

# **CHAPTER-ONE**

## **INTRODUCTION**

### **1.1 General Background**

#### **1.1.1 General Introduction to Language**

Language is a social property or phenomenon. It is an inseparable part of human communication because every human being possesses at least one language in order to make a purposeful communication with other people. In fact, language is one of the means of communication and therefore, it can be used to express personal feelings, emotions and thoughts as well.

Language is a means of communication. It is a common property of human beings. It is a unique asset of human beings which has placed them in the supreme position among the worldly creatures. It is extremely complex and highly versatile code which can not be used by other animals as a system of communication. It is not only a personal but also a social phenomenon because it is affected by culture, social ethnicity and geographical boundaries. People of different countries speak many languages. These languages seem quite different but still many of them have similar principles like word order. It gets its changes with the needs and the requirements of the speakers. Due to the fact that, the English language of Middle English (Chaucerian period) is different from the language of the present world. Among many languages, English is a dominant language. It is also considered as a link language, trade language and

contact language. It can be considered as a window to view the modern world. Some definitions of languages are given below:

Sapir (1921, p.8) says "Language is primarily human and non-distinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."

In the same way, Wardhaugh (1986, p.1) says "A Language is what the members of a particular society speak".

Similarly, Finocchiaro (1964) says "Language is a system of arbitrary, vocal symbols which permit all people given in culture, or other people who have learned the system of that culture, to communicate or to interact"( as cited in Brown, p.4).

In the same way, Todd (1987, p.6) says "Put at its simplest, a language is a set of signals by which we communicates."

Similarly, Crystal (2003, p.255) says "Language at its most specific level refers to the concrete act of speaking, writing or singing on a given situation."

Thus, what can be said by having a close observation of the above noted definitions of language is that linguists are not at one pole while defining language. Rather they are found to define language according to their field where they make themselves busy i.e. anthropologists regard language as a form of cultural behaviour, sociolinguists regard it as an interaction between the members of social groups, philosophers as a means of interpreting human experiences, literary figures as a tool for literary expression etc. Thus language

is a system of communication, a medium for thought and way for literary expression.

### **1.1.2 Language and Literature**

Language is the media and literature is the content. It functions as of a vehicle to carry out our ideas and feelings. It is the science while literature is an art. The uniformity in words in course of expressing our feelings and ideas is known as literature. A language is a medium which reveals the literature for the welfare of mankind.

Abrams (2005, p.152) says "Literature has been commonly used since the eighteenth century to designate fictional and imaginative writings-poetry, prose, fiction and drama."

Similarly, Selden (1989) found that

The Formalists' technical focus led them to treat literature as a special use of language which achieves its distinctness by deviating from and distorting 'practical' language. Practical language is used for acts of communication, while literary language has no practical function at all and simply makes us see differently (as cited in Lazar, 1993, p.2).

Similarly, Collie and Slater (1987, p.10) says "Of our approach to the teaching of literature is to let the students derive the benefits of communicative and

other activities for language improvement with in the context of suitable works of literature."

Literature is the reflection of our society and in real sense it is the imitation of our life. It is a collection of specific ideas and feelings which are related to our daily life. It extends linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complete and exact syntax. The language used in native cultural situation creates curiosity in the students. The readers get mastery over different types of semantic and syntactic formations from literature. Language and literature are two facets of a coin in which one has no existence in the absence of the other.

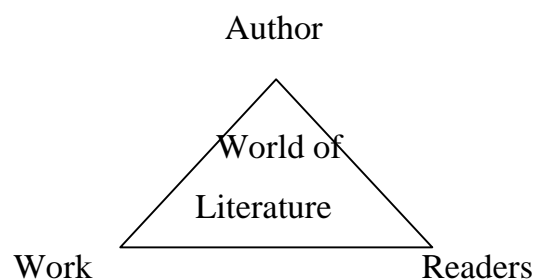
### **1.1.3 Introduction to Literature**

Purpose behind the creation of literature is basically pleasure. Pleasure is possible in both forms-fun and seriousness. It requires psychological satisfaction. Literature can be funny or it can be intensely serious. Anyway, it gives psychological satisfaction. Literature plays very significant role in our life. For us, it is a major source of contemplating the most painful and terrible aspects of existence. It guides us focusing on different values of life. We are able to develop capacities for understanding the value of life and different aspects of existence. Single piece of work of literature, for example a novel has many characters and events representing the society and social phenomena. We do not have to meet the people and neither it is necessary for us to go through the events. We can have live experiences by reading the works.

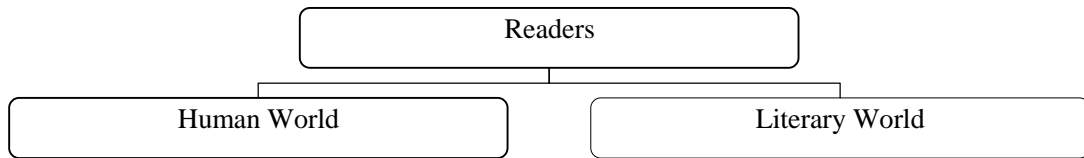
Brumfit and Carter (1986) found that

In the allocation of the label 'great literature' to a literary work we cannot be making a judgment which is objective or factual, However much we like to think that we are. A value judgment is constituted by the social and historical conditions which determine our particular ideology. The teachers and professors who have the power to decide which books make up an English Literature syllabus reflect in their choices, and in the knowledge of the literature which they purvey, a fundamental structure of beliefs and interests which reflect the particular culture or section of society into which they were born and in which they grew up (as cited in Lazar, 1993, p.2).

Similarly, Abrams (2005, p.107) says "Formalism views literature primarily as a specialized use of language, and proposes a fundamental opposition between the literary use of language and the ordinary, "practical" use of language." Authors use words to convey their views of experience. Basically, all forms of literature arise out of a common human impulse- to find meaning in experience and to share it with others. Author, work and readers have triangular relation.



While reading a literary work, readers are associated with two worlds - one of his own and other of the work itself.



### 1.1.4 Genre of Literature

Forms of literature are distinguished on the basis of words or language used by authors while creating the work:

- a. The ways in which the words in literary works relates to the world of experience, and
- b. The way in which those words are communicated to the reader.

Words related to the world of experience can be observed in two ways:

- a. Words are used to create imaginary people and events, and
- b. Words are used to give immediate expression to the ideas and feelings about experience.

The process of engaging our interest in an imaginary world is one of the major uses of language in literature. The process of arousing our sympathy for ideas and feelings about experiences is another one of the major uses of language in literature. Words are communicated to a reader in two ways:

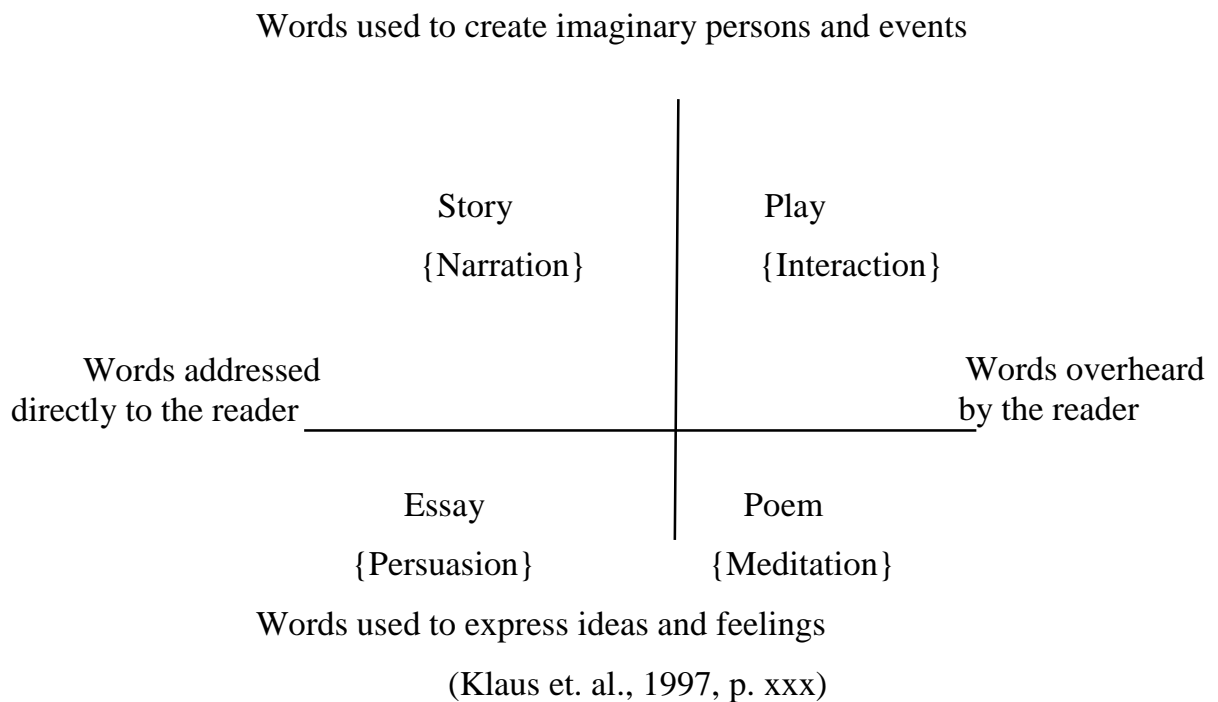
- a. Speaking directly to a reader, and
- b. A reader overhears them speaking to others; or possibly even to themselves.

For latter purpose, parenthetical statements are used in dramas.

In fact, how authors use word for literary expression has been simplified with a diagram:

**Diagram No. 1**

**Genre of Literature**



There are mainly four forms of literature: Story, Play, Poem and Essay. In the above mentioned diagram, the vertical axis refers to the way words are used in literature. The horizontal axis refers to the way in which words are communicated to the reader.

**a. Poem**

Poem, in its purest form, uses words to express feeling addressed by a speaker talking or thinking to himself or herself rather than to the reader. Its basic

quality is meditation. It is marked with its rhyme and rhythm, its poetic language, its musical quality and emotional sensitivity. The revealing power is one of the best elements of poetry. The third eye of the poet provides us the beauty in the ordinary things.

## **b. Drama**

Drama, in its purest form, uses words to create action through the dialogue of imaginary persons talking to another rather than to the reader. It is a genre of literature. It is any kind of written pieces which are to be performed on the stage. Its basic quality is dialogue or interaction. It can either be in verse or prose form. It need not necessarily be written.

Abrams (2005, p.69) says "The form of composition designed for performance in the theatre, in which actors take the roles of the characters, perform the indicated actions and utter the written dialogue."

## **c. Fiction**

A fiction, in its purest form, uses words to create a view of imaginary persons and events through the report of a story teller to the reader. Its fundamental element is narration.

Abrams (2005, p.99) found that

In an inclusive sense, fiction is any literary narrative, whether in prose or verse, which is invented instead of being an account of events that

actually happened. In narrower sense, however, fiction denotes any narrative that are written in prose (the novel and short story), and sometimes is used as a synonym for the novel.

#### **d. Essay**

Essay, in its the purest form, uses words to establish ideas addressed directly by the essayist to the reader. Its basic quality is persuasion.

Abrams (2005, p.87) says "Any short of composition in prose undertakes to discuss a matter, express a point of view, persuade us to accept a thesis on any subject or simply entertain."

#### **1.1.5 Importance of Literature in ELT Classroom**

All the teachers, linguists, ELT experts and students are fallen in with the importance of literary text in the classroom. Literature can incorporate a great deal of cultural information. It provides valuable authentic materials which develop students' linguistic competence. It also fosters personal involvement in the readers. Universality of literature in terms of themes and genres gives momentum for literature teaching. Thus, literature provides variation in the use of style of language as well as subject matter and provides an opportunity for the students in touch with the language of different subjects.

Maley and Duff (1989) says "One of the most important conditions for learning a foreign language is the opportunity to play with it, to pull it this way and that, to test its elasticity, to test and explore its limit" (as cited in Rai, 2004, P.92).

While concerning about the importance of literature in ELT classroom, we can not forget the names of G. Lazar, J. Collie and S. Slater, R.A.Carter and M.N. Long and others. Regarding the importance of literature in language teaching, Carter and Long (1991) have highlighted the role of literature in language classroom through three models:

**The Cultural Model:** The learners have to know about the cultural aspect of the native speakers of the target language. It is one of the best medium of representing the cultural scenario of the language because language fosters culture.

**The Language Model:** Language of literature is not necessary to be similar to the language of our daily life. The learners have to be very careful to know the intended meaning of the literature. They have assumed that this model should be used to help students understand some of the more subtle and varied creative uses of the language. The main premise of this model is to develop the learners' language competence.

**The Personal Growth Model:** Teaching literature should not be limited with the criteria of the pass mark of the examination. A learner has to be sunk in to the whirlwind of the literary world. She/he has to be spontaneously overflowed or emoted by the plot of the literary writing.

Lazar (1993) views that literature should be used in language class or it can be very useful resource in language class because it is a motivating material which educates the whole person by developing students' interpretative abilities, expanding students' language awareness, encouraging language acquisition and accessing to cultural background.

Similarly, Collie and Slater (1987) view that literature is used in language classroom as a result of being a valuable authentic material for the cultural enrichment, language enrichment and personal involvement.

On the basis of these statements, literature has to be used in language classroom for the following reasons:

**i. Valuable Authentic Material:** Literature is authentic material. Because of being a bountiful and extremely varied body of written material, literature increases the learners' language awareness. Although literature is not used for the specific purpose of teaching a language, it can be finely managed in language teaching. We find different authentic samples of language i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles and etc. They have been finely incorporated in the language teaching.

Collie and Slater (1987, p.3) says "Learners are thus exposed to language that is as genuine and undistorted as can be managed in the classroom context."

**ii. Cultural Enrichment:** Language and cultural so closely integrated that we can not imagine one in the absence of other. In fact, language is a part of culture. So it will be fruitful for the learners if they get knowledge about the culture of the native speakers of target language.

Collie and Slater (1987, p.4) says "Literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight in to the country whose language is being learnt."

Literature is the reflection of contemporary society and its cultural norms and values. So, literature provides cultural enrichment in the readers.

**iii. Language Enrichment:** Literature provides a bountiful and extremely varied body of written materials. The learners get chance to face with different types of possible structures which help them to make their mind broaden for understanding literary writings.

Collie and Slater (1987, p.5) says "Literature provides a rich context in which individual lexical or syntactical items are made more memorable."

**iv. Personal Involvement:** The readers wander around the cave of the subject matter of literature. They become very careful about the development of the plot. They look as if they are sharing the happiness and the sorrows of the characters.

Collie and Slater (1987, p.6) says "Language becomes 'transparent'- The fiction summons the whole person into its own world."

**v. Motivating Material:** Literature is a useful motivational tool. Learners can feel real sense of achievement at understanding a piece of highly respected literary work. It also opens a window for observing other cultures. The world of literature is found more interesting than the text found in course books. The knowledge of native literature paves the way for better understanding of the literature of target language.

Lazar (1993, p.15) says "Asking students to retell short stories from their own culture, for example, before getting them to read an authentic story in English on similar theme, could be highly motivating."

**vi. Encouraging Language Acquisition:** Reading literary pieces of writings encourages the students to recognize the function of written language. Literature also accelerates language acquisition by providing way of stimulation.

Lazar (1993, p.17) says "Literature may provide a particularly appropriate way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language."

**vii. Educating the Whole Person:** Literature develops personal involvement and fosters the imaginative power in the students. It develops critical abilities and emotional awareness in the students.

Lazar (1993, p.19) says " But Literature may also have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness."

**viii. Developing Students Interpretive Abilities:** Literature is particularly a good source of developing student abilities to infer meaning and interpretation because literary texts are often rich in multiple level of meaning.

Lazar (1993, p.19) says "Trying to ascertain this significance provides an excellent opportunity for students to discuss their own interpretations, based on the evidence in the text."

**ix. Expanding Students' Language Awareness:** Literary language is different from other forms of discourse in that it breaks more usual rules of syntax, collocation and cohesion we can make aware about the overall features of language.

Lazar (1993, p.19) says "Literature with students can help them to become more sensitive to some of the overall features of English."

**x. An Imitation of Life:** Literature can be considered as the mirror shadow of human life. So playing with the literary text is very interesting and fruitful aspect for bringing satisfaction in our life.

### **1.1.6 Definition of Poetry**

Poetry is composition that evokes emotion and imagination by the use of vivid, intense language, usually arranged in a pattern of words or lines with a regularly repeated accent or stress. In content, poetry expresses thoughts that are significant and sincere. It is marked by the presence of rhyme. Whatever the pattern of the lines, there is regularity of rise and fall in accent that is more uniform than that of prose. Repeated rhymes and rhyme schemes frequently add to the musical effect of the verse.

A vital element in poetry is the use of the concrete words and specific, evocative language. Poetry is an intense form of their emotions and associations. Poetic expression is rich in figures of speech and imaginary. It

appeals to the readers' imagination recreating communicating the deep feelings that the poet has experienced.

Poetry has come through all changes in history. Different period of development of human civilization have produced and devised poetry in different ways. Sometimes theme changes, other times style gets changed. Romantic poetry, Metaphysical poetry and etc are prevalent poetic trends or periods in English literature. Chaucer is the father of English poetry. Sonnet, blank verse, free verse, ballad, lyric etc are different forms of poetry. Critics have opined two different views on poetry one is pedagogical view and the next is aesthetic view. Anyway poetry is a game which is played between the poet and the reader. If the reader refuses to participate, the game can not be played. Moreover, it is a useful tool to develop critical imaginative, creative and critical thinking in learners. One of the various difficulties in dealing with poetry, especially in second language classroom, is caused by the use of figurative, deviated, connotative and metaphoric language.

Poetry is a genre of literature with the beauty of form, beauty of thought and beauty of emotion. It is sounder than sight. It appeals principally to the ear and heart than eye. It is also like a kind of game. Like physical games that make sound bodies and sound mind, poetry has also some uses:

**i. Exercise of Imagination:** Like the saying of Coleridge "poetry is born out of imagination". It exercises our mind for imaginative purpose. The poet and the readers imagine the literary world in course of either writing or reading the poem.

**ii. Pleasure:** All forms of literature intend to please us. Poetry amuses us with its musical or technical devices. It gives aesthetic satisfaction.

**iii. Pedagogical Advantage:** Poetry is an art of imitation for specific purpose. It is an imitation of life. A poet does not imitate but creates; it is the reader who imitates what the poet creates. It can be used as one of the best tools for motivation. It also develops the linguistic development of the students.

**iv. Exercise to the Senses:** Romantic poets view poetry as a product of imagination. In this sense, all kinds of sensory perceptions are motivated by poetry. Emotion, sentiments, feelings and thoughts are also developed and exercised by poetry. Metaphysical poetry makes the exercises of our minds rather than the eyes.

**v. Craftsmanship:** The language of poetry is generally found complex or abnormal. So, the poetry develops ability to control and respond to language. Beauty of poetry is experienced through its sound. In form, the first characteristic of poetry is the presence of rhythm. Rhythmical sound of poetry produces emotions in readers. Meter is required for rhythm. The basic unit of meter in poetry is a group of two or three syllables called feet. English Poetry has four metrical feet. They are presented as follows:

**a. The Iambic (the noun is "iamb"):** An unstressed syllable followed by a stressed syllable.

υ       -       υ       -       υ       -       υ -       υ       -

The cur | few toils | the knell | of par | thing day. |

(Thomas Gray "Elegy Written in a Country Churchyard")

**b. Anapestic (the noun is "anapest"):** Two unstressed syllable followed by a stressed syllable.

υ υ - υ υ - υ υ -

The As syr | ian came down | on the fold. |

(Lord Byron,

"The Destruction of Sennacherib")

**c. Trochaic (the noun is "trochee"):** A stressed followed by an unstressed syllable.

- υ - υ - υ - υ - υ

There they | are, my | fif ty | men and | wo men. |

(Robert Browning, "One Word More")

Most trochaic lines lack the final unstressed syllable—in the technical term, such lines are catalectic. So in Blake's "The Tiger":

- υ - υ - υ -

Ti ger! | ti ger! | burn Ing | bright |

- υ - υ - υ -

In the | fo rest | of the | night. |

**d. Dactylic (the noun is "dactyl"):** A stressed syllable followed by two unstressed syllables.

- υ υ - υ υ

Eve, with her | bas ket, was |

- υ υ - υ υ

Deep in the | bells and grass. |

(Ralph Hodgson, "Eve")

( as cited in Abrams, 2005, p. 169)

In fact, poetry is an art of producing pleasure by the expression of imaginative thoughts and feelings through metrical language. Wordsworth says: "Poetry is the spontaneous overflow of powerful feelings: it takes its origin from emotions recollected in tranquility."( as cited in Lohani and Adhikary, 1997, p.52) Apart from its aesthetic value, it can be considered as a tool of motivation.

### **1.1.7 Characteristics of poetry**

After the detail description about the introduction and definition of poetry, we can list the characteristics of poetry as follows:

- a. It is the best form of composition for the expression of feelings, thoughts and emotions.
- b. It is a genre of literature with the beauty of form, ideas, thoughts and emotions
- c. It is a source of enjoyment and encouragement
- d. It has been regarded as one of the best means to develop the students' aesthetic sense and provide pleasure.
- e. It is the best words in their best rhythmical order.
- f. It is a simple sensuous and passionate expression
- g. It is the spontaneous overflow of powerful feelings and emotions.
- h. It is musical and metrical form of language.
- i. It educates our feelings emotions

### **1.1.8 Importance of Teaching Poetry**

Poetry has tremendous appeal. It not only educates our emotions but also helps to acquire speech. It fastens upon an object and turns it into a shape of beauty or it sees eternal beauty in ordinary or common things. It raises this material

world to a higher state. A true poet is a genius who speaks in a new language, heartens and inspires the reader and to expound to them the age in which they live. It can be compared to dancing, rising above the surface of the earth, perceiving its relation, getting a fuller view of its reality. We can point some importance of teaching poetry in language classroom which are as below:

- i. It holds the key idea to motivate the students towards the desired task.
- ii. It enriches teachers' mind and enhances learners' language potentialities.
- iii. It provides a rich context in which lexical and syntactical items are made more memorable.
- iv. It offers a bountiful and extremely varied body of return material which helps to develop critical and creative thinking.
- v. It may have a wider educational function in the classroom in that it can help to stimulate the imagination of students and to increase their emotional awareness.
- vi. It tries to depict the real picture of cultural background of native speaker which also paves the way on how to deal with native speakers.
- vii. The students feel ease while reading the poem due to its musical quality.
- viii. It helps the students to identify the varieties of language and linguistic codes.
- ix. It makes the students much more meditative and creative.
- x. It is very helpful to improve pronunciation of English words and to acquire proper stress and intonation.
- xi. It helps in the all round development of the readers.
- xii. It educates our emotions and increases our power of imagination.
- xiii. It is more memorable than prose because of its arrangement of rhyme and rhythm.
- xiv. It imparts pleasure to the students.

### 1.1.9 Problems in Teaching Poetry

The teacher faces many problems while teaching poetry .The major problems can be listed as follows:

a. **Complex Language:** The teacher feels very difficult to teach the poem due to the presence of metaphorical language and avoidance of grammatical order of word or syntax in the poetry.

Widdowson (1984) says "Poetry has been characterized as deviating from the norms of language"( as cited in Lazar, 1993, p.99).

b. **Lack of Materials:** It is necessary to get the knowledge about the culture and religion of target language while reading of poem. But we have not sufficient materials for making our mind broad about the foreign culture and religion. So, both the teacher and students feel difficult while approaching the poems.

c. **Limited Vocabulary:** We cannot use poetry to enrich the vocabulary of the students because there are many words which are used only in poetry. They are generally not used in day to day life. We do not find different types of vocabularies in the poetry like other genres of literature. But the poet uses different types of literary terms to make his or her poem famous.

d. **Weak Level of the Students:** The students can not comprehend the poem by themselves. The teacher has to teach them line by line, translating the poem in native language. And she/he gives central idea and theme of poem. Thus, the

teacher can not use student centered method or communicative approach to teach the poem.

Although, the teachers feel difficult to teach poem because of many reasons like, complex language, lack of materials, limited vocabulary and etc, poetry is an important genre of literature which makes the students much more creative. Thus, it is essential for our overall development.

### **1.1.10 Secondary Level Curriculum and Poetry**

English is the appropriate international language for Nepal and a vital tool for all students to become successful in international communication.

Undoubtedly, it is a global means of communication and it is also a major dominating language. It is taught as a foreign language in all the schools of Nepal starting from class one to higher level. It is also taught as a compulsory subject up to the bachelor level in different universities of the country.

The present curriculum of secondary level in Nepal is a good example of communicative one. The curriculum which was developed and implemented in 1999 has been repackaged after the government's decision to administer the SLC examination only from the curriculum of grade ten. The curriculum designers have very finely designed all the skills and aspects. The curriculum is more practical than that of the past. The presence of poetry has added some good qualities in the current curriculum.

The two- year- English curriculum for grade nine and ten has two main purposes one is to enable students to exchange ideas with people of any nationality who speak or write in English and the other is to expose them to the

vast treasure of knowledge and pleasure available in written and spoken English. Listening covers 10%, Speaking covers 15%, Reading covers 40% and Writing covers 35% of the English curriculum of secondary level.

Existence of poetry in Secondary curriculum is a highly marked characteristic of the present curriculum. Curriculum designers have included some famous poems in the textbook of grade x. The list of the poems and poets is presented as follows:

**Table No. 1**  
**Names of the Poets and the Poems**

| Poems                                       | Poets               |
|---|---------------------|
| Weathers                                    | Thomos Hardy        |
| Where the Mind is without fear<br>Knowledge | Rabindranath Tagore |
| Patriotism                                  | Eleanor Farjeon     |
| Where the Rainbow Ends!                     | Sir Walter Scott    |
| Stopping by woods on a Snowy Evening        | Richard Rime        |
| Exile                                       | Robert Frost        |
|   | Alan Duff           |

### **1.1.11 Objectives of Teaching Poetry in Grade X**

It is very difficult for the students of grade x to comprehend the poetry because it is in the form of verse. We always find the language of poetry complicated or complex except some prose poems. The students of secondary level are just at the origin for playing with literary text: poetry. The value of teaching poetry in the English language course at the secondary school level is immense. It leads

to an all round development of the whole personality of students including: emotional, imaginative, intellectual, aesthetic and intuitive sides. The study of poetry affords a great opportunity for these aspects of personality to develop, which may remain undeveloped in a purely intellectual curriculum. By teaching them the best poetry that is within their reach the teachers are giving the students a means of emotional expression and aesthetic perception in a state of heightened awareness and sensitivity, that is generated by striking imagery, rhythm, rhyme and devices of pattern and arrangements.

The main objective of the secondary level curriculum is to prepare the students who are going to study English at Higher Secondary Level (10+2), where they will have to read a lot of English literature. The teachers also do not have to try to teach the poems as pure literature and worry about the technical aspect such as rhyme scheme, critical appreciation, and aesthetic value of the poem and so on. The intension is to expose students to different kinds of literary text (Poetry) so that students can react to the poem in individual ways. One objective of poetry in grade x is to help students to think creatively, use language creatively and improve their own writing.

The following points are the general objectives of teaching poetry.

- i. To enable students to read aloud the poem with proper rhythm and intonation.
- ii. To enable students to enjoy recitation, individual or chorus of the poem.
- iii. To help the students to think creatively and use language creatively.
- iv. To enable students to appreciate the beauty, rhyme and style of the poem.
- v. To make the students capable to study poetry in higher level.
- vi. To make students understand the thought and imagination contained in the poem.
- vii. To train the emotions of students.

- viii. To create a love for English poetry among the student.
- ix. To develop their aesthetic sense.

### **1.1.12 Strategies for Teaching Poetry**

There is no particular method for teaching poetry. Each poem needs an exclusive method and treatment. For teaching poetry, a teacher should plan before hand. A poem should be seen as a whole and not in parts. While teaching poetry, the teacher should be sparing of explanation as it is usually done by our language teachers. The poem selected for recitation should be really enjoyable. Children should not be compelled to learn a poem by heart. If the poem is enjoyable, they will learn it by heart, without realizing it that they are doing so.

Poetry can not be taught; the teacher can only create conditions in which a poem may have its fullest significance for the students reading it. It is suggested that poetry reading should be used for enjoyment only and it should not be made a subject for examination. As far as possible the poem should be read as a whole. But in the condition that poem is too long; it must be divided in units in such a way, so that it may not loose its rhythm, music and emotional effect.

Collie and Slater (1987, p.226) found that

Providing that learners can be given help with the personal and linguistic resources they will need, they will be able to attain the fuller enjoyment of a poem that comes from a sense of sharing the poet's created world

and becoming, as reader, a new creator of meaning.

Although there is not any hard and fast way of teaching poetry, Collie and Slater (1987) have proposed the strategies for teaching poetry which move around three steps: warm-up, reading the poem and follow-up.

**a. Warm-up:** The teacher motivates the students using appropriate idea. The teacher not only provides themes but also historical background of the poem.

Collie and Slater (1987, p.226) says "In particular, before a poem is read or listened to for the first time, it is often very important to plan a substantial warm-up activity to arouse the learners' curiosity and involve them in the poem's themes."

**b. Reading the Poem:** This section is the section of presentation and practice. The teacher makes the students clear about the subject matter of the poem. S/he uses appropriate method while teaching poem.

Collie and Slater (1987, p.226) says "The aim, ultimately, is to individualise each student's experience of literature."

**c. Follow-up:** The teacher encourages the students to write the poem in the form of prose and deal with other poem written by the same poet.

A good teacher plans his lesson well before entering into the class. A good lesson plan is anticipatory teaching. The teacher visualizes the classroom activities in advance. By the power of his imagination, he foresees the

problems that he may have to face in the class. He prepares in advance for them. He prepares a lesson plan and tries to follow certain essential activities.

### **Pre-reading activities**

It is the preparation stage, it allows the students time to activate area of their personal experience which the poem deals with. This stage provides rich opportunities for interaction between students.

Some of the possible activities are as follows:

#### **A. Stimulating students' interests**

##### **i. From title**

- a. Write down the title of the poem on the board,
- b. Make pairs of the students and let them to speculate on what the poem with this title is likely about.
- c. Pairs, then join to form group and combine their ideas before reporting back to the whole class.

##### **ii. From key words/Phrases**

- a. Provide some key words/phrases to the students which sum up its themes.
- b. Then the students are asked to write similar words which the teacher has given.

### **iii. Through questionnaire**

a. Design a brief questionnaire related to the poem for example:

What is the name of poet?

What kind of poem is used in the poem? etc.

### **iv. Providing lines**

a. Write the line of some verses in random order in the board and ask the students to close their books and ask them to put the lines in the proper order.

## **B. Providing necessary historical/cultural background**

The teacher will:

a. Provide the students about the name and historical or cultural background of the poem and writer.

b. Provide some teaching aids which contain the information about the poem.

c. Give the information about the genre of the poem.

## **C. Helping students with the language of the poem**

The teacher will

a. Help the students about the language which is used in the poem, i.e. symbolic, metaphorical, ironic etc.

b. Also help the students with any important words, phrases or grammatical constructions which appear in the poem.

c. Help the students about rhyming scheme, stanzas etc used in the poem.

## **While reading activities**

In this section, we look at the ways of getting students to do things with poem. The following activities can be done in while reading stage in the language classroom:

### **i. Line by line unfolding**

- a. Give the students the title and first line of the short poem; ask them to suggest what the second line might be.
- b. When all suggestions have been heard, write up second line and ask for third and so on till the end of the poem.

### **ii. Dividing groups**

- a. Divide the students into two large groups. Give each group a text which has been written out in two ways; one as poetry and another as prose.
- b. Ask them to discuss whether they think the original was poetry or prose.
- c. Allow time for a group discussion, with each side depending its reasoning.

### **iii. Missing words** (This can be done either individually or in group)

- a. Certain words are removed from the poem and students have to fill in the gaps either by themselves or using a list of words provided.

#### **iv. Missing lines**

- a. Let the students have a brief discussion on which students find themselves the acceptable lines of the poem.
- b. The class work, as a single large group, present the poem on the board missing three or four lines from the poem.
- c. Students are given jumbled lines of the poem and ask them to put them into correct or original order.

#### **v. Fractured phrases**

- a. Divided students into groups (three/four) and give each group a slip of paper on which phrases are written. The phrases are derived from the poem which has been broken up.
- b. Each groups then attempts to form as many complete sentences as possible.
- c. Ask the groups to exchange their list of sentences and attempt to put the sentences in order.

#### **vi. Dictionary meaning**

- a. Ask the students to decide which definitions of a particular word in the one that best fits the meaning of the word.

#### **vii. Comprehension question**

- a. Ask the students some comprehension questions about the meaning of certain words or phrases in the poem to answer.

## **Post reading activities**

At this stage, the students' answers are checked by the teacher directly or indirectly. The teacher can provide some clues to the students and check their answer. The following activities can be done in this stage:

### **i. True/false Statement**

a. Give students a series of statements about the possible underlying meaning of the poem and they decide which are true or false.

### **ii. Once at a time**

a. Write the first line of the poem on the board and ask the students to note down, then explain the line what they get from the line the teacher also can ask some basic questions about the line.

b. Add the second line and follow up the same procedure.

### **iii. Giving interpretation**

a. Give students two or three interpretations of the poem and ask them to decide which one they think is the most appropriate.

### **iv. Paraphrasing**

a. Ask the students to paraphrase the poem individually and also let them to paraphrase in groups.

## **v. Filming Poem**

- a. Ask students to imagine that they are filming the poem.
- b. Ask them to recite the poem first.
- c. Ask, from groups, randomly that what images and visuals came in their mind while reciting the poem.

## **vi. Answering back technique**

While students are reading the poem, write up some suggestions as follows:

- a. The writer is a friend of yours and has sent you the poem for comment what do you reply?
- b. Let them involve in writing comment as reply and ask them to exchange their copy and check themselves.

## **vii. Using of mime or gesture**

- a. Students are practiced in reading the poem aloud and decided what mimes and gestures would accompany a choral reading.

## **Follow-up activities**

As the title says, the aim of the activities is to enable the students to work-out from the poem by relating it to their own experiences. In this section, the students will comment on the poem in their own time and way. The activities allow the students to work out from the poem in different directions to stray quite first! The poem is like a base camp to which the explorers return when they choose with their discoveries.

### Activities

- a. Students read and discuss other poem of the same poet.
- b. Students write their own poem using the original as a model.
- c. Discussion or role play based on the theme of the poem.
- d. Students rewrite the poem as a different form of discourse.

## 1.2 Review of the Related Literature

Many researchers have carried out comparative research works on different issues, aspects and skills of the language. Mainly, the researchers have consulted their comparative research on teaching grammatical items: inductively or deductively, aspects and systems in different languages. Not a single research work has yet solely been carried out on the comparative study on the comprehension of poetry by grade: x students between the private and public schools.

Some of the studies related to this research are reviewed here.

Collie and Slater (1987) view that literature is used in language classroom because of being a valuable authentic material. It is also used for cultural enrichment, language enrichment and personal development. Students get chance to be familiar with many features of language through literature. So they can explore their own responses towards the language and literature.

Carter and Long (1991) have highlighted very significant role of literature in language classroom in their masterpiece: "Teaching Literature". Literature is legitimate and valuable resource for teaching. They make an effort to show significance of literature by proposing three models: The Cultural Model, The Linguistic Model and The Personal Growth Model.

Lazar (1993) views that literature is highly valued motivating material. He argues that literature educates whole person by developing students' interpretative abilities, by expanding students' language awareness, by

encouraging language acquisition and by accessing to cultural background. Thus literature makes person rational.

Upadhyaya (1996) carried out his research on "Pragmatics of Oral Poetry: A Case of Deuda" in the Central Department of English, Faculty of Humanities and Social Sciences, TU, Kirtipur to view Deuda in the perspective of pragmatics. His finding was that Deuda a fine example of folk literature, is no less significant than other written pieces of literature in spite of being in oral form due to the predominant role of social context, cultural conventions, geographical setting, local habits and customs in the creation of Deuda.

Siwakoti (1996) Carried out his research on "An Analysis of the Reading Proficiency of the Secondary School Students of Jhapa District" in the Department of English Education, faculty of Education, TU, Kirtipur to compare the proficiency level in reading skill between the students of private and government aided schools. His finding was that the students of private schools and urban school were more proficient in reading skill than those of government aided and rural areas.

Pandey (1997) carried out his research study on the topic of 'A Comparative Study of Apologies between English and Nepali' in the Department of English Education, faculty of Education, TU, Kirtipur to find out which language speakers are more apologetic. His finding was that the native English speakers are far more apologetic than the Nepali native speakers.

Subedi (2000) Carried out his research on the topic of "Reading Comprehension of the Grade IX Students of Kathmandu and Jhapa District: A Comparative Study" in the Department of English Education, faculty of Education, TU, Kirtipur to compare reading comprehension ability of grade IX

students of Kathmandu and Jhapa district. His finding was that the students of Kathmandu were more proficient than Jhapa district.

Singh (2004) carried out a research work entitled "Comprehension of Literary Text" in the department of English Education, Faculty of Education, TU, Kirtipur to find out the comprehensive capability of students. His finding was that teacher's guidance is essential for the poor students while playing with literary text. He recommended group work and pair work rather than the lecture and also focused silent reading for essay and fiction and loud reading for poetry and drama.

Gyawali (2004) carried out a research entitled "A Study on Teaching Poetry at Secondary Level" in the Department of English Education, faculty of Education, TU, Kirtipur to find out the existence of poetry for arousing interest among the students. His finding was that teaching poetry is an interesting and important part of language learning. It develops insights and inspiration in students.

Singh (2005) carried out his research on "Teaching Literature at Higher Secondary Level" in the Department of English Education, faculty of Education, TU, Kirtipur to find out relevancy and strategies of teaching literature at higher secondary level. His finding was that literature helps language development, cultural enrichment and personality development of the students. He also focused that the old fashioned, monotonous teacher-centred methods must be replaced by student-centred method to make the classes live and relevant.

This study is different from the above mentioned studies in the sense that it concerns with the comprehension level of poetry between the students of

private and public schools. However, Gyawali (2004) conducted his research on teaching poetry at secondary level. His study dealt with the role of poetry to arouse interest among the students whereas my research is about the comparative study on the comprehension level of poetry between the students of private and public schools.

### **1.3 Objectives of the Study**

The objectives of the present research were as follows:

- a) To explore the comprehension of poetry by the students of grade ten.
- b) To compare the comprehension of poetry by the students of private and public school.
- c) To list some pedagogical implications.

### **1.4 Significance of the Study**

The language teachers and the subject experts find the introduction of literature along with its genres and relationship between language and literature. It also presents the strategies for teaching poetry and the importance of poetry in ELT classroom. So it will be very significant for the language teachers and the subject experts. The study will be very useful for the curriculum designers because of the presentation of the qualities of a good text book. It will also be very helpful for the persons who desire to know about the comprehension of poetry between the students of private and public schools, studying in grade X. This study will be the secondary sources of data for the researchers of university students who are interested to carry out their comparative study on the comprehension of poetry between the students of private and public schools.

# **CHAPTER-TWO**

## **METHODOLOGY**

I adopted the following methodology:

### **2.1 Sources of Data**

For the purpose of data collection, both primary and secondary sources of data were used.

#### **2.1.1 Primary Sources of Data**

Primary sources of data were the sample students of grade x from Shree Rastriya secondary school, Bichaphanta, kanchanpur and Shree Siddarth English school, Tribhuwanbasti-3, kanchanpur which are public and private schools respectively.

#### **2.1.2 Secondary Sources of Data**

Books, textbooks, journals, articles, theses, related lectures etc. were the secondary sources of data. For the completion of the research, I consulted Sapir (1921), Wardhaugh (1986), Collie and Slater (1987), Carter and Long (1991), Lazar (1993), Klaus et al (1997), Crystal (2003) and Hornby (2005), and more than 15 theses as the secondary sources of data for the research. Other Journals and articles were also consulted in course of collecting data.

## **2.2 Population of the Study**

The students of grade x, studying in both public and private schools of Kanchanpur district were the population of the study.

## **2.3 Sample Population**

Total population required for the study was 40/40 students of grade x from Shree Rastriya Secondary School Bichaphanta and Shree Siddartha English School Tribhuwanbasti -3 Kanchanpur, Nepal.

## **2.4 Sampling Procedure**

Shree Rastriya Secondary School Bichaphanta and Shree Siddarth English School Tribhuwanbasti were selected applying judgemental sampling procedure. 40/40 students were selected from both schools applying simple random sampling.

## **2.5 Tools for Data Collection**

The major tools were test items to test the students' comprehension level of poetry. There were pre-test and post-test. Both tests carry 50 marks. The description of the test items is as follows:

**Table No. 2**

**List of the Research Tools**

| S. N. | Types of question     | No of questions | Marks |
|-------|-----------------------|-----------------|-------|
| 1     | Fill in the blank     | 10              | 10    |
| 2     | True /false           | 8               | 8     |
| 3     | Matching              | 8               | 8     |
| 4     | Short answer question | 12              | 24    |
|       | Total                 | 38              | 50    |

**a. Fill in the Blank**

It is an objective type of test item. Some words are left in sentences and the students have to find the correct missing words. I asked ten questions form fill in the blanks to find the comprehension level of the students. (See Appendix-I)

**b. True/ False**

It is the most commonly used objective test item. In true or false item students are asked to make whether a statement is true or false. The students have to write 'T' for true and 'F' for false statement. I asked eight questions from true/false test item to find the comprehension level of the students.

(See Appendix-I)

### **c. Matching**

It is also a kind of objective question. In this kind of testing, students are given letter matching, word matching, sentence matching, sound matching etc. to test any skill. The students are given two columns and they are requested to match them appropriately. I asked eight questions from matching test item to find the comprehension level of the students. (See Appendix-I)

### **d. Short Answer Question**

Only objective types of the questions can not accurately find the comprehension level of the students. So, I used subjective type of questions which had very short answer. The students were asked to read the poem very carefully and answer the questions in short. I asked twelve questions from short question answer to find the comprehension level of the students. (See Appendix-I)

## **2.6 Process of Data Collection**

The following stepwise procedures were used to collect the data:

- i. I constructed the test items for both pre- test and post- test.
- ii. I visited the selected schools and asked the authority for permission to carry out the research, explaining the process and aims of the research.
- iii. The pre- test was conducted to find out the comprehension level of the students.
- iv. Students of public school were considered group A and the students of private school were considered group B.
- v. Each group was taught at least 21 periods of 45 minutes.

- vi. I conducted the post- test for both groups.
- vii. At last I compared the marks obtained by the students in different tests about the comprehension of poetry using different types of statistical tools like holistic analysis, item-wise analysis, median score and frequency polygon.

## **2.7 Limitations of the Study**

The limitations of the present study were as follows:

- i. The study was limited to the only two schools: one was public school and another was private school from Kanchapur district.
- ii. The study was limited to 80 students of grade x.
- iii. The data was collected only from the written test.
- iv. This study did not deal with the musical aspect of poetry.
- v. The study was based on 21 lesson plans and two tests: pre- test and post- test.
- vi. The study did not deal with the comprehension of other genres of literature except poetry.

## **CHAPTER – THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter deals with presentation, analysis and interpretation of data. The data which were collected from different tests i.e. pre-test and pos-test are analyzed and interpreted in this section. Different types of statistical tools which have been used to analyze and interpret the data are listed as follows:

- i) Holistic Analysis
- ii) Item-Wise Analysis
- iii) Median
- iv) Frequency Polygon

#### **3.1 Holistic Analysis**

I conducted the holistic analysis of the marks of both tests: pre-test and post-test. First of all I calculated the average scores of the students of both groups in both tests. Then, I calculated difference in scores by subtracting the pre-test result from the post-test. Later, the difference average marks were converted into percentage. Both the groups were compared on the basis of difference marks or difference percentage. And hence better comprehension level of poetry was determined.

**Table No. 3**

**Holistic Analysis of Average Scores**

| Group | Average Score in Pre-test | Average Score in Post-test | Difference | Difference in percentage |
|-------|---------------------------|----------------------------|------------|--------------------------|
| A     | 24.62                     | 32.3                       | 7.68       | 15.36                    |
| B     | 31.05                     | 35.57                      | 4.52       | 9.04                     |

The average score of the students of public school in pre-test was 24.62 and 31.05 was the average score of the students of private school in the same test. Like wise, the students of public school scored 32.3 average marks in post-test whereas 35.57 marks were scored by the students of private school in average. The difference between post-test and pre-test of the students of public school was 7.68 whereas 4.52 was the difference score between two tests of the students of private school. Marks 15.36 and 9.04 were the difference percentage of both groups respectively. Although the students of private school scored higher marks than the students of public school, they did not get progress in their comprehension level of poetry as much as the students of public school. The difference score of the students of public school was higher than the students of private school by 6.32. This point showed that the students of public school performed better than the students of private school.

### **3.2 Item-wise Analysis**

I used four types of questions like True False, fill in the blanks, matching and short question answer. Each item has been analyzed below.

### 3.2.1 True/false test item

I asked eight questions from true/false test item. The following table presents the score of all the students.

**Table No. 4**

**Analysis of True/False Test Item**

| Group | Average Score in Pre-test | Average Score in Post-test | Difference | Difference in percentage |
|-------|---------------------------|----------------------------|------------|--------------------------|
| A     | 6.6                       | 6.7                        | 0.1        | 1.25                     |
| B     | 7.15                      | 7.2                        | 0.05       | 0.62                     |

On the basis of the above mentioned table, the students of public school scored 6.6 marks which was less than the average score of the students of private school in true/false test item by 5.5 marks. This point showed that the students of private school were more proficient than the students of Public School in earlier stage. The differences between the scores of post-test and pre-test of the students of public and private schools were 0.1 and 0.05 respectively. The difference percentage of the students of public school was 1.25 which was more than the difference percentage of the students of private school by 0.63 percentage. This point showed that the students of public school got their more progress in comprehension of poetry than the students of private school. Although the students of private school scored high marks in average, their progress level was not as much as the students of public school. Thus, the students of public school performed better than the students of private school to answer the true/false test item.

### 3.2.2 Fill in the Blanks Test Item

I asked ten questions from fill in the blanks test item. The following table shows the score of the students in fill in the blank test item.

**Table No.5**

#### **Analysis of Fill in the Blanks Test Item**

| Group | Average Score in Pre-test | Average Score in Post-test | Difference | Difference in percentage |
|-------|---------------------------|----------------------------|------------|--------------------------|
| A     | 5.02                      | 6.87                       | 1.85       | 18.5                     |
| B     | 6.7                       | 7.075                      | 0.37       | 3.7                      |

On the basis of above mentioned table, the students of public school and private school scored 5.02 and 6.7 average marks respectively in the pre-test. Like wise, marks 6.87 and 7.075 were scored by the students of public and private schools respectively in post-test. The difference between the post-test and pre-test of the students of public school was 1.85 and 0.37 was the difference marks of the students of private school. Marks 18.5 and 3.7 were the difference of the students of public school and private school respectively. The difference percentage of the students of public school was more than the difference percentage of the students of private school by 15. This point showed that the students of public school performed better than the students of private school to answer the fill in blanks test items.

### 3.2.3 Matching Test Item

I asked eight questions from matching test item. The following table shows the marks obtained by all students matching test Item.

**Table No. 6**

#### **Analysis of Matching Test Item**

| Group | Average Score<br>in Pre-test | Average Score<br>in Post-test | Difference | Difference in<br>percentage |
|-------|------------------------------|-------------------------------|------------|-----------------------------|
| A     | 6.15                         | 7.47                          | 1.32       | 16.5                        |
| B     | 7.45                         | 7.65                          | 0.2        | 2.5                         |

On the basis of above mentioned table, the students of public school and private school scored 6.15 and 7.45 average marks respectively in the pre-test. Like wise, marks 7.47 and 7.65 were scored by the students of public and private schools respectively in post-test. The difference between the post-test and pre-test of the students of public school was 1.32 and 0.2 was the difference marks of the students of private school. The difference percentages were 16.5 and 2.5 of the students of public school and private school respectively. The difference percentage of the students of public school was more than the difference percentage of the students of private school by 14. This point showed that the students of public school performed better than the students of private school to answer the matching test item.

### 3.2.4 Short Question Answer Test Item

I asked twelve questions from short question answer test item. The following table shows the marks obtained by all students in short question answer test item.

**Table No. 7**

#### **Analysis of Short Question Answer Test Item**

| Group | Average Score in Pre-test | Average Score in Post-test | Difference | Difference in percentage |
|-------|---------------------------|----------------------------|------------|--------------------------|
| A     | 6.85                      | 11.22                      | 4.37       | 18.20                    |
| B     | 9.75                      | 13.65                      | 3.9        | 16.25                    |

On the basis of above mentioned table, the students of public school and private school scored 6.85 and 9.75 marks respectively in the pre-test. Like wise, the students of public and private schools scored 11.22 and 13.65 marks respectively in the post test. The difference between the post-test and pre-test of the students of public school was 4.37 and 3.9 was the difference marks of the students of private school. The difference percentages were 18.20 and 16.25 of the students of public and private school respectively. The difference percentage of the students of public school was more than the difference percentage of the students of private school by 1.95. This point showed that the students of public school performed better than the students of private school to answer the short question answer test items.

### 3.3 Analysis on the Basis of Median

Median is the positional average of the given data which has been arranged in an ascending or descending order of magnitude. It is also known as mid value. The following table shows the median value of the score of both groups.

**Table No.8**

#### **Analysis on the Basis of Median**

| Group A  |           |            |                       | Group B  |           |            |                       |
|----------|-----------|------------|-----------------------|----------|-----------|------------|-----------------------|
| Pre-test | Post-test | Difference | Difference Percentage | Pre-test | Post-test | Difference | Difference Percentage |
| 24       | 31        | 7          | 14                    | 31       | 37        | 6          | 12                    |

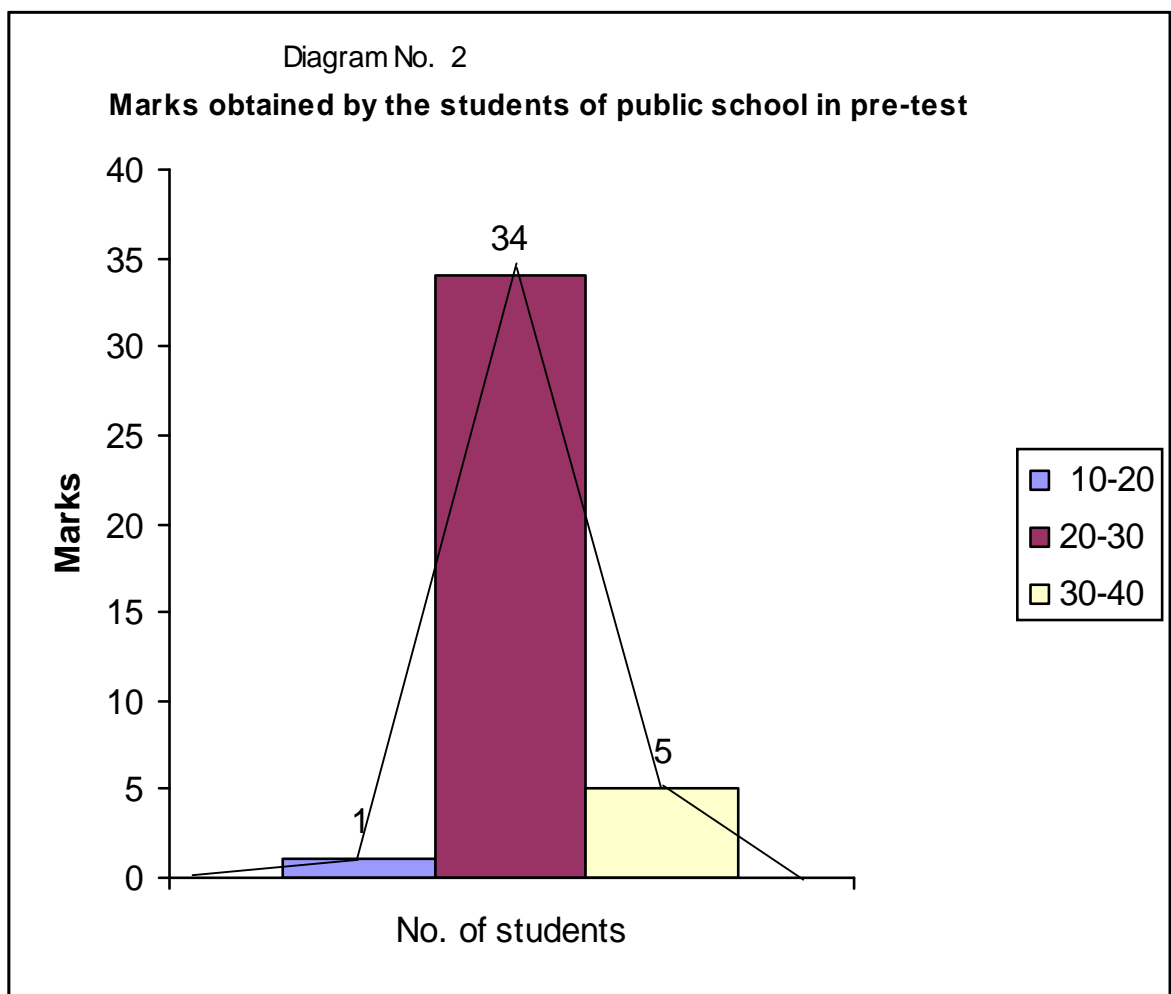
On the basis of the above mentioned table, the mid scores of the students of public school were 24 and 31 in pre-test and post-test respectively. Like wise, the mid scores of the students of private school were 31 and 37 in pre-test and post-test respectively. The mid score of the students of public school increased by 7 marks in the score of post-test and its percentage was 14. Like wise, the mid score of the students of private school increased by 6 marks in the score of post-test and its percentage was 12. This point showed that the students of public school improved their level in comprehension of poetry than the students of private school. Thus, the students of public school performed better than the students of private school.

### 3.4 Presentation of Marks through Frequency Polygon

The marks which were obtained by the students in both pre-test and post-test have been presented through the frequency polygon and then analyzed.

**Marks obtained by the students of public school in pre-test.**

| x     | f  |
|-------|----|
| 10-20 | 1  |
| 20-30 | 34 |
| 30-40 | 5  |

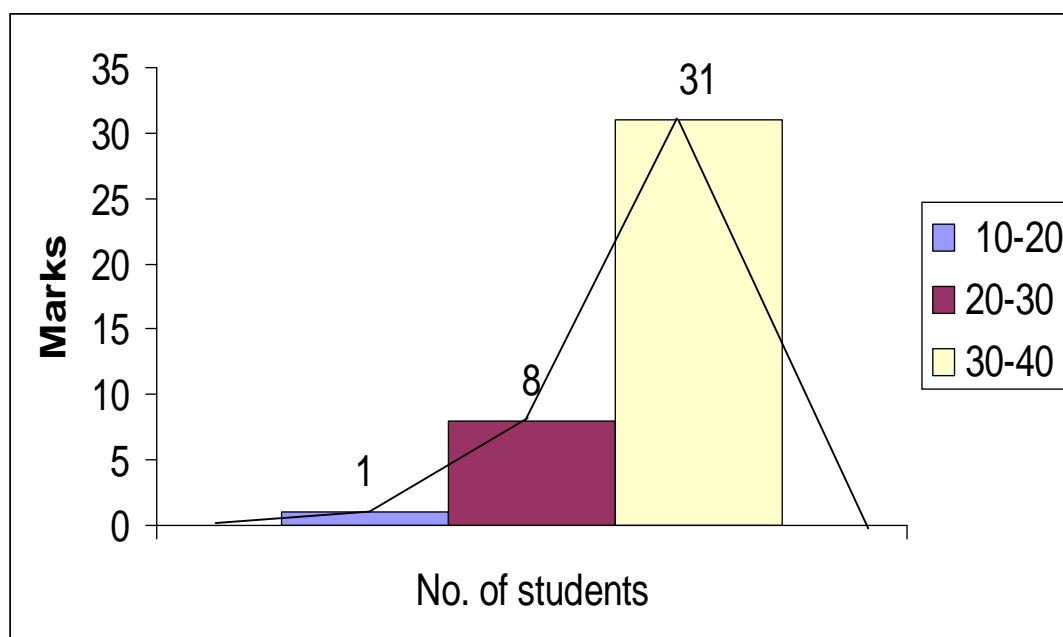


**Marks obtained by the students of private school in pre-test.**

| Marks<br>(x) | Frequency<br>(f) |
|--------------|------------------|
| 0-10         | -                |
| 10-20        | 1                |
| 20-30        | 8                |
| 30-40        | 31               |

**Diagram No. 3**

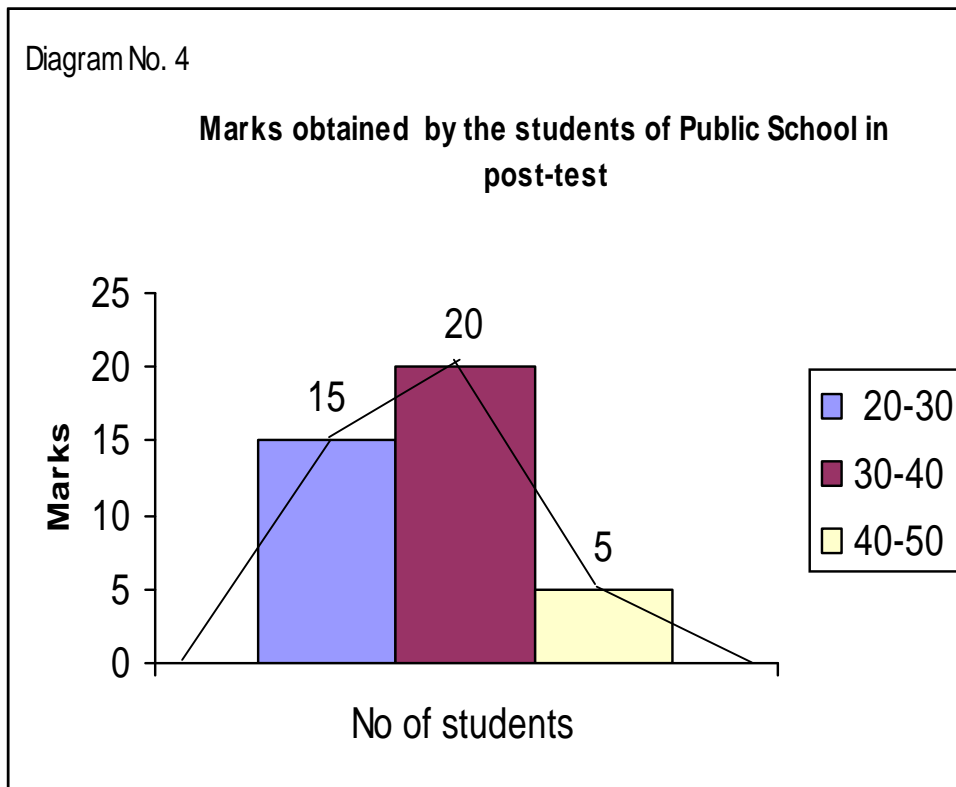
**Marks obtained by the students of private school in pre-test.**



On the basis of the above mentioned diagram, there was only one student in both groups who scored the marks between the class intervals of 10-20. Like wise, thirty four students of public school and eight students of private school scored the marks between 20-30 class intervals. In the same way, five students of public school and thirty one students of private school scored the marks between 30-40 class intervals.

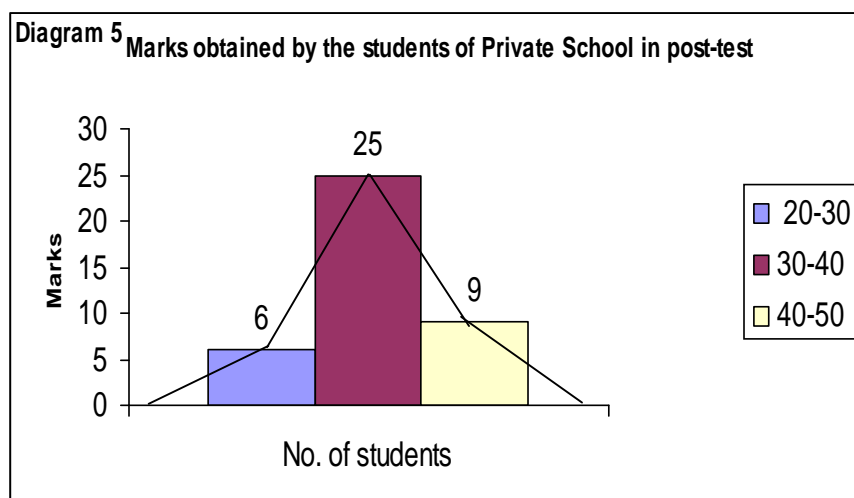
**Marks obtained by the students of public school in post-test.**

| Marks<br>(x) | Frequency<br>(f) |
|--------------|------------------|
| 20-30        | 15               |
| 30-40        | 20               |
| 40-50        | 5                |



### Marks obtained by the students of Private School in post-test.

| Marks<br>(x) | Frequency<br>(f) |
|--------------|------------------|
| 20-30        | 6                |
| 30-40        | 25               |
| 40-50        | 9                |



On the basis of the above mentioned diagram, fifteen students of public school and six students of private school scored the marks between 20-30 class intervals. Like wise, twenty students of public school and twenty five students of private school scored the marks between 30-40 class intervals. In the same way, five students of public school and nine students of private school scored the marks between 40-50 class intervals.

In the conclusion, it can be said that the students of public school performed better than the students of private school in case of the comprehension of poetry because the students of public school comparatively made wider difference between the scores of two tests. Although the students of private school scored higher marks than the students of public school, their progress rate was not as much as the students of public school.

## **CHAPTER- FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The students of private schools were found far more competitive for the comprehension of poetry than the students of public school in the initial stage. Teachers generally argue different reasons like irregularity of the students, lack of proper teaching materials, lack of peaceful teaching learning environment, low level of students etc made the students of public school weaker than the students of private school. The study presented that the students of public school performed better than the students of private school after teaching the students of both schools using same methods and materials.

On the basis of the detailed analysis and interpretation of the data, the following findings have been listed:

1. The average score of both groups showed that the students of private school scored higher marks than the students of public school in pre-test. This point showed that the students of private school performed better than the students of public school at earlier stage. But, they did not progress in post- test as much as the students of public school. The progress report of the students of public school was more than the students of private school by 6.32 marks. This point showed that the students of public school performed better in case of the comprehension of poetry than the students of private school.

2. The median marks of both groups showed that the students of private school scored higher marks than the students of public school at the pre-test. This point showed that the students of private school performed better than the students of public school in their earlier stage. But, the mid score of the students of private school reached 37 marks in post-test by increasing 6 marks whereas the increased marks of the students of public school was 7. This point clearly showed that the students of public school performed better than the students of private school in case of the comprehension of poetry.
  
3. The item wise analysis showed that the students of public school performed better than the students of private school in case of the comprehension of poetry. In all testing items, the difference rate between the scores of post-test and pre-test of the students of public school was higher than the students of private school i.e. a) The difference rate of the students of public school in true/false test item was 0.1 which was more than the difference rate of the students of private school by 0.05 marks.  
  
b) In case of fill in the blanks test item, the difference rate of the students of public school was 1.85 which was more than the difference rate of the students of private school by 1.5 marks.  
  
c) In case of matching test item, the difference rate of the students of public school was 1.85 which was more than the difference rate of the students of private school by 1.5 marks.  
  
d) In case of short question answer test item, the difference rate of the students of public school was 4.37 which were more than the difference rate of the students of private school by 0.47 marks.

So, the students of public school performed better than the students of private school.

4. Although the researcher used same types of teaching materials and teaching methods, the students of public school made great difference between the score of pre-test and post-test. Thus, the students of public school improved the comprehension level of poetry. So they are performed better than the students a private school.

## **4.2 Recommendations**

On the basis of the findings of the research, the following recommendations have been made:

1. There should be short description of the poet, along with his/her passport size photograph, just below the title. If there is a brief introduction of the poet, it will be beneficial for both teachers and students. But, only seven poems are included in English text book of compulsory English book of grade X.
2. The members of CDC should be serious while selecting the poems to include in the curriculum. They should think about the level of the students. It will not be fruitful if the poems are far more difficult than the level of the students. Here in, It can be said that the poems 'Where the Mind is Without Fear' by R.N. Tagore and 'Patriotism' by sir Walter Scott, are very difficult for the students of grade X in the context of Nepal.

3. Although the students of private and public schools have studied the same English text book for the S.L.C. Exam, the students of public school find the poem very difficult which is just opposite for the students of private school because they have already studied many poems in earlier classes. So, the CDC should include some poem in English text book of lower secondary level.
4. There should be short introduction of some literary terms like sonnet, metaphor etc which have been used in the poem.
5. The school administration of public school should be strict which increases the regularity of the students and teachers. One major reason after having low comprehension level of poetry among the students of public school is the irregularity of the students.
6. It will have been very good if the same types of poems have been included in text book of one class.
7. The regular upgrading system of public school has made lower comprehension level of poetry than the students of private school. So, such type of system must be stopped. Only the students who are suitable for the next grade are to be upgraded.

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## APPENDIX-I

### Test items for research

Candidates are required to give their answers in their own words.

Full Marks: 50

Time :  $1\frac{1}{2}$  hrs.

Attempt all the questions:

#### GROUP A

#### Weathers

This is the weather the cuckoo likes,  
And so do I;  
When showers betumble the chestnut spikes,  
And nestlings fly:  
And the little brown nightingale bills his best,  
And they sit outside at "The Travelers Rest"  
And maids come forth spring-muslin dressed  
And citizens dream of the south and west,  
And so do I;

This is the weather the cuckoo shuns  
And so do I;  
When beeches drip in brown and duns, and thresh and ply;  
And hill-hid tides throb, throe and throe,  
And drops on gate-bars hang in a row,  
And rooks in families homewards go,  
And so do I. - *Thomas Hardy*

1. Complete the following sentences with appropriate words or phrases:

2

A) ..... sings well.

a) the nestling    b) the cuckoo    c) the nightingale

B) The weather described in the second verse is .....

a) dull    b) bright    c) lively

2. Write T for true and F for false statements:

2

a) The poem was written by a Nepali poet.

b) The poet likes spring season.

3. Write the questions 4  
a) When do nestlings fly?  
b) What is described in the first verse?

GROUP:B

**WHERE THE MIND IS WITHOUT FEAR**

Where the mind is without fear and the head is held high;  
Where knowledge is free;  
Where the world has not broken-into fragments by narrow domestic walls;  
Where words come out from the depth of truth;  
Where tireless striving stretches its arms towards perfection;  
Where the clear stream of reason has not lost its way in to the dreary desert  
sand of dead habits;  
Where the mind is led forward by thee into ever-widening thought and action;  
Into that heaven of freedom, my father.  
Let my country awake.

- *Rabindranath Tagore*

1. Write T for true and F for false statements: 2  
a) The present world has been divided into fragments.  
b) The mind should be fearless to get better knowledge.
2. Complete the following sentences with appropriate words or phrases: 2  
a) The poet is speaking to .....  
i) his father ii) God iii) his countrymen  
b) The poet wants people .....  
i) cultivate good habits ii) be reasonable iii) keep up their tradition
- 3) Answer the questions: 4  
a) Why has the world been broken into fragments?  
b) What do you mean by 'Dead Habits'?

GROUP:C

**KNOWLEDGE**

Your mind is a meadow  
To plant for your needs  
You are the farmer  
With knowledge of seeds.  
Don't leave your meadow  
Unplanted and bare.  
Sow it with knowledge

And tend it with care.  
Who'd be a know-nothing  
When he might grow.  
The seeds of knowledge  
Of stars and snow  
The science of number,  
The stories of time,  
The magic of music,  
The secrets of rhyme?  
Don't be know-nothing!  
Plant in the spring.  
And see the harvest  
The summer will bring.  
- *Eleanor Farjeon*

1. Complete the following sentences with appropriate words or phrases:

2

- a) ..... is compared to a meadow.
- b) ..... has composed this poem.

2. Write T for true and F for false statements:

2

- a) The poet wants to plant the seeds of knowledge in our minds.
- b) Our eyes are compared with meadow in the poem.

GROUP:D

### **Stopping by Woods on a Snowy Evening**

Whose woods these are I think I know  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives the harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.



- Alan Duff

1. Match the followings.

4

|           |                      |
|-----------|----------------------|
| A         | B                    |
| Evening   | Planning secretly    |
| Not sharp | Dusk                 |
| Plotting  | To be away from home |
| Exile     | Blunt                |

2. Answer the question:

4

- Why does the speaker have no appetite?
- What is "easy meat"?

GROUP:F

### **Where the Rainbow Ends**

Where the rainbow ends  
There's going to be a place, brother,  
Where the world can sing all sorts of songs  
And we're going to sing together, brother,  
You and I, though you're white and I'm not.  
It's going to be a sad song, brother,  
Because we don't know the tune,  
But we can learn, brother, you and I .  
There is no such tune as a black tune.  
There is no such tune as a white tune.  
There is only music, brother,  
And it is music we are going to sing  
Where the rainbow ends.

- Richard Rime

1. Complete the following sentences with appropriate words or phrases:

2

- The brother in the poem is a ..... person.  
i) white    ii) black    iii) neither black nor white
- The poem ends with..... note.  
i) hopeful    ii) hopeless    iii) indifferent

2. Answer the questions

4

- Why is it difficult to sing together?
- Who wrote the poem?



## APPENDIX-II

### Name list of the students of Public School

| S.N. | Name of students   |
|------|--------------------|
| 1    | Laxmi Ku. Budha    |
| 2    | Ganga Ku. Rawal    |
| 3    | Bhim Bdr. Budha    |
| 4    | Bhima Ku. Jaishi   |
| 5    | Kalpana Dhama      |
| 6    | Kiran Kshetri      |
| 7    | Kalpana Saud       |
| 8    | Sangita sunar      |
| 9    | Susila Sunar 'A'   |
| 10   | Namsari Bohara     |
| 11   | Chitra Ku. Jaishi  |
| 12   | Chandra Khatri     |
| 13   | Mina Dhama         |
| 14   | Deepak Thakurathi  |
| 15   | Prakash Budha      |
| 16   | Dhauri Ku. Budha   |
| 17   | Durga Ku. Budha    |
| 18   | Kopila G.C.        |
| 19   | Lali Ku. Budha     |
| 20   | Sohan sunar        |
| 21   | Momata Kathyat     |
| 22   | Sabitri Ku. Budha  |
| 23   | Khanti Bohara      |
| 24   | Basant Kshetri     |
| 25   | Shankar Jaishi     |
| 26   | Mani Ram Jaishi    |
| 27   | Ramesh Sunar       |
| 28   | Sushila sunar 'B'  |
| 29   | Sarita Timilsena   |
| 30   | Gita Khatri        |
| 31   | Hari Budha         |
| 32   | Parvati Ku. Budha  |
| 33   | Sarmila Ku. Budha  |
| 34   | Basanti Ku. Nepali |
| 35   | Sunil ku. Jaishi   |
| 36   | Sunita Jaishi      |
| 37   | Bhumishara Jaishi  |
| 38   | Adita B.K.         |
| 39   | Aditi B.K.         |
| 40   | Bivek Subedi       |

**Name list of the students of  
Private School**

| S.N. | Name of students  |
|------|-------------------|
| 1    | Ashamaya Tamang   |
| 2    | Rahela Tamang     |
| 3    | Suman Chand       |
| 4    | Nisha Ranamagar   |
| 5    | Lok Raj S.K.      |
| 6    | Chandra Dev Badu  |
| 7    | Sur Bir shahi     |
| 8    | Happy Tamang      |
| 9    | Shrijana Pakhrin  |
| 10   | Sarita pun        |
| 11   | Anu Gurung        |
| 12   | Kaushila Chunara  |
| 13   | Janak Deep Chand  |
| 14   | Manisha Thapa     |
| 15   | Rupa Rokaya       |
| 16   | Bikesh Tamang     |
| 17   | Chandan Ray       |
| 18   | Madav Dhakal      |
| 19   | Bishwash Basnet   |
| 20   | Sandesh Gautam    |
| 21   | Rudhra Pd. Pandey |
| 22   | Pooja Aryal       |
| 23   | Umesh Bhandari    |
| 24   | Pravesh Bist      |
| 25   | Bir bdr. Rana     |
| 26   | Arati Bist        |
| 27   | Anamika Bist      |
| 28   | Laxmi Rana        |
| 29   | Deepak Geautam    |
| 30   | Kanti Ojha        |
| 31   | Aastha Lamsal     |
| 32   | Mina Khadka       |
| 33   | Priyanka soti     |
| 34   | Ranjana Shrestha  |
| 35   | Harish Bhatt      |
| 36   | Uddav Aryal       |

|    |                 |
|----|-----------------|
| 37 | Priyanka Bohara |
| 38 | Arun Chaudhary  |
| 39 | Rohit Bohara    |
| 40 | Bishal Pandey   |

## APPENDIX-III

### Marks obtained by the students of Public School in Pre-test

| Types of test items |                   | True/<br>False | Fill in<br>the<br>blanks | matching | short<br>question<br>answer | Total |
|---------------------|-------------------|----------------|--------------------------|----------|-----------------------------|-------|
| Full Marks          |                   | 8              | 10                       | 8        | 24                          | 50    |
| S.N.                | Name of students  |                |                          |          |                             |       |
| 1                   | Laxmi Ku. Budha   | 8              | 4                        | 6        | 8                           | 26    |
| 2                   | Ganga Ku. Rawal   | 6              | 5                        | 5        | 7                           | 23    |
| 3                   | Bhim Bdr. Budha   | 7              | 6                        | 8        | 6                           | 27    |
| 4                   | Bhima Ku. Jaishi  | 7              | 5                        | 6        | 9                           | 27    |
| 5                   | Kalpana Dhami     | 6              | 8                        | 8        | 11                          | 33    |
| 6                   | Kiran Kshetri     | 7              | 6                        | 6        | 10                          | 29    |
| 7                   | Kalpana Saud      | 7              | 7                        | 8        | 14                          | 36    |
| 8                   | Sangita sunar     | 6              | 5                        | 5        | 5                           | 21    |
| 9                   | Susila Sunar 'A'  | 6              | 4                        | 6        | 6                           | 22    |
| 10                  | Namsari Bohara    | 8              | 5                        | 8        | 2                           | 23    |
| 11                  | Chitra Ku. Jaishi | 8              | 6                        | 3        | 9                           | 26    |
| 12                  | Chandra Khatri    | 8              | 4                        | 4        | 6                           | 22    |
| 13                  | Mina Dhami        | 8              | 7                        | 8        | 10                          | 33    |
| 14                  | Deepak Thakurathi | 5              | 4                        | 8        | 3                           | 20    |
| 15                  | Prakash Budha     | 5              | 6                        | 8        | 7                           | 26    |
| 16                  | Dhauri Ku. Budha  | 5              | 6                        | 8        | 13                          | 32    |
| 17                  | Durga Ku. Budha   | 6              | 2                        | 8        | 5                           | 21    |
| 18                  | Kopila G.C.       | 5              | 5                        | 3        | 9                           | 22    |
| 19                  | Lali Ku. Budha    | 4              | 5                        | 5        | 10                          | 24    |
| 20                  | Sohan sunar       | 6              | 6                        | 5        | 5                           | 22    |
| 21                  | Mamata Kathayat   | 6              | 6                        | 6        | 5                           | 23    |
| 22                  | Sabitri Ku. Budha | 6              | 6                        | 4        | 11                          | 27    |
| 23                  | Khanti Bohara     | 8              | 5                        | 8        | 5                           | 26    |
| 24                  | Basant Kshetri    | 6              | 4                        | 8        | 6                           | 24    |
| 25                  | Shankar Jaishi    | 7              | 5                        | 8        | 5                           | 25    |
| 26                  | ManiRam Jaishi    | 7              | 5                        | 4        | 5                           | 21    |
| 27                  | Ramesh Sunar      | 6              | 4                        | 8        | 5                           | 23    |
| 28                  | Sushila sunar 'B' | 8              | 5                        | 4        | 7                           | 24    |
| 29                  | Sarita Timilsena  | 6              | 3                        | 8        | 3                           | 20    |
| 30                  | Gita Khatri       | 8              | 5                        | 8        | 2                           | 23    |
| 31                  | Hari Budha        | 6              | 6                        | 3        | 6                           | 21    |
| 32                  | Parvati Ku. Budha | 6              | 5                        | 6        | 8                           | 25    |
| 33                  | Sarmila Ku. Budha | 6              | 5                        | 6        | 8                           | 25    |

|               |                    |      |       |       |       |       |
|---------------|--------------------|------|-------|-------|-------|-------|
| 34            | Basanti Ku. Nepali | 8    | 5     | 8     | 3     | 24    |
| 35            | Sunil ku. Jaishi   | 7    | 4     | 8     | 4     | 23    |
| 36            | Sunita Ku. Jaishi  | 8    | 5     | 5     | 8     | 26    |
| 37            | Bhumishara Jaishi  | 5    | 4     | 2     | 10    | 21    |
| 38            | Adita B.K.         | 8    | 3     | 6     | 3     | 20    |
| 39            | Aditi B.K.         | 8    | 5     | 2     | 4     | 19    |
| 40            | Bivek Subadi       | 6    | 5     | 8     | 11    | 30    |
| Total         |                    | 264  | 201   | 246   | 274   | 985   |
| Gain (%)      |                    | 82.5 | 50.25 | 76.87 | 28.54 | 49.25 |
| Average Score |                    | 6.6  | 5.02  | 6.15  | 6.85  | 24.62 |

**Marks obtained by the students of Public School in Post-test**

| Types of test items |                   | True/<br>False | Fill in<br>the<br>blanks | matching | short<br>question<br>answer | Total |
|---------------------|-------------------|----------------|--------------------------|----------|-----------------------------|-------|
| Full Marks          |                   | 8              | 10                       | 8        | 24                          | 50    |
| S.N.                | Name of students  |                |                          |          |                             |       |
| 1                   | Laxmi Ku. Budha   | 8              | 4                        | 8        | 10                          | 30    |
| 2                   | Ganga Ku. Rawal   | 6              | 7                        | 8        | 11                          | 33    |
| 3                   | Bhim Brd. Budha   | 7              | 9                        | 8        | 12                          | 36    |
| 4                   | Bhima Ku. Jaishi  | 8              | 5                        | 6        | 10                          | 29    |
| 5                   | Kalpna Dhami      | 6              | 10                       | 8        | 12                          | 36    |
| 6                   | Kiran Kshetri     | 7              | 7                        | 8        | 20                          | 42    |
| 7                   | Kalpna Saud       | 6              | 10                       | 8        | 20                          | 44    |
| 8                   | Sangita sunar     | 4              | 5                        | 6        | 10                          | 25    |
| 9                   | Susila Sunar 'A'  | 7              | 8                        | 8        | 16                          | 39    |
| 10                  | Namsari Bohara    | 6              | 5                        | 7        | 8                           | 26    |
| 11                  | Chitra Ku. Jaishi | 5              | 8                        | 8        | 13                          | 34    |
| 12                  | Chandra Khati     | 7              | 8                        | 8        | 12                          | 35    |
| 13                  | Mina Dhami        | 6              | 9                        | 8        | 20                          | 43    |
| 14                  | Deepak Thakurathi | 6              | 5                        | 8        | 9                           | 28    |
| 15                  | Prakash Budha     | 5              | 6                        | 8        | 9                           | 28    |
| 16                  | Dhauri Ku. Budha  | 6              | 9                        | 8        | 15                          | 38    |
| 17                  | Durga Ku. Budha   | 8              | 6                        | 4        | 12                          | 30    |
| 18                  | Kopila G.C.       | 6              | 9                        | 8        | 15                          | 38    |
| 19                  | Lali Ku. Budha    | 6              | 9                        | 8        | 14                          | 37    |
| 20                  | Sohan sunar       | 7              | 5                        | 8        | 10                          | 30    |
| 21                  | Mamata Kathayat   | 7              | 9                        | 8        | 7                           | 31    |
| 22                  | Sabitri Ku. Budha | 8              | 9                        | 7        | 16                          | 40    |

|               |                    |       |       |       |       |      |
|---------------|--------------------|-------|-------|-------|-------|------|
| 23            | Khanti Bohara      | 8     | 7     | 8     | 11    | 34   |
| 24            | Basant Kshetri     | 7     | 8     | 8     | 10    | 33   |
| 25            | Shankar Jaishi     | 8     | 8     | 8     | 15    | 39   |
| 26            | Mani Ram Jaishi    | 7     | 6     | 8     | 14    | 35   |
| 27            | Ramesh Sunar       | 6     | 6     | 8     | 9     | 29   |
| 28            | Sushila sunar 'B'  | 6     | 7     | 6     | 6     | 25   |
| 29            | Sarita Timilsena   | 6     | 5     | 8     | 6     | 25   |
| 30            | Gita Khatri        | 5     | 7     | 8     | 7     | 27   |
| 31            | Hari Budha         | 8     | 5     | 8     | 9     | 30   |
| 32            | Parvati Ku. Budha  | 6     | 5     | 6     | 10    | 27   |
| 33            | Sarmila Ku. Budha  | 6     | 5     | 6     | 9     | 26   |
| 34            | Basanti Ku. Nepali | 8     | 7     | 8     | 9     | 32   |
| 35            | Sunil ku. Jaishi   | 7     | 6     | 8     | 8     | 29   |
| 36            | Sunita Jaishi      | 8     | 7     | 8     | 7     | 30   |
| 37            | Bhumishara Jaishi  | 6     | 5     | 8     | 10    | 29   |
| 38            | Adita B.K.         | 8     | 5     | 6     | 6     | 25   |
| 39            | Aditi B.K.         | 8     | 5     | 5     | 6     | 24   |
| 40            | Bivek Subedi       | 8     | 9     | 8     | 16    | 41   |
| Total         |                    | 269   | 275   | 299   | 449   | 1292 |
| Gain (%)      |                    | 84.06 | 68.75 | 93.43 | 46.77 | 64.6 |
| Average Score |                    | 6.7   | 6.87  | 7.47  | 11.22 | 32.3 |

### Marks obtained by the students of Private School in pre-test

| Types of test items |                      | True/<br>False | Fill in<br>the<br>blanks | matching | short<br>question<br>answer | Total |
|---------------------|----------------------|----------------|--------------------------|----------|-----------------------------|-------|
| Full Marks          |                      | 8              | 10                       | 8        | 24                          | 50    |
| S.N.                | Name of students     |                |                          |          |                             |       |
| 1                   | Ashayamaya<br>Tamang | 8              | 7                        | 8        | 10                          | 33    |
| 2                   | Rahela Tamang        | 8              | 5                        | 8        | 11                          | 32    |
| 3                   | Suman Chand          | 8              | 6                        | 6        | 7                           | 27    |
| 4                   | Nisha Rana magar     | 8              | 7                        | 8        | 4                           | 27    |
| 5                   | Lok Raj S.K.         | 5              | 5                        | 3        | 6                           | 19    |
| 6                   | Chandra Dev Badu     | 7              | 7                        | 8        | 9                           | 31    |
| 7                   | Sur Bir shahi        | 8              | 7                        | 8        | 9                           | 32    |
| 8                   | Happy Tamang         | 6              | 6                        | 8        | 11                          | 31    |
| 9                   | Shrijana Pakhrin     | 6              | 7                        | 8        | 10                          | 31    |
| 10                  | Sarita pun           | 7              | 6                        | 6        | 9                           | 28    |
| 11                  | Anu Gurung           | 8              | 6                        | 8        | 13                          | 35    |

|               |                   |       |     |      |      |       |
|---------------|-------------------|-------|-----|------|------|-------|
| 12            | Kaushila Chunara  | 7     | 4   | 5    | 5    | 21    |
| 13            | Janak Deep Chand  | 8     | 7   | 8    | 11   | 34    |
| 14            | Manisha Tapa      | 8     | 8   | 8    | 8    | 32    |
| 15            | Rupa Rokaya       | 8     | 6   | 8    | 12   | 34    |
| 16            | Bikesh Tamang     | 6     | 7   | 6    | 5    | 24    |
| 17            | Chanden Ray       | 6     | 7   | 8    | 8    | 29    |
| 18            | Madav Dhakal      | 6     | 9   | 8    | 14   | 37    |
| 19            | Bishwesh Basnet   | 8     | 7   | 8    | 12   | 35    |
| 20            | Sandesh Gautam    | 7     | 6   | 8    | 12   | 33    |
| 21            | Rudhra Pd. Pandey | 8     | 8   | 7    | 10   | 33    |
| 22            | Pooja Arayal      | 9     | 6   | 8    | 9    | 32    |
| 23            | Umesh Bhandari    | 7     | 8   | 8    | 12   | 35    |
| 24            | Pravesh Bist      | 7     | 7   | 6    | 11   | 31    |
| 25            | Bir bdr. Rana     | 7     | 5   | 6    | 12   | 30    |
| 26            | Arati Bist        | 7     | 6   | 8    | 12   | 33    |
| 27            | Anamika Bist      | 7     | 6   | 5    | 9    | 27    |
| 28            | Laxmi Rana        | 8     | 7   | 8    | 8    | 31    |
| 29            | Deepak Gautam     | 6     | 7   | 8    | 13   | 34    |
| 30            | Kanti Ojha        | 8     | 8   | 8    | 6    | 30    |
| 31            | Aastha Lamsal     | 8     | 9   | 8    | 12   | 37    |
| 32            | MinaKhadka        | 4     | 7   | 8    | 12   | 31    |
| 33            | Priyanka soti     | 8     | 9   | 8    | 11   | 36    |
| 34            | Rajana Shrestha   | 4     | 4   | 8    | 11   | 27    |
| 35            | Harish Bhatt      | 8     | 5   | 8    | 9    | 30    |
| 36            | Uddav Aryal       | 7     | 8   | 8    | 12   | 35    |
| 37            | Priyanka Bohara   | 8     | 8   | 8    | 6    | 30    |
| 38            | Arun Chaudhary    | 8     | 5   | 8    | 9    | 30    |
| 39            | Rohit Bohara      | 7     | 8   | 8    | 12   | 35    |
| 40            | Bishal Pandey     | 7     | 7   | 8    | 8    | 30    |
| Total         |                   | 286   | 268 | 298  | 390  | 1242  |
| Gain (%)      |                   | 89.37 | 67  | 93.1 | 32.5 | 62.1  |
| Average score |                   | 7.15  | 6.7 | 7.45 | 9.75 | 31.05 |

### Marks obtained by the students of Private School in post-test

| Types of test items |                    | True/<br>False | Fill in the<br>blanks | matching | short<br>question<br>answer | Total |
|---------------------|--------------------|----------------|-----------------------|----------|-----------------------------|-------|
| Full Marks          |                    | 8              | 10                    | 8        | 24                          | 50    |
| S.N.                | Name of students   |                |                       |          |                             |       |
| 1                   | Ashamaya<br>Tamang | 7              | 8                     | 8        | 14                          | 37    |

|               |                      |     |       |       |       |       |
|---------------|----------------------|-----|-------|-------|-------|-------|
| 2             | Rahela Tamang        | 5   | 5     | 8     | 6     | 24    |
| 3             | Suman Chand          | 7   | 7     | 8     | 14    | 36    |
| 4             | Nisha Rana magar     | 6   | 6     | 8     | 9     | 29    |
| 5             | Lok Raj S.K.         | 7   | 4     | 6     | 8     | 25    |
| 6             | Chandra Dev Badu     | 8   | 7     | 8     | 15    | 38    |
| 7             | Sur Bir shahi        | 8   | 8     | 8     | 18    | 42    |
| 8             | Happy Tamang         | 8   | 7     | 8     | 16    | 39    |
| 9             | Shrijana Pakhrin     | 8   | 8     | 8     | 13    | 37    |
| 10            | Sarita pun           | 7   | 6     | 8     | 18    | 39    |
| 11            | Anu Gurung           | 6   | 5     | 6     | 12    | 29    |
| 12            | Kaushila Chunara     | 8   | 5     | 6     | 10    | 29    |
| 13            | Janak Deep Chand     | 8   | 6     | 8     | 9     | 31    |
| 14            | Manisha Thapa        | 8   | 7     | 8     | 13    | 36    |
| 15            | Rupa Rokaya          | 7   | 9     | 8     | 19    | 43    |
| 16            | Bikesh Tamang        | 7   | 5     | 8     | 6     | 26    |
| 17            | Chandan Ray          | 7   | 7     | 8     | 16    | 38    |
| 18            | Madav Dhakal         | 7   | 8     | 8     | 15    | 38    |
| 19            | Bishwash Basnet      | 8   | 9     | 8     | 17    | 42    |
| 20            | Sandesh Gautam       | 7   | 9     | 8     | 19    | 43    |
| 21            | Rudhra Pd.<br>Pandey | 5   | 6     | 8     | 18    | 37    |
| 22            | Pooja Aryal          | 5   | 7     | 8     | 12    | 32    |
| 23            | Umesh Bhandari       | 7   | 9     | 8     | 14    | 38    |
| 24            | Pravesh Bist         | 7   | 6     | 8     | 13    | 34    |
| 25            | Bir bdr. Rana        | 8   | 9     | 6     | 12    | 35    |
| 26            | Arati Bist           | 8   | 7     | 8     | 13    | 36    |
| 27            | Anamika Bist         | 8   | 5     | 6     | 11    | 30    |
| 28            | Laxmi Rana           | 7   | 6     | 8     | 10    | 31    |
| 29            | Deepak Gautam        | 8   | 5     | 6     | 12    | 31    |
| 30            | Kanti Ojha           | 8   | 9     | 8     | 17    | 42    |
| 31            | Aastha Lamsal        | 8   | 9     | 8     | 16    | 41    |
| 32            | Mina Khadka          | 8   | 9     | 8     | 15    | 40    |
| 33            | Priyanka soti        | 8   | 9     | 8     | 17    | 42    |
| 34            | Ranjana Shrestha     | 7   | 7     | 6     | 14    | 34    |
| 35            | Harish Bhatt         | 8   | 9     | 8     | 12    | 37    |
| 36            | Uddav Aryal          | 8   | 8     | 8     | 18    | 42    |
| 37            | Priyanka Bohara      | 8   | 9     | 8     | 10    | 35    |
| 38            | Arun Chaudhary       | 6   | 6     | 8     | 19    | 39    |
| 39            | Rohit Bohara         | 7   | 6     | 8     | 15    | 36    |
| 40            | Bishal Pandey        | 5   | 6     | 8     | 11    | 30    |
| Total         |                      | 288 | 283   | 306   | 546   | 1423  |
| Gain%         |                      | 90  | 70.75 | 95.62 | 56.87 | 71.15 |
| Average score |                      | 7.2 | 7.075 | 7.65  | 13.65 | 35.57 |

## APPENDIX-IV

### Median

#### Median Score of the students of Public School in Pre-test

| Marks (x) | Frequency(f) | cf |
|-----------|--------------|----|
| 19        | 1            | 1  |
| 20        | 3            | 4  |
| 21        | 5            | 9  |
| 22        | 4            | 13 |
| 23        | 6            | 19 |
| 24        | 4            | 23 |
| 25        | 3            | 26 |
| 26        | 5            | 31 |
| 27        | 3            | 34 |
| 29        | 1            | 35 |
| 30        | 1            | 36 |
| 32        | 1            | 37 |
| 33        | 2            | 39 |
| 36        | 1            | 40 |

$$\text{Median} = \frac{N+1^{\text{th}}}{2} \text{ Item}$$

$$= \frac{41}{2}$$

$$=20.5$$

So, Median =24 (Value corresponding to the cumulative frequency)

#### Median score of the students of Public School in Post-test

| Marks (x) | Frequency(f) | cf |
|-----------|--------------|----|
| 24        | 1            | 1  |
| 25        | 4            | 5  |
| 26        | 2            | 7  |
| 27        | 2            | 9  |
| 28        | 2            | 11 |
| 29        | 4            | 15 |
| 30        | 5            | 20 |
| 31        | 1            | 21 |
| 32        | 1            | 22 |
| 33        | 2            | 24 |
| 34        | 2            | 26 |
| 35        | 2            | 28 |
| 36        | 2            | 30 |
| 37        | 1            | 31 |
| 38        | 2            | 33 |
| 39        | 2            | 35 |
| 40        | 1            | 36 |
| 41        | 1            | 37 |
| 42        | 1            | 38 |
| 43        | 1            | 39 |
| 44        | 1            | 40 |

$$\text{Median} = \frac{N+1^{\text{th}}}{2} \text{ Item}$$

$$= \frac{40+1}{2}$$

$$=20.5^{\text{th}}$$

So, Median =31 (Value corresponding to the cumulative frequency)

**Median Score of the students of Private School in Pre-test**

| Marks (x) | Frequency(f) | cf |
|-----------|--------------|----|
| 19        | 1            | 1  |
| 21        | 1            | 2  |
| 24        | 1            | 3  |
| 27        | 4            | 7  |
| 28        | 1            | 8  |
| 29        | 1            | 9  |
| 30        | 6            | 15 |
| 31        | 6            | 21 |
| 32        | 4            | 25 |
| 33        | 4            | 29 |
| 34        | 3            | 32 |
| 35        | 5            | 37 |
| 36        | 1            | 38 |
| 37        | 2            | 40 |

$$\text{Median} = \frac{N+1}{2} \text{ Item}$$

$$= \frac{40+1}{2}$$

$$= 20.5^{\text{th}}$$

So, Median = 31 (Value corresponding to the cumulative frequency)

**Median score of the students of Private School in Post-test**

| Marks (x) | Frequency(f) | cf |
|-----------|--------------|----|
| 24        | 1            | 1  |
| 25        | 1            | 2  |
| 26        | 1            | 3  |
| 29        | 3            | 6  |
| 30        | 2            | 8  |
| 31        | 3            | 11 |
| 32        | 1            | 12 |
| 34        | 2            | 14 |
| 35        | 2            | 16 |
| 36        | 4            | 20 |
| 37        | 4            | 24 |
| 38        | 4            | 28 |
| 39        | 3            | 31 |
| 40        | 1            | 32 |
| 41        | 1            | 33 |
| 42        | 5            | 38 |
| 43        | 2            | 40 |

$$\text{Median} = \frac{N+1}{2} \text{ Item}$$

$$= \frac{40+1}{2}$$

$$= 20.5^{\text{th}}$$

So, Median = 37 (Value corresponding to the cumulative frequency)

## APPENDIX- V

### LESSON PLAN NO:1

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher :** Jitendra Poudel

**Class :** 10

**Subject:** English

**Unit:** One

**Topic:** Weathers

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1 } describe the picture of the poem.
- 2 } get the general introduction of the poet and the poem.
- 3 } read the poem aloud.

**Teaching Materials:** Pictures, Card about the description of the poet, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by asking a witty question:

If you cut my head, I'll be over you.

If you cut my head again, I'll be everywhere.

Who am I?

**Presentation and Practice:**

The researcher shows pictures and asks them to discuss about the pictures.

He shows the autobiography card of the poet and asks them to read.

He makes a student or a series of students read the poem aloud.

The students look at the pictures and answer the questions based on the pictures.

They not only think about the title but also get knowledge about the poet from the autobiography card of the poet.

They read the poem in loud sound.

**Evaluation:** The teacher asks the following questions:

- a] Who wrote the poem?
- b] What is the title of the poem?

## LESSON PLAN NO: 2

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel

**Class:** 10

**Subject:** English

**Topic:** Weathers

**Unit:** One

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1 } tell the meaning of difficult vocabularies.
- 2 } answer the questions based on the poem.

**Teaching Materials:** Word cards, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by cracking a joke.

### **Presentation and Practice:**

The researcher asks the students to make a list of difficult vocabularies and writes them on the blackboard.

He teaches them through the word cards.

He asks them some questions and provide helps if necessary.

The students make the list of difficult vocabularies and get the meanings from the word cards.

They find the answer of the textual questions after their discussion.

**Evaluation:** The teacher asks the following questions:

A] Find the similar meaning from the poem:

Sings, young girls, dislikes, rain

B] Answer the questions:

a } What is described in the first verse?

b } What is happening in the second verse?

### LESSON PLAN NO:3

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel

**Class:** 10

**Subject:** English

**Topic:** Weathers

**Unit:** One

**Period:** second

**No. of students:** 40

**Specific Objectives:** The students will be able to:

1} write the central idea of the poem.

2} write the summary of the poem.

**Teaching Materials:** Summaries and central idea written in the carbon paper and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by singing a song.

**Presentation and Practice:**

The Researcher divides the class into four small groups.

He writes the first sentences of both central idea and summary of the poem on the blackboard.

The students write both the summary and central idea in their own words and compare their answer with the teachers.

They modify their answers.

**Evaluation:**

The researcher evaluates the class by asking the following question:

Write the central idea of the poem in one sentence.

## LESSON PLAN NO: 4

**Name of the School :** Shree Rastriya Secondary School,Bichaphanta,  
Kanchanpur.

Shree Siddarth English School,Tribhuwanbasti,Kanchanpur.

**Name of the Researcher:** Jitendra poudel

**Class:** 10

**Subject:** English

**Topic:** Where the Mind is Without Fear

**Unit:** Five

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1} describe the picture of the poem.
- 2} get the general introduction of the poet and the poem.
- 3} read the poem aloud.

**Teaching Materials:** Pictures, Card about the description of the poet, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by telling an interesting event.

**Presentation and Practice:**

The researcher shows pictures and asks them some questions about the pictures i.e. what is the meaning of the picture?

He shows the autobiography card of the poet and asks them to read.

He makes a student or a series of students read the poem aloud.

The students look at the pictures and answer the questions based on the pictures.

They not only think about the title but also get knowledge about the poet from the autobiography card of the poet.

They read the poem in loud sound.

**Evaluation:** The teacher asks the following questions:

- a) How many different races can you recognize in the picture ?
- b) Is the poet an English ?

## LESSON PLAN NO: 5

**Name of the School :** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel

**Class:** 10

**Subject:** English

**Topic:** Where the Mind is Without Fear

**Unit:** Five

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

1} find the similar and opposite meaning from the poem.

2} answer the questions based on the poem.

**Teaching Materials:** Word cards, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by singing a chant.

**Presentation and Practice:**

The researcher asks the students to make a list of difficult vocabularies and writes them on the blackboard.

He presents the meaning of difficult vocabularies through word cards of similar and opposite words.

He asks them some questions and provide helps if necessary.

The students make the list of difficult vocabularies and get the meanings from the word cards.

They find the answer of the textual questions after their discussion.

**Evaluation:** The teacher asks the following questions:

A] Find the similar meaning from the poem:

You, god, pieces, old,

B] Answer the questions:

a} Why is the world divided ?

b} What does the poet wish for his country ?

## LESSON PLAN NO: 6

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel

**Class :** 10

**Subject:** English

**Topic:** Where the Mind is Without Fear

**Unit:** Five

**Period:** second

**No. of students:** 40

**Specific Objectives:** The students will be able to:

1 } write the central idea of the poem.

2 } paraphrase the poem in one paragraph.

**Teaching Materials:** Main points and central idea written in the carbon paper and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by asking questions of previous class.

### **Presentation and Practice:**

The Researcher divides the class into four small groups.

He writes the first sentences and asks them to write the central idea and to paraphrase the poem.

The students not only paraphrase but also write the central idea of the poem in their own words and share their answer among the students.

They modify their answers after reading the teachers answer.

### **Evaluation:**

The researcher evaluates the class by asking the following question:

1. Paraphrase the poem in one paragraph.

## LESSON PLAN NO:7

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur. **Name of the Researcher :** Jitendra Poudel

**Class:** 10

**Subject:** English

**Unit:** six

**Topic:** Knowledge

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1} describe the picture of the poem.
- 2} get the general introduction of the poet and the poem.
- 3} read the poem aloud.

**Teaching Materials:** Pictures, Card about the description of the poet, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by questions from general knowledge i.e.

Which is the longest river in the world?

### **Presentation and Practice:**

The researcher shows pictures and asks them to compare the pictures.

He shows the autobiography card of the poet and asks them to read.

He makes a student or a series of students read the poem aloud.

The students look at the pictures and answer the questions based on the pictures.

They not only think about the title but also get knowledge about the poet from the autobiography card of the poet.

They find the relationship between two pictures.

They read the poem in loud sound.

**Evaluation:** The teacher asks the following questions:

- a] Who wrote the poem?
- b] What is the relationship between two pictures?

## LESSON PLAN NO: 8

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel

**Class:** 10

**Subject:** English

**Topic:** Knowledge

**Unit:** six

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1} find the rhyming words from the poem.
- 2} tell the meaning of difficult vocabularies.
- 3} answer the questions based on the poem.

**Teaching Materials:** Word cards, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by singing a song which is full of rhyme words.

**Presentation and Practice:**

The researcher asks the students to make a list of difficult vocabularies and writes them on the blackboard.

He teaches them through the word cards.

He asks them some questions and provide helps if necessary.

The students make the list of difficult vocabularies and get the meanings from the word cards.

They find the answer of the textual questions after their discussion.

**Evaluation:** The teacher asks the following questions:

A] Find the similar meaning from the poem:

Science of numbers, stories of time, secrets of rhyme

B] Answer the questions:

a} What is Compared with our mind ?

b} Why does the poet call the reader of 'farmer'?

## LESSON PLAN NO: 9

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel

**Class:** 10

**Subject:** English

**Topic:** Knowledge

**Unit:** six

**Period:** second

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1} write the central idea of the poem.
- 2} write the summary of the poem.

**Teaching Materials:** Summaries and central idea written in the carbon paper and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by asking questions related to the poem.

**Presentation and Practice:**

The Researcher divides the class into four small groups.

He writes the first sentences of both central idea and summary of the poem on the blackboard and encourages them to write.

The students write both the summary and central idea in their own words and compare their answer with the teachers.

They modify their answers after comparing their answer with the teacher's.

**Evaluation:**

The researcher evaluates the class by asking the following question:

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

## LESSON PLAN NO: 10

**Name of the School :** Shree Rastriya Secondary School,Bichaphanta,  
Kanchanpur.

Shree Siddarth English School,Tribhuwanbasti,Kanchanpur.

**Name of the Researcher:** Jitendra poudel

**Class:** 10

**Subject:** English

**Topic:** Patriotism

**Unit:** Thirteen

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1} get the general introduction of the poet and the poem.
- 2} get the meaning of patriotism.
- 3} read the poem aloud.

**Teaching Materials:** Card about the description of the poet, flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by telling the names of patriotic persons.

**Presentation and Practice:**

The researcher asks them to think some names of patriotic persons of our country.

He encourages them to compare and contrast between patriotic and unpatriotic persons.

He shows the autobiography card of the poet and asks them to read.

He makes a student or a series of students read the poem aloud.

The students make a list of patriotic persons from our country.

They compare and contrast patriotic and unpatriotic persons.

They not only think about the title but also get knowledge about the poet from the autobiography card of the poet.

They read the poem aloud .

**Evaluation:** The teacher asks the following questions:

- a] What do you mean by patriotism ?
- b] Who wrote the poem ?

## LESSON PLAN NO: 11

**Name of the School :** Shree Rastriya Secondary School,Bichaphanta,  
Kanchanpur.

Shree Siddarth English School,Tribhuwanbasti,Kanchanpur.

**Name of the Researcher:** Jitendra poudel

**Class:** 10

**Subject:** English

**Topic:** Patriotism

**Unit:** Thirteen

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1} find the similar and opposite meaning from the poem.
- 2} answer the questions based on the poem.

**Teaching Materials:** Word cards, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by asking the meaning of Patriotism.

**Presentation and Practice:**

The researcher asks the students to make a list of difficult vocabularies and writes them on the blackboard.

He presents the meaning of difficult of vocabularies through word cards of similar and opposite words.

He asks them some questions and provide helps if necessary.

The students make the list of difficult vocabularies and get the meanings from the word cards.

They find the answer of the textual questions after their discussion.

**Evaluation:** The teacher asks the following questions:

A] Find the similar meaning from the poem:

riches, to lose, lives, unlimited

B] Answer the questions:

a} What is better than heaven ?

b} Who dies twice ?

## LESSON PLAN NO: 12

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra poudel

**Class :** 10

**Subject:** English

**Topic:** Patriotism

**Unit:** Thirteen

**Period:** second

**No. of students:** 40

**Specific Objectives:** The students will be able to:

1} write the central idea of the poem.

2} write the summary of the poem.

**Teaching Materials:** Summaries and central idea written in the carbon paper and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by asking some witty questions.

**Presentation and Practice:**

The Researcher divides the class into four small groups.

He writes the first sentences and asks them to write the central idea and summary of the poem

The students not only write the central idea but also the summary of the poem in their own words.

They listen the central ideas and summaries of other groups.

They modify their answers after reading the teachers answer.

**Evaluation:**

The researcher evaluates the class by asking the following question:

A) Write the summary of the poem in one paragraph

## LESSON PLAN NO :13

**Name of the School:** Shree Rastriya Secondary School,Bichaphanta,  
Kanchanpur

Siddarth English School,Tribhuwanbasti,Kanchanpur.

**Name of the Researcher :** Jitendra Poudel

**Class :** 10

**Subject:** English

**Unit:** Fourteen

**Topic:** Where the Rainbow  
Ends!

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1 } describe the picture of the poem.
- 2 } get the general introduction of the poet and the poem.
- 3 } read the poem aloud.

**Teaching Materials:** Pictures, Card about the description of the poet, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by telling the history of blacks in America.

### **Presentation and Practice:**

The researcher shows pictures and asks them to discuss about the pictures.

He shows the autobiography card of the poet and asks them to read.

He asks them to compare the picture and title of the poem.

He makes a student or a series of students read the poem aloud.

The students look at the pictures and answer the questions based on the pictures.

They not only think about the title but also get knowledge about the poet from the autobiography card of the poet.

They describe the relation between the picture and the title.

They read the poem in loud sound.

**Evaluation:** The teacher asks the following questions:

- a] What is happening in the picture?
- b] What do you think the poem could be about?

## LESSON PLAN NO: 14

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel

**Class:** 10

**Subject:** English

**Topic:** Where the Rainbow Ends!

**Unit:** Fourteen

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1} tell the meaning of difficult vocabularies.
- 2} answer the questions based on the poem.

**Teaching Materials:** Word cards, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by singing a chant.

### **Presentation and Practice:**

The researcher asks the students to make a list of difficult vocabularies and writes them on the blackboard.

He presents the meaning of difficult vocabularies through the word cards.

He asks them some textual questions and provides help if necessary.

The students make the list of difficult vocabularies and get the meanings from the word cards.

They find the answer of the textual questions after their discussion.

**Evaluation:** The teacher asks the following questions:

A] Find the opposite meaning from the poem:

Begins, easy, black, happy

B] Answer the questions:

a} Is the poet black ?

b} Who does the word, 'brother' refer to ?

## LESSON PLAN NO: 15

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra poudel

**Class:** 10

**Subject:** English

**Topic:** Where the Rainbow Ends!

**Unit:** Fourteen

**Period:** second

**No. of students:** 40

**Specific Objectives:** The students will be able to:

1} write the central idea of the poem.

2} write the summary of the poem.

**Teaching Materials:** Summaries and central idea written in the carbon paper and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by questions related to the poem.

### **Presentation and Practice:**

The Researcher divides the class into four small groups.

He writes the first sentences of both central idea and summary of the poem on the blackboard.

The students write both the summary and central idea in their own words and compare their answer with the teachers.

They modify their answers.

### **Evaluation:**

The researcher evaluates the class by asking the following question:

1. Make the summary of the poem by filling the blanks.

The poem is an ..... for brotherhood. It is a song of ..... between ..... the world is divided into ..... and there is ..... between them. But the poet hopes that there will be a place where people will ..... together. It is a ..... poem but it ..... with a hopeful .....

|                  |       |         |       |         |
|------------------|-------|---------|-------|---------|
| hatred ,         | note, | people, | sad,  | appeal, |
| black and white, | love, | live,   | ends, |         |

## LESSON PLAN NO:16

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree sidarth English School, Tribhuwanbasti, Kanchanpur.

**Researcher :** Jitendra Poudel

**Class :** 10

**Subject:** English

**Topic:** Stopping by Woods on a Snowy Evening **Unit:** Nineteen

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

1 } find the rhyming words of these words like know, hear, lake etc.

2 } get the general introduction of the poet and the poem.

3 } read the poem aloud.

**Teaching Materials:** Card about the description of the poet, flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by singing a refrain of the poem.

**Presentation and Practice:**

The researcher reads the poem aloud focusing the rhyming words and encourages to find the rhyming words from the poem.

He shows the autobiography card of the poet and asks them to read.

He makes a student or a series of students read the poem aloud.

The students find the rhyming words from the poem.

They compare and contrast patriotic and unpatriotic persons.

They not only think about the title but also get knowledge about the poet from the autobiography card of the poet.

They read the poem aloud.

**Evaluation:** The teacher asks the following questions:

a] Who wrote the poem?

b] Where is the man stopping by?

## LESSON PLAN NO: 17

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel

**Class:** 10

**Subject:** English

**Topic:** Stopping by Woods on a Snowy Evening

**Unit:** Nineteen

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1} tell the meaning of difficult vocabularies.
- 2} answer the questions based on the poem.

**Teaching Materials:** Word cards, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by telling a religious event.

**Presentation and Practice:**

The researcher asks the students to make a list of difficult vocabularies and writes them on the blackboard.

He presents the meaning of difficult vocabularies through the synonymous words. He asks them some questions and provides help if necessary.

The students make the list of difficult vocabularies and get the meanings from the word cards.

They find the answer of the textual questions after their discussion.

**Evaluation:** The teacher asks the following questions:

A] Find the similar meaning from the poem:

soft, blowing of wind, strange

B] Answer the questions:

a} Where is the poet going ?

b} What is the weather like that night ?

## LESSON PLAN NO:18

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel **Class:** 10 **Subject:** English

**Topic:** Stopping by Woods on a Snowy Evening **Unit:** Nineteen

**Period:** second **No. of students:** 40

**Specific Objectives:** The students will be able to:

1 } write the central idea of the poem.

2 } write the summary of the poem.

**Teaching Materials:** Main points of the poem, flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by asking questions related to the poem.

**Presentation and Practice:**

The researcher divides the class into four small groups.

He writes main points and asks the students to write the summary and central idea of the poem by arranging the points.

The students write both the summary and central idea basing on the points.

They modify their answers after comparing their answers with the teacher's.

**Evaluation:** The researcher evaluates the class by asking the following question:

1. Make the summary of the poem choosing the correct words from the box.

|   |
|---|
| short, journey, mission, obligations, fail, continue, |
|---|

The ..... of life is full of obligations and responsibilities. We have ..... to our family, friends and society. If we ..... to fulfill them, we fail in our life. There are distractions all around and the life is ..... . So we should not indulge in them and ..... on our ..... before we die.

## LESSON PLAN NO:19

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuvanbasi, Kanchanpur.

**Name of the Researcher :** Jitendra Poudel

**Class :** 10

**Subject:** English

**Unit:** After you finish

**Topic:** Exile

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1 } describe the picture of the poem.
- 2 } get the general introduction of the poet and the poem.
- 3 } read the poem aloud.

**Teaching Materials:** Pictures, Card about the description of the poet, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by describing about the tiger.

### **Presentation and Practice:**

The researcher shows pictures and asks them to discuss about the pictures.

He shows the autobiography card of the poet and asks them to read.

He makes a student or a series of students read the poem aloud.

The students look at the pictures and answer the questions based on the pictures.

They not only think about the title but also get knowledge about the poet from the autobiography card of the poet.

They read the poem in loud sound.

**Evaluation:** The teacher asks the following questions:

- a] Who wrote the poem?
- b] Where is the tiger?

## LESSON PLAN NO: 20

**Name of the School:** Shree Rastriya Secondary School, Bichaphanta, Kanchanpur.

Shree Siddarth English School, Tribhuwanbasti, Kanchanpur.

**Name of the Researcher:** Jitendra Poudel

**Class:** 10

**Subject:** English

**Topic:** Exile

**Unit:** after you finish

**Period:** second

**Time:** 45 minutes

**No. of students:** 40

**Specific Objectives:** The students will be able to:

- 1} tell the meaning of difficult vocabularies.
- 2} answer the questions based on the poem.

**Teaching Materials:** Word cards, Flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by describing the condition of animals in the zoo.

### **Presentation and Practice:**

The researcher asks the students to make a list of difficult vocabularies and writes them on the blackboard.

He teaches them through the word cards.

He asks them some questions and provides help if necessary.

The students make the list of difficult vocabularies and get the meanings from the word cards.

They find the answer of the textual questions after their discussion.

**Evaluation:** The teacher asks the following questions:

A] Find the similar meaning from the poem:

Twilight, desire for food, planning secretly

B] Answer the questions:

a} What is easy-meat?

b} Why are the other animals not afraid of the tiger?

## LESSON PLAN NO:21

**Name of the School:** Shree Rastriya Secondary School,Bichaphanta, Kanchanpur.

Shree Siddarth English School,Tribhuwanbasti,Kanchanpur.

**Name of the Researcher:** Jitendra poudel

**Class:** 10

**Subject:** English

**Topic:** Exile

**Unit:** after you finish

**Period:** second

**No. of students:** 40

**Specific Objectives:** The students will be able to:

1} write the central idea of the poem.

2} write the summary of the poem.

**Teaching Materials:** Main points of the poem, flannel board and daily used materials.

**Warming Up/Motivation:** The researcher motivates the students by asking questions related to the poem.

**Presentation and Practice:**

The Researcher divides the class into four small groups.

He writes the main points of the poem and asks the students to write central idea and summary of the poem.

The students write both the summary and central idea basing on the main points and compare with the answer of the students of other groups.

They modify their answers.

**Evaluation:**

The researcher evaluates the class by asking the following question:

Write the summary of the poem in one paragraph.

Name = Kalpana Kumari Sand

Class = ten

Roll number = 1110

School name = Shree Rastriga Secondary

School Bichaptanta Kanchanpur

36  
50

Ans ~~The ~~curlew~~ nightingale sings well.~~

Ans The weather described in the second verse is fall.

2 a. The poem was written by a Nepali  poet.

b. The poet likes spring season.

3 a. When do nestlings fly?

Ans ~~Nestlings fly in spring season.~~

b. What is described in the first verse?

Ans Spring season is described in the first verse.

Group: B

1 a. The present world has been divided  into fragments.

b. The mind should be fearless to get  better knowledge.

2. a. The poet is speaking to his father. ①  
b. The poet wants people cultivate good habits.  
3. a. Why has the world been broken into fragments?

Ans The world has been broken into fragments because <sup>of the</sup> narrow domestic walls. ②

- b. What do you mean by 'Dead Habits'?

Ans Dead Habits mean by the clear stream of reason ~~has~~ not lost its way into the dreary desert. ②

#### GROUP C

1. a. Our mind is compared to a meadow. ②

b. Eleanor Farjeon has composed this poem.

2. a. The poet wants to plant the seeds of knowledge in our minds. ②

b. Our eyes are compared with meadow in the poem. F

#### GROUP D

1. a. The chamber of the Woods won't see

the traveller because he lives in

the ~~city~~ villages. ①

b. The traveller hears the sound of bell and the horse. ①

- ①
- 2 a. The poet is the owner of the Woods. [ ]  
 b. The weather described in the poem [E]  
 is cold.

3 a. Where was the poet going?

Ans The poet was going ~~to~~ home. ②

b. Why did the horse give a shake to his bell?

Ans The horse given a shake to his bell because horse told poet went out house.

GROUP: E

1. Match the following.

| A         | B                    |
|-----------|----------------------|
| Evening   | To be away from home |
| Not sharp | Blunt                |
| plotting  | planning secretly    |
| Exile     | Dusk                 |

Evening → To be away from home  
 Not sharp → Blunt  
 plotting → planning secretly  
 Exile → Dusk

~~plotting~~

Evening → Dusk

Not sharp → Blunt

plotting → planning secretly

Exile → To be away from home

④

2 a. Why does the speaker have no appetite?

Ans The speaker has no appetite because he ~~was~~ <sup>is</sup> full of easy meat. (2)

b. What is "easy meat"?

Ans 'Easy meat' is meat can get do n't a lot of money give.

GROUP : E

1 a. The brother in the poem is a ~~black~~ white person. (1)

b. The poem ends with indifferent note.

3 a. Why is it difficult to sing together?

Ans It difficult to sing together because it is uni.

b. Who wrote the poem? (2)

Ans Richard Aime wrote the poem.

GROUP : G

1. Match the following

|         |   |           |
|---------|---|-----------|
| A       |   | B         |
| Grain   | ⇒ | Boundless |
| Always  | ⇒ | Never     |
| Limited | ⇒ | Forfeit   |
| Alive   | ⇒ | Dead      |

(4)

3 a. Ans The man who never to himself hath is called a dead man. (2)

b. Ans Motherhood is better than health.

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Name = Kalpana Karmali Saub

Class = Ten

Roll Number = 1110

School name = Shree Rastriya Secondary School, Bichphanta, Kanchanpur

[Group A]

1. (a) ~~The nestle nightingale sings well~~ (2)  
 a. the nesting (b) the curlew (c) the nightingale  
 B. The weather described in the second verse.

dull:

- (a) dull (b) bright (c) lively (2)  
 2. (a) The poem was written by a Nepali poet. (a)  
 (b) The poet likes spring season. (True)  
 3. (a) Nestlings fly in the spring season. (2)  
 (b) Spring season is described in the first verse.

[Group B]

1. (a) The present world has been divided into two fragments. (1)  
 (b) The mind should be fearless to get better knowledge.  
 2. (a) The poet is speaking to God. (2)  
 (i) his father (ii) God (iii) his country  
 (b) The poet wants people cultivate good habits  
 (i) cultivate good habits (ii) be reasonable  
 (iii) his countrymen  
 3. (a) The world has been broken into fragments because of the narrow domestic walls  
 (b) "Dead habits" mean the old, useless traditions.

[Group: C]

- 1(a) Our mind is compared to a meadow. (2)
- b. Eleanor Farjeon has composed this poem.
- 2(a) The poet wants to plant the seeds of true knowledge in our minds. (2)
- b) Our eyes are compared with meadows in the poem. (2)

[Group: D]

- 1(a) The owner of the woods won't see the traveller because he lives in the village. (2)
- (i) the woods (ii) the village (iii) the farmhouse
- (b) The traveller hears the sound of bell and the (i) the horse (ii) the wood (iii) the forest
- 2(a) The poet is the owner of the woods. (2)
- (b) The weather described in the poem is cold.
- 3(a) The poet was going to his house. (2)
- (b) The horse given a shake to his bell because the horse sent the message for his owner.

[Group: E]

1. Evening  $\Rightarrow$  Dusk (4)
- Not sharp  $\Rightarrow$  Blunt
- plotting  $\Rightarrow$  planning secretly
- Exile  $\Rightarrow$  To be away from home
- 2(a) Why does the speaker have no appetite?  
Ans: The speaker has no appetite because due to the full of meat.
- b. What is "easy meat"?  
Ans: The meat which is got easily is called "easy meat". (3)

[GROUP: F]

2(a) The brother in the poem is a white person.

(i) White (ii) neither black nor white

(b) The poem ends with hopeful note.

(i) hopeful (ii) hopeless (iii) indifferent

2(b) It is difficult to sing together because the white person don't know the tune black person and vice versa.

(b) Richard Price wrote the poem.

[GROUP: G]

1. Gain  $\Rightarrow$  Forfeit

Always  $\Rightarrow$  Never

Limited  $\Rightarrow$  Boundless

Alive  $\Rightarrow$  Dead

3(a) Who is called a 'dead man'?

Ans Impatience person is called a 'dead man'.

(b) What is better than health?

Ans Native land or motherland is better than health.

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Name :- Rupa Rokaya

School :- Shree Siddhartha ~~English~~ English school

Roll no :- 9

[Group: A]

1.

A) The cuckoo sings well.

B) The weather described in the second verse is dull

2.

a) The poem was written by a Nepali poet. F

b) The poet likes spring season. T

3.

a => Nestlings fly in spring season.

b => Spring season is described in the first verse.

[Group: B]

1.

a. The present world has been divided into fragments. T

b. The mind should be fearless to get better knowledge

2. a. The poet is speaking to ~~his~~ <sup>countrymen</sup> ~~father~~.  
b. The poet wants people ~~to~~ be reasonable.

3. a. ⇒ The world has been broken into fragments by narrow domestic walls. (1.5)

b. ⇒ Dead Habits mean the place desert which is always full of sand and always remain dry.

### [Group: c]

1.

- a. Our mind is compared to a meadow. (2)  
b. Eleanor Farjeon has composed this poem.

2.

- a. ⇒ The poet wants to plant the seeds of knowledge in our minds. T  
b. ⇒ Our eyes are compared with meadow in the poem. F (2)

### [Group: D]

1. a. The owner of the woods won't see the traveller because he lives in the village.

2. b. The traveler hears the sound of bell and the wind. (2)

2. a. The poet is the owner of the woods. F (2)

b. The weather described in the poem is cold. T

3. a. => The poet might be going in the forest.

b. => The horse gave a shake to his bell to ask if there is any mistake.

[Group: E]

1.

| A         | B                      |
|-----------|------------------------|
| Evening   | → Dusk (4)             |
| Not sharp | → Blunt                |
| plotting  | → planning secretly    |
| Exile     | → To be away from home |

2. a. => The speaker has no appetite because he was full of easy meat. (1.5)

b. ⇒ Easy meat means cooked meat or those  
meat ~~which are ready to eat.~~

[Group: F]

1.

- a. The brother in the poem is a white person.  
b. The poem ends with hopeless note.

2. a. ⇒ It is difficult to sing together because  
they don't know the tune.

b. ⇒ Richard Rime wrote the poem.

[Group: G]

1.

| A       | B                      |
|---------|------------------------|
| Gain    | → <del>Forfeit</del>   |
| Always  | → <del>Never</del>     |
| Limited | → <del>Boundless</del> |
| Alive   | → <del>Dead</del>      |

2. a. ⇒ The man who is not patriot to  
his country is called a dead man.

b. ⇒ Our own native land is better  
than heaven.

The End

Name: Rupa Rokaya  
Class: Ten  
Roll no: Nine  
School: Shree Siddhartha Boarding School

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[Group A]

1.

A. The cuckoo sings well

B. The weather described in the second verse is dull. (1)

2.

a. The poem was written by a Nepali poet. F (2)

b. The poet likes spring season. T

3.

a. Nestlings fly in the spring season. (3)

b. The things that make the spring season more colourful is described in the first verse. In the spring season, cuckoo sings, nestlings fly, people go all out and citizens are dreaming of having these all events are described in first verse.

Group = B

1.

a. The present world has been divided into fragments. T

b. The mind should be fearless to get better knowledge. T (2)

P.T.O

2.

a. The poet is speaking to God. (2)

b. The poet wants people cultivate good habits.

3.

1.

a. → The world has been broken into fragments because of narrow domestic walls.

b. → Dead Habits mean bad habits. Dead Habits are cultivated <sup>by</sup> the bad people.  
[Concept: C]

1.

a. Our mind is compared to a meadow. (2)

b. Eleanor Farjeon has composed this poem.

2.

a. The poet wants to plant the seeds of knowledge in our minds. F

b. Our eyes are compared with meadow in the poem. F (1)

[Concept: D]

1.

a. The owner of the woods won't see the traveler because he lives in the village. (2)

b. The traveler hears the sound of bell and the wind.

2.

a. The poet is the owner of the woods. F

b. The weather described in the poem is cold. T (2)

- 2.
- a. → The poet was going to ~~his~~ <sup>most</sup> ~~his~~ destination.   
 He all have aim in our life so, he ~~destination~~ <sup>poet also has some aim and he was going to fulfill it.</sup>
- b. → The horse gave a shake to his bell <sup>to fulfill it</sup> to continue their journey although there is forest ~~is~~ beautiful as ~~obstacle~~ hindrance in the way. ~~at~~

[Group: E]

1.

- Evening ⇒ ~~Dark~~
- Not sharp ⇒ ~~Blat~~
- plotting ⇒ ~~planning secretly~~
- Exile ⇒ ~~To be away from home.~~

2.

- a. → The speaker has no appetite because he is full of ~~easy meat~~ <sup>given in to use.</sup>
- b. → Easy meat is ~~the meat~~ prepared by zoo-keepers which ~~are~~ ready to eat for tiger.

[Group: F]

1.

- a. The brother in the poem is a ~~white~~ person.
- b. The poem ends with ~~hopeful~~ note.

2.

- a. → It is difficult to sing together there is no harmony between the ~~black~~ and white people. White people think ~~themselves~~ as superior and black-

people are dominated by them.

3

b. → The black poet Richard Rime wrote this poem.

[Group: 61]

1.

Gain ⇒ ~~Loss~~ Fortell

Always ⇒ Never

Limited ⇒ Unlimited

Alive ⇒ Dead

4

2.

a. → A man who does not love his ~~his~~ country is called a dead man.

b. → Our own mother land is better than heaven.

2.

a. → A man who does not love his country and does nothing for his country is called a dead man. Such type of dead men are like dust for the country and they die spiritually although they are breathing.

4

b. → Our own mother land is better than heaven. So, we have to serve our country until our death. We have to do and die in our own mother land.