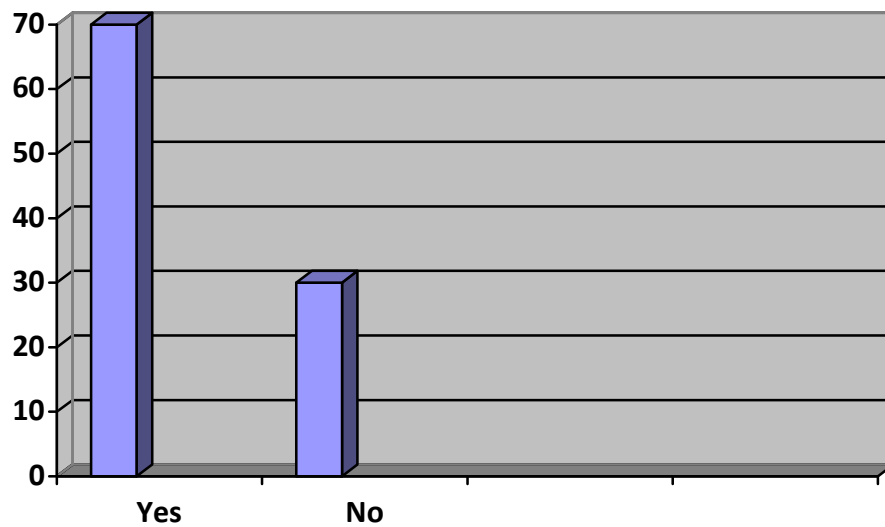


The diagram No. 5 shows that 50% teachers faced the problem of teaching poem due to the lack of teacher's training. Unless the training and orientation about the course is provided, the teachers get confused while teaching poem. The teacher's training and orientation is rarely given in the context of teaching and learning process.

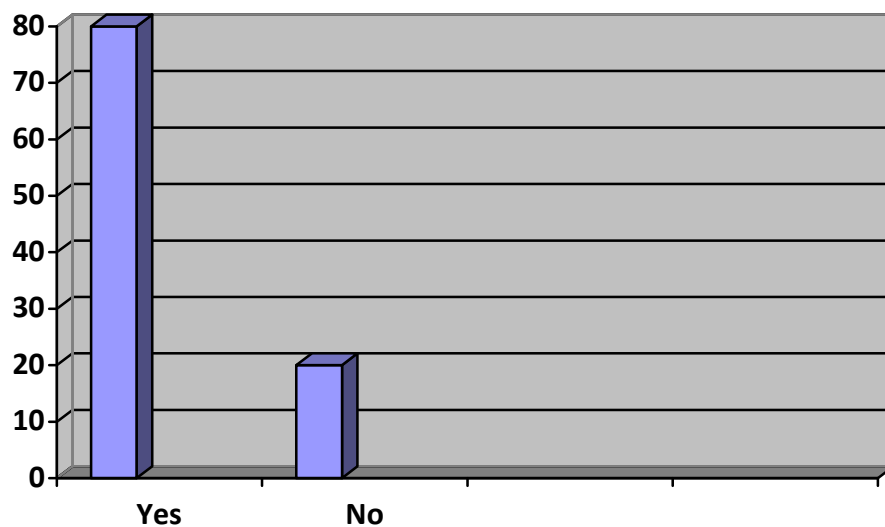
Diagram No. 6
Methodological Problem



The diagram No. 6 shows that the majority of the teachers are facing methodological problem. They were not applying student-centered method. They were only focusing on lecture, explanation and translation method. They were not found serious in matter of teaching stages. From class observation also, it was found that teachers were not serious in matter of teaching stages. From class observation also, it was found that teachers were not serious about teaching methodology.

Diagram No. 7**Problems Related to Teach Language Function**

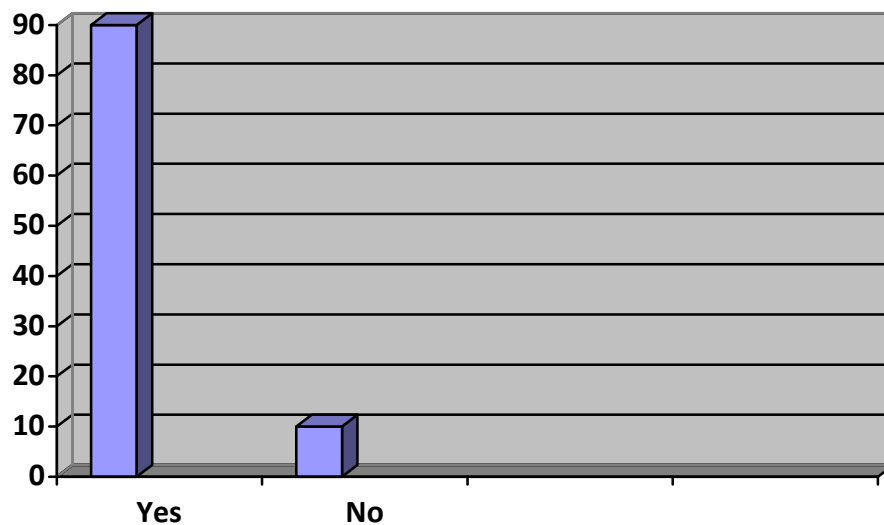
The 70% teachers have no clear concept about how to teach language function through poem. They focus on content without focusing on this aspect. For example: Unit '6' (Class 10) poem, 'Career' has been designed to develop communicative language function 'Expressing condition' (Speaking skill) but majority of teachers did not do so. This information was found in the course of class observation.

Diagram No. 8**Problem Related to Handing Grammatical Aspect**

It was found that 80% teachers faced problem to teach grammar through poem. Most of them say that they teach grammar separately not through the text. From observation also, it was found that teachers has problem to deal with grammatical aspect connecting poem.

Diagram No. 9

Problem Related to Handle the theme



The 90% teachers are facing difficulty to handle the theme of the poem. They opined that no any theme of poem had been presented in order. So it made students confused to understand poem, so there is problem to handle the theme.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

In the process of research the researcher visited the sample schools, teachers and students and distributed the questionnaire, interviewed and observed the class classes. The researcher found out the strategies and complexities of teaching poem in secondary level. The conclusions of the present study are presented as follows.

1. The majority of teachers described the picture given in the text, dealt with difficult vocabularies. But a very few teaches provided the background information of the poem, asked some pre-reading questions and made students predict the theme of the poem and no any teachers gave introduction of the poem before teaching the text. Thus, the pre-teaching activities performed by the teachers were found poor.
2. It was found that most of the teachers translated poem into Nepali language, explained meaning reading paragraph by paragraph, and introduced the characters. But a very few teachers interpreted the theme, engaged students in role play, made students identify the language function represented in poem and summarized the poem. Thus, the while-teaching activities performed by the teacher were found average.
3. It was found regarding post teaching activities majority of the teachers gave different kinds of creative written exercises, asked some questions regarding poem. But a very few teachers sketch the characters, provided questions for debate, provided feedback. Similarly no any teachers conducted poet, provided critical apperception of the poem. Thus, as the pre teaching activities post teaching activities were also found poor.
4. Most of the teachers were found using translation, lecture and explanation method in poem. They did not use up dated and student-

centered teaching method. Their method was totally teacher centered. There was no student participation in the language class. Thus, out dated methods dominated poem class.

5. Teachers were also found not competent enough in ELT. They were lacking methodological knowledge of ELT. They were found every poor in performing different kinds of student centered activities like pair work, role play, performing language games. Thus, the teachers were poor regarding methodological knowledge and performance.
6. Most of the students had poor language background. The students with poor language background instead of enjoying poem, suffers poem class in great extent.
7. No any poet was conducted in the class. No critical appreciation was given and no any background introduction of the poet was given by the teachers in the poem class.
8. The teachers were found using no teaching materials to make poem class levelly and interesting.
9. Teaching poem develops as four language skills. Language development means development of all four language skills equally. Nut most of the teachers were emphasizing on reading and writing skills and ignored listening and speaking skills.
10. The teachers were facing many problems while teaching poem like problems related to explain background information, problem related to translation, problem related to student's low base, problem related to teaching materials, problem related to heterogeneous class etc.

5.2 Recommendation

On the basis of the above following recommendations for policy level, practice level and further research have been proposed. They are given as follows.

5.2.1 Policy Related

Teaching poem in the context of secondary level is not satisfactory. English language teachers were found poor in the performance in the poem teaching class. A very few teachers were found implementing proper strategies in the classroom. Most of the teachers were found using translation, lecture and explanation method instead of using updated and student centered teaching method. The resource centers should conduct proper workshop and seminars for the teachers to develop their skills for better performance in the poem class. It is necessary to train the teachers so the ministry of Education (MOE) should arrange some training to the teachers to up update them with update method and technique. Different kinds of training programme should be done for the teachers. The curriculum development center (CDC) should plan and publish proper helping tools for the teachers. In the same way the curriculum development centre should design the curriculum based on Nepali culture and soil so that teachers and learners both feel easy. Community school should be supported in infra-structure. Physical facilities of the school should be promoted and stack- holders should support the schools should be promoted and stack holders should support the school to make good academic environment for teaching learning. Teachers should be prepared for free teaching with strategies and without complexities. So far learners should be prepared for better learning in good academic and English environment.

5.2.2 Practice Related

The teaching of poem in the secondary level should be effective and fruitful. The English teacher should start the class with motivation and warming up activities. The teacher should deal with the topic give background information of the poem and poet as well as encourage the students to guess the answer of the questions to predict the title, subject matter etc and reply the meaning of difficult vocabularies. The teacher should encourage the students for active participation in the class and to provide their own view and opinion, the teacher should adopt the communicative approach and follow different student

centered methods instead of using translation and lecture all the time. Simply, lecture should be used as a technique but not as a method. Teacher should involve students in different types of activities such as group work, pair work, role play, poet etc instead of just focusing on individual work while teaching poem. The teacher should make daily lesson plan and collect the reference materials for effective teaching. It is better to use suitable teaching materials and electronic devices like multi media, computer, OHP, television etc in the class while teaching poem. The classroom environment should be made funny and enjoyable. The teacher should be explorer and inventive and should spend most of his/ her time and effort in searching different updated and suitable strategies as well as must be curious to solve the problems arouse in the class.

5.2.3 Further Research Related

In this study, the researcher studied about the strategies and complexities of teaching poem in secondary level. This study will be benefitted and recommended for other research related to teaching poem. This study would be recommended not only for the teachers, students but also for the teachers trainers, course-designers, subject experts, researchers and other stake holders for the productive, fruitful and effective teaching of poem. Further research should be done on situation of ELT in the community school, use of teaching aids, and use of learner centered methods, pros and cons of teaching poem. It would be better to provide special training, essential textbooks, reference materials and supports to avoid the complexities and problems in teaching poem. All educative persons as well as stack holders of teaching learning activities should make plan and work properly to make teaching poem productive, fruitful and effective. Role of resource centre, school management committee, head teacher and participation of the students should also be studied and appeared problems should be solved. This research has presented different strategies and complexities of teaching poem.

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APPENDIX-A
QUESTIONNAIRE FOR THE TEACHER

Dear Teacher,

This questionnaire is a part of my research study entitled "A study on teaching poetry in Grade-'X' students. "Your kind help in answering the questionnaires will be a great value for me please feels free to put your responses required by the questionnaire.

Name of Teacher:

School:

Qualification:

Experience:

Please read the following questions and give your answer.

1. Do you like to teach the poem in the class?

- a. Yes b . No c. Please specify the reasons (s)

2. Do you give the introduction of the poet?

- a. Yes b . No c. Please specify the reasons (s)

3. Do you give introduction of the poet?

- a. Yes b . No c. Please specify the reasons (s)

4. Do you describe the picture given in the poem?

- a. Yes b . No c. Please specify the reasons (s)

5. Do you describe the title before teaching the poem?
a. Yes b . No c. Please specify the reasons (s)

6. Do you ask any warming-up (pre-reading) questions to the students before teaching the poem?
a. Yes b . No c. Please specify the reasons (s)

7. Do you teach difficult vocabulary of poem?
a. Yes b . No c. Please specify the reasons (s)

8. Do you explain the setting of the poem?
a. Yes b . No c. Please specify the reasons (s)

9. How do you explain the meaning of the poem?
a. Read text whole and explain its meaning.
b. Read paragraph by paragraph and explain its meaning.
c. Read paragraph by paragraph and explain its meaning.
d. Read word by word and explain the meaning.
10. Do you interpret the plot of the poem?
a. Yes b . No c. Please specify the reasons (s)

11. Do you translate the poem into Nepali?

- a. Yes b . No c. Please specify the reasons (s)

12. Do you provide the central idea of the poem?

- a. Yes b . No c. Please specify the reasons (s)

13. Which technique do you apply very often while teaching poem?

- a. Teacher centred b . Student centred c. Please specify the reasons

14. Which skills of language do you focus more while teaching poem?

- a. Listening b . Speaking c. Reading d. Writing

15. Is teaching poem more complicated than teaching any other genres? Give reason.

- a. Yes b . No c. Please specify the reasons (s)

APPENDIX-B
QUESTIONNAIRE FOR THE STUDENTS

Dear Students,

This questionnaire is a part of my research study entitled "A study on teaching poetry in Grade-'X' students. "Your kind help in answering the questionnaires will be a great value for me please feels free to put your responses required by the questionnaire.

Name of Students:

School:

Age:

Please tick (✓) the correct one and answer on your own words:

1. How often does your teacher describe the picture of the poem before teaching it?
 - a. Always
 - b. Sometimes
 - c. Never
2. Do you get pleasure when your teacher teaches poem in the class?
 - a. always
 - b. Sometimes
 - c. Never
3. How often does your teacher start teaching poem from some general background?
 - a. Always
 - b. Sometimes
 - c. Never
4. How often does your teacher read the poem loudly and ask you to follow?
 - a. Always
 - b. Sometimes
 - c. Never
5. How often does your teacher summarize the poem?
 - a. Always
 - b. Sometimes
 - c. Never
6. Which poem from book is very interesting? Why?
 - a.
7. What are the techniques that your teacher uses in your classroom?
 - a. Demonstration
 - b. Group work
 - c. Individual work
8. How often does your teacher read the poem line by line and explain the meaning of it?
 - a. Always
 - b. Sometimes
 - c. Never

9. How often does your teacher translate the poem in Nepali?
 - a. Always
 - b. Sometimes
 - c. Never
10. How often does your teacher involve you in teaching learning activities?
 - a. Always
 - b. Sometimes
 - c. Never
11. How often does your teacher explain about the title of the poem before teaching it?
 - a. Always
 - b. Sometimes
 - c. Never
12. How often does your teacher read the poem as a whole and explain the meaning at the end?
 - a. Always
 - b. Sometimes
 - c. Never
13. How often do you like to write poem? If not why?
 - a. Always
 - b. Sometimes
 - c. Never

APPENDIX-C
CLASS OBSERVATION FORM

Name of the Teachers:

Name of the school:

Topic :

Pre- Teaching Activities	Yes	No	Remarks
<ul style="list-style-type: none"> – Providing useful background information of the poem – Giving introduction of the poet – Describing the title of the poem – Making students predict theme of the poem – Describing the picture giving in the text – Asking some pre-reading (warming up) questions for guessing the subject matter – Dealing with difficult vocabularies 			
While- teaching activities	Yes	No	Remarks
<ul style="list-style-type: none"> – Getting students to read the poem – Reading the poem and explaining the meaning – Interpreting the plot of the poem – Asking students to do different activities such as: fill in the gaps, matching the words, true-false, reading jumbled sentences etc. – Making students identify the language functions from the poem. – Role playing the poem – Imparting the theme of the poem – Asking students to explain the theme of the poem – Giving the summary of the poem 			
Post teaching activates	Yes	No	Remarks
<ul style="list-style-type: none"> – Giving critical appreciation of the poem – Giving different kinds of creative written exercises – Providing general questions for debate – Asking students to give own opinion about the poem. – Dramatizing the text – Providing feedback 			

APPENDIX-D
LIST OF ENGLISH LANGUAGE TEACHERS AND SCHOOLS
UNDERTAKEN FOR THE STUDY

Group	Name of Teacher	School's Name
A	Khagendra Bhattraï	Sigh Devi higher Secondary School Phaphothum, Illam
B	Rajkumar Shreatha	Janaki Secondary School Phaphothum, Illam
C	Ram Prasad Yadav	Jankalyan Secondary School Phaphothum, Illam
D	Padam Bahadur Karki	Rastriya Secondary School Phaphothum, Illam
E	Tika Giri	Sing Devi Secondary School Amchowk, Illam
F	Dilli bahadur B.K.	Saraswati Secondary School, Illam
G	Mandir Lumbu	Adarsha Higher Secondary School, Illam
H	Rajendra Chauwan	Fikkal Higher Secondary School, Illam