

**A STUDY ON
TEACHING POETRY AT HIGHER
SECONDARY LEVEL**

(A Case of Compulsory English Grade XI and XII)

A Thesis Submitted to the Department of English Language Education

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DEDICATION

To my parents and the teachers.

- Hem Prasad Timsina

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ABSTRACT

This research is carried out to analyze the strategies, problems and relevance of teaching poetry at higher secondary level.

The researcher found very poor and faulty strategies being used by the English language teachers. The strategies used by them were not in line with the 'Teaching stages' sufficiently. Therefore, it was found that the teachers have no clear idea about 'How to teach poetry following the stages'. The teachers were facing many problems while teaching poetry like teaching the poetry of different socio-cultural background, translating, taking interest by very few learners and so on. Despite these difficulties, teaching poetry makes much relevance in language learning. They are: poetry helps to develop language skills and aspects. Moreover, It motivates the students, gives pleasure, and develops creativity and vocabulary power and so on.

The thesis is divided into four major chapters. The first chapter deals with a short introduction of English language in general, literature, values of literature, poetry and its types, objectives, strategies of teaching poetry at higher secondary level, objectives and significance of the study and review of related literature.

The second chapter is concerned with the methodology used to carry out this research work. To collect the data, both primary and secondary sources have been used. Primary sources are questionnaire to the students, questionnaire and interview schedule to the English language teachers and class observation of the teachers. Seven English language teachers and ten students from each higher secondary school, altogether seventy from Udayapur district are the sampling population.

Chapter three consists of the analysis and interpretation. The analysis was done in three sections. Section A deals with the analysis of collected data in terms of strategies, section B deals with the analysis of collected data in terms of problems and the section C deals with the analysis of collected data in terms of relevance.

The fourth chapter is related to the summary, findings and recommendations.

At last some recommendations are made for the improvement of the teaching poetry at higher secondary level.

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ABBREVIATIONS

B.S. : Bikram Sambat

NEC : National Education Commission

NESP : National Education System Plan

NNEPC : Nepal National Education Planning Commission

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a unique identification of human civilization. Language has made it possible to change a wild-human-being into a civilized human-being. It shows the present, past as well as the future of human race. It has so vast creativity that covers human thoughts and desire, hopes and hatred, pains and pleasure, frustrations and all other feelings, which can arise from human heart.

English language is one of the most influential languages of the world. It is the international lingua-franca of the world because people of different speech communities use English language to speak one another. It plays a vital role for the development of good relationship, national unity and integration. More than fifty percent textbooks and print medias of the world in any discipline are published in English language. Thus, English language is used to get worldwide knowledge in various fields, like literature, culture, religion, education, science and technological discoveries. In the context of Nepal, English language is accepted as the language of international communication. Thus the importance of this language is immense in human life.

Every normal human-being acquires language as a natural process of development. But there is difference in acquiring first language and learning second language. Acquiring first language is a sub-conscious process while second language learning is a conscious one as it involves formal teaching and learning. To get mastery over language everyone needs to have command over all language skills viz. listening, speaking, reading and writing and command over aspects of language viz. vocabulary, grammar, meaning and pronunciation.

In the present education system of Nepal, English Language is taught and learnt as a compulsory subject from class one to the graduate level and as an optional subject from secondary level to the master level. This proves its need, significance and popularity.

There is a very close relationship between language and literature. The literary language is regarded as a variety of language. It is the most complex but the popular variety of language. The Oxford Advanced Learners' Dictionary (1996) defines literature as the art of writing that is valued as works of art; especially fiction, story, drama, novel, etc.' Thus, literature is an art which reflects the mirror of society. The literary people express their thoughts, feelings and emotions in different genres of literature. Literature stretches students' imaginations, widens their insights, deepens their experiences and heightens their awareness. A second language learner is not regarded as a competent learner unless he knows the culture of the native speakers. Literature helps the learners to acquaint with the speakers of the second language cultural groups. Thus, a second language learner should learn the second language culture. Moreover, studying literature helps to develop the language skills, i.e. listening, speaking, reading and writing.

There are many genres of literature. Among them, poetry is one. Wordsworth (1825) defined poetry as "the spontaneous overflow of powerful feelings; it takes its origin from emotion recollected in tranquility." The poetic language is unique and more complex than the language of prose. The deviated form of language is used in poetry, which is out of the grammatical rules and regulations. Therefore, the students of higher secondary level feel difficulty to understand the poem.

1.2 The Historical Background of Teaching English in Nepal

The historical background of teaching English in Nepal is not very long. Formally, English language teaching was started in Nepal in 1910 B.S. when the

first Rana Prime Minister, Mr. Janga Bahadur Rana returned from his journey of England, he established a school for teaching English language at Thapathali. After some time the school was known as Durbar School. During that period the teaching learning process was only limited to Rana Family. Later, when Dhir Samsar became the Director General of Education, he gave the permission to the sons and daughters of government officials to study in Durbar High School. The sons and daughters of general people started to study in this school since 1942 B.S. when Bir Samsar became the Prime Minister of Nepal. In 1948 B.S. Bir Samsar built the Building of Durbar High School in front of the Rani Pokhari. After Bir Samsar, Dev Samsar became the Prime Minister of Nepal, who established many schools in Nepal.

Chandra Samsar established the Tri-Chandra College in 1975 B.S. After the establishment of Tri-Chandra College English Language was started to be taught at higher level also. During the time of Rana regime the situation of English language teaching was not satisfactory. The teaching learning process was limited only to the Rana family.

In 2007 B.S. democracy was established in Nepal. Consequently, many new schools were opened. This provided opportunity for general people to study with great freedom. After democracy the Nepal National Educational Planning Commission (NNEPC) was founded in 2011 B.S. to collect the suggestions for the development of education in Nepal. The commission suggested that English language teaching should be started from grade 4 to bachelor level as a compulsory subject. After that period, the situation of English language teaching was rapidly developed. The Nepal Education System Plan (NESP) 2028 B.S. contributed greatly to the development of English language teaching. According to the suggestion of this Commission, English language was started to be taught from grade 4 to the bachelor level as a compulsory subject and from secondary level to the master level as an optional subject. During the Panchayat system from 2017

B.S. to 2046 B.S. the development of teaching English language situation was little satisfactory. In Panchayat system, the government gave freedom to the people to establish private schools. The establishment of the private schools played a significant role in the development of teaching English language situation because of the English medium of instruction.

In 2046 B.S. democracy was re-established in Nepal. National Education Commission (NEC) was formed in 1947 in order to give the suggestion to develop the education system of Nepal. It submitted its report in 2049 B.S. This commission gave more emphasis to the development of English language teaching in Nepal. The commission suggested for establish many universities in Nepal. As a result, many universities were established and English was taught as a compulsory as well as optional subject. Now, English language is started to teach from grade one to the bachelor level as a compulsory subject. This attempt will certainly play a significant role in the development of English language teaching in Nepal.

1.3 What is Literature?

Literature and language are interrelated. The literary language is a variety of language. It is the most complex and popular part of language. Literature reflects the mirror of time, place, culture, society, etc. It is true that without studying literature the language learning process is always incomplete.

According to Oxford Advanced Learner's Dictionary (1996) defined "literature is an art of writing that is valued as works of art i.e. fiction, drama, poetry, novel, etc.

According to Lazar (1993:1) "literature is a world of fantasy, horrors, feelings, thoughts, visions etc. which put into words".

Collie and Slater (1990) define "literature as an art of writing which collects the people imaginations and emotions systematically into words".

According to Taylor (1984:211) "The roots of what we call literature are in everyday stories, dramas, rhymes, songs, rhetoric's and the flow of language in relationship."

In the narrower sense, literature is an artistic record of life and most of our writing is excluded from it. But, in the broadest sense, literature means simply the written record of the race including history and sciences as well as poems and novels.

By studying the different definitions given by different scholars we can reach in the conclusion that literature is an art of writing and a medium to express thoughts, feelings and emotions reflecting the mirror of society.

There are some important characteristics of literature, which further clarify it. They are as follows:

- (1) Literature is the secret and vital thing, which studies human internal and external feelings of human beings.
- (2) Literature has its own suggestiveness, which is broadly known as tragic-comic action of human heart.
- (3) Literature glimpses imaginations, thoughts, feelings, emotions, etc.
- (4) Literature has permanent universality.
- (5) It is the record of human spirit and history of human race. (Collie, and Slater, 1990)

1.4 Value of Literature in Language Teaching

The value of literature in language teaching is immense. Without studying literature, the study of language is worthless. The second language learner is not regarded as a competent language learner unless he learns the target language literature.

The value of literature in language teaching can be pointed as follows:

1. Literature makes language teaching lively and interesting.

Literature helps the learners learn English language interestingly and lively. In literature, students read poems, songs, stories, dramas, etc. which makes the English language learning interesting and easy. If the students read the text interestingly, the learning becomes permanent.

2. Literature provides varieties of inputs.

It is true that literature teaches history and sciences as well as poems and novels. Due to the different genres of literature the learners learn various kinds of knowledge in literature. Moreover, students come in contact with the different varieties of language, cultures, life styles and different styles to express and interpret the texts.

3. Literature helps to the personal growth of the students.

Literature helps very much to the personal growth of the learners. Students learn the various kinds of knowledge in literature, i.e. identifying with the different cultures and societies, learning different ways to express something, interpreting the texts, appreciating the text critically, etc. Moreover, they develop the different types of skills like skill of argument, skill of systematic expression, intensive and extensive reading skills, etc. Literature stretches students' imagination, deepens their experience and heightens their awareness.

4. Literature develops students' language awareness.

Literature expands the students' language awareness. Teaching literature identifies the students with different forms of discourse in which they find breaking of the more usual rules, deviated syntax, collocation, break of the cohesion, etc. On the other hand, they find the use of different types of registers, styles, varieties of language, etc. The learning of such things develops the students' language awareness and involves them to discover the different features of language than the rigidly governed language by grammatical rules and regulations.

5. Literature develops the language skills in students.

Literature helps to develop the students' four language skills i.e. listening, speaking, reading and writing. While studying literature students automatically practice the language skills. They listen to the different texts playing the cassette, speaking more about the subject matter interestingly, reading more texts and writing appreciation, analyzing and interpreting the texts. As a result, the language skills are naturally developed.

6. Literature provides authentic materials.

The texts related to literature come from the authentic sources. They are origin from the particular society, culture and family backgrounds. Literature extends linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and exact syntax.

1.5 Aims and Objectives of Teaching Literature

Literature is an art of writing, which reflects the mirror of society. In the present time teaching literature is regarded as an obligatory thing for learning language.

There are different opinions on aims and objectives of teaching literature. Long and Carter (1991) suggested three models of teaching literature in language classroom. They are as follows:

- a. The cultural model.
- b. The language model.
- c. The personal growth model.

a. The cultural model:

Language fosters culture. When we read language the culture of the native speakers crops in. By studying literature students acquaint them with the foreign language culture and society and develop the cultural awareness. Thus, literature is the best medium of representing culture.

b. The language model:

Literature helps to learn language. The literary language is different from the everyday use of language on the one hand and different with the language, which is used in sports, medicine, science etc. On the other hand literature helps the learners understand some of the more stable and various creative uses of language

Moreover, literature is helpful for developing the students' language skills, i.e. listening, speaking, reading and writing. Similarly, it helps to develop the intensive and extensive reading skills of the learners.

c. The personal growth model

Literature helps to develop the personality of the learners. By reading literature students can develop the personal skills like, skill of argument, skill of critically appreciating the text, skill of analyzing and interpreting the text etc. Moreover, learners learn to express the feeling and imaginations systematically in words.

Hence, the main aims of studying literature are developing the cultural awareness, language skills and the personality of the person.

1.6 Genres of Literature

Literature is a full-fledged discipline of language. Literature is complete in itself with its many genres. They are described as follows

I. Drama

Drama is a piece of creative writing, which is composed to be performed on the stage. Especially, drama is not written for reading purpose but to be performed on the stage and to give entertainment to the spectators. Scholes et. al. (1991:xxx) views drama "as a genre of literature in which words are used to create imaginary persons and events and overheard by the reader." There are different elements of drama i.e. plot, character, dialogue, setting, conflict and theme.

There are different forms of drama, i.e. tragedy, comedy, tragic-comedy, farce and one-act play. The tragedies are the plays with sad endings and comedies are the plays with light and happy endings.

II. Story

Story is a creative writing which narrates the past events and incidents systematically from top to bottom. Scholes et. al. (1991:xxx) views story "as an element of literature in which words are directly addressed to the readers and used to create imaginary persons and events." Stories may be long or short. The short stories are those stories that can be read easily in single setting. There are different elements of story. They are: plot, character, setting, style and theme.

There are different forms of stories according to their nature. They are: Myths, legends, fables, parables, fairly tales, etc. stories might be fictional and non-fictional as well.

III. Novel

Novel is a long-long narrative writing elevated in style, rich in characters and with a single plot.

Novel might be fictional and non-fictional. The fictional novels are written with imaginary characters and events but non-fictional novels narrate the truth history of someone or something. There are different elements of novel i.e. plot, character, setting, style and theme.

IV. Essay

Essay is a short prose work. The main purpose of writing essay is persuasion. Essay is not fictional but it shows the writers' own ideas on the particular subject matter. According to Lamb, (1823), "Essays may be long or short, factual or fictional, and practical or playful." Scholes et. al. (1991:xxx) writes essay "as a genre of literature in which words are used to express ideas and feelings and address directly to the reader."

There are different forms of essays according to their nature. They are: descriptive essays, reflective essays, narrative essays, persuasive essays, argumentative essays and so on.

V. Poetry

Poetry is a piece of creative writing, which is generally composed in verse. Scholes et. al. (1991) views poetry "as a genre of literature in which words are used to express ideas and feelings and overheard by the reader." The poetic language is different than prose and the language of daily use. Due to the deviation of linguistic norm poetry is different with the other genres of literature. There are different forms of poetry, such as: epic, sonnet, ode, ballad, elegy, lyric, pastoral, etc.

1.7 Language of Poetry

Poetry is a genre of literature. It is a creative piece of writing generally composed in verse. In the past, poetry was written in verse but now it is written in verse as well as non-verse.

Poetry is created for pleasure. The aesthetic satisfaction is related to poetry. The language of poetry is special and different than the language of any other texts or daily use of language. The poetic language consists rhyming words, rhythm, meter, diction, tone, music, alliteration, assonance, etc.

The poet uses special type of diction selecting appropriate words to write poem. The rhyming scheme is an important aspect of poetry, which makes the poem standard and symmetrical. The rhythm, meter, tone, music make the poem systematic and sweet. The alliteration and assonance are also the important factors of composing poetry.

Poetry differs linguistically from the usual or standard form of language. Poetry recognizes syntax, invests its own vocabularies, freely mix registers and creates its own punctuation. Poetry draws creatively on a full range of archaism and dialects, generates new vivid metaphors. It patterns sounds and

orders rhythms. Poetry has been described as deviation from the norm of language. It has been argued that poetry frequently breaks the rules of language but it communicates with in a fresh and original way.

Poetry teaches the readers that language may not be quite rigidly governed by rules as we think. It is pedagogically useful and necessary to provide students with idealized language rules. While using poetry students find deviant and unusual language. By this students can expand language awareness and interpretative abilities.

1.8 Features of Poetry

The features of poetry are as follows:

I. Deviation of linguistic norm

The linguistic norm is completely deviated in poetry. The poetic language does not follow the grammatical rules. The sentences are incomplete and unsystematic regarding the grammatical rules in poetry.

II. Rhyming Scheme

The rhyming scheme is the main feature of poetry. Generally, poetry is composed in verse. To make the verse systematic the rhyming patterns must be used. For example 'done' is rhyme with 'cone', 'kite' is rhyme with 'bite', etc.

III. Rhythm

Rhythm refers to the way of composing poem. The rhythm of lyric is different with the rhythm of sonnet. Likewise, the rhythm of epic is different with the rhythm of elegy.

Iv. Diction

Diction refers to the selection of appropriate words in poetry. While composing poem the poet selects the appropriate words according to the subject matter of the poem.

V. Music and Tune

Music and tune are the very important features of poetry. All kinds of poetry are composed with special types of music and tune. The music and tune make the poem sweet and hearty.

VI. Assonance and Alliteration

Assonance refers to the repetition of vowel sounds in the same or adjacent lines, i.e. 'O. Lady bright can't be right'

Alliteration refers to the repetition of the same consonant sounds in the beginning of the words in the same or adjacent lines, i.e. 'I caught this morning, morning minion.'

VII. Use of unusual language

The poetic language is unique and unusual. The readers only find this type of language while reading poetry. The poetic language is used neither in everyday communication nor in interpreting the texts. The linguistic norm is completely deviated in poetry.

VIII. Use of Simile and Metaphor

Simile refers to a way of comparing something by using 'as' and 'like'. eg. 'My love is like a red red rose'.

Metaphor refers to a way of comparing something without using the words 'like' or 'as': eg. 'That man is a snake'.

In poetry simile and metaphor are used in great deals, which make poetry more interesting and effective.

As a whole, due to the above-mentioned features the poetic language is unique and different from the language of everyday use and any other texts.

1.9 Types of Poetry

There are different forms of poetry according to their nature. They are described as follows:

a. Epic:

The long narrative poem serious in subject, elevated in style, centered on a heroic or divine figure and the action depend on fate of a tribe or nation or human race is called epic.

'The paradise lost' by John Milton, 'Iliad and odyssey' by Horner, 'Sakuntala' by Devkota are examples of epic.

b. Lyric

The poem, which is like a song, is called lyric. It is a non-narrative poem, which presents a single character or speaker who expresses the state of mind or process of thoughts or feelings. 'To a skylark' by P.B. shelly, 'Sick rose' by Robert Burn. 'To his coy mistress' by Andrew Marvel etc. is the examples of lyric.

c. Ballad

Ballad is a poem, which deals a traditional story. The word 'Ballad' is derived from the Protugese word 'balada' that means dancing song. A ballad is a song, which tells a story. A single author composes the original version but he is unknown.

There are different types of Ballads. They are: folk ballad, broad side ballad and literary ballad.

d. Odes

An ode is a long lyric poem serious in subject, elevated in style, elaborated in stanzic structure. There are mainly three types of ode. They are: regular ode, irregular ode and horation ode. These types of poems are always composed in praise of someone or something.

e. Elegy

The poem which is composed for lamenting on someone's or something's death is called elegy. An elegy expresses the song of death, mourning of someone and separation of lovers and beloved.

There are three types of elegy i.e. Dirge, Threnody and pastoral elegy. 'Tears idle tears' 'In memoriam' by Lord Tennyson, 'Gauri' by Madhav Ghimire are the examples of elegy which are composed in the death of friend and wife, respectively.

f. Sonnet

The poem which is composed within fourteen lines usually in iambic pentameters with considerable variation in rhyming scheme. There are two main parts in a sonnet. i.e. octave and sestet. The first eight lines are called octave and last six lines are called sestet. The sonnet is composed with special rhyming scheme.

There are different types of sonnet according to their rhyming scheme, i.e. petrarchen sonnets, Shakespearean sonnets, Spenserian sonnets, etc.

g. Pastoral

The poem which is based on an idle picture of country life, in which natural world is seen as beautiful and good.

1.10. Teaching poetry in Nepal

In the present education system of Nepal, poetry has been included in the curriculum from the primary level to the master level. In grade XI and XII compulsory English curriculum, there are 5/5 poems respectively. From this, necessity of poetry to develop the students' language understanding power is clearly reflected. Rai (2004:14) writes 'A true poetry opens our eyes to the sensuous beauty and spiritual meanings in words of human experience and of nature to which we otherwise should remain blind.'

But poetry teaching in the context of Nepal is not what it should be; i.e. it is fully teacher centered. In all levels, may it secondary, higher secondary or university level, the teacher gives lecture and students take notes. Students don't have any part in teaching learning poetry. Rai (2004:103) further writes that the teachers do following things to teach poetry in this level.

- Translating the poem in Nepali.
- Giving line-by-line meaning of the poem.
- Giving summary and 'theme' or 'central idea' of the poem.

This way of teaching poetry doesn't enable students develop their own understanding of the poem. They understand what the teacher wants them to understand. Consequently, average students can't understand the poem outside the textbook.

A poem can't be understood without knowing about its poet and general background, i.e. the poem written in foreign socio-cultural background, can't be understood except the meaning of individual words. That's why, the knowledge about the poet and the place where the poem written, helps the students understand the poem.

It is always better to help the learners learn rather than telling everything about the poem. The teachers should help students to develop their own understanding of the poem by providing clues and discussing it with them. Rai (2004:104) says, 'Teachers should not teach but help them to learn.'

1.11. General Objectives of Teaching English at Higher Secondary Level.

Grade XI

- To teach the students skills in the use of English for academic and communicative purposes.
- To train them in the functional, notional and grammatical areas of English language use,
- To make them see the relationship between structures and meaning,
- To teach them English structures in a communicative context, and
- To provide students a self-complete, self-terminating, as well as a bridge between secondary and University English (+3).

Grade XII

- To provide students techniques in the use of English for academic and communicative purpose:
- To train them in the functional, notional and grammatical areas of English by use
- To make them see the relationship between structures and meaning, and
- To teach them structures in a context.

1.12. Specific Objectives of Teaching English at Higher Secondary Level

According to the higher secondary level curriculum of English, the specific objectives are:

Grade XI

- To give a short remedial or link course as a kind of bridge or a refresher course between English at the secondary and higher levels.
- To teach English for functional, academic and communicative purposes.
- To Provide students interesting reading materials for information, knowledge and pleasure.

Grade XII

- To enable them to establish a link between structure and meaning
- To provide them with more examples of language in context.
- To engage them in more fruitful reading.

1.13.Strategies of Teaching Poetry at Higher Secondary Level

Poems at higher Secondary level are taught with the following objectives:

- To develop the skill of literal comprehension.
- To engage them in more fruitful reading.
- To make the learners be able to analyze the poems critically.

Teaching poetry at higher secondary level is a challenging job. However- following strategies are applied to do the job following Lazar (1993:129-131).

A. Pre-reading activities:

Students' interest is stimulated in the text by

- Making the students predict the theme of the poem, its title or a few key words or phrases in the poem.
- Giving different lines from the poem to the students or the group of the students or the group of the students so that they can suggest the subject or theme.
- Getting the students to discuss pictures or photographs relevant to the theme of the poem.
- Asking the students what they would do, and how they would respond, if they were in a situation similar to the one in the poem.

Students are provided the necessary historical or cultural Background by

- Making the students read or listen to a text which describes the historical or cultural background to the poem.
- Getting the students to read or listen to a text about the author's life which may deepen their understanding of the theories of the poem.

- Having the students discuss what are appropriate behaviors or feelings in their culture or society in a particular situation and making them compare this with the emotions in the poem
- Giving the information about the genre of the poem or the literary movement to which the author belongs to, before reading it, to the more literary-minded students.

Students are helped with the language of the poem by

- Asking the students to work on activities exploring more normative uses of language. For example, if certain verbs in a poem collate with unusual nouns students could be asked to predict what the usual collocates for the verbs are before comparing this with the language of the poem.
- Giving guide to the students towards an understanding of more metaphorical or symbolic meanings in the poem, students could be asked to free-associate round some of those words in poem which carry powerful symbolic connotations.
- Pre-teaching any important words, phrases or grammatical constructions that appear in the poem.

B. While-reading activities:

- Students are given jumbled versions of the poem (Either lines or verses) and asked to put it together again. Jumbling up verses works particularly well for poems with a strong narrative, for example, ballads.
- Certain words are removed from the poem and students have to fill in the gaps either by themselves or using a list of words provided.
- Students read only one verse at a time and then try to predict what's coming next - this works well with narrative poems.
- Students underline all the words connected with a particular lexical set and then speculate on their metaphorical or symbolic meaning.
- Students decide which definitions of a particular word in the dictionary is the one that best fits the meaning of the word in the poem

- Students answer comprehension questions about the meaning of certain words or phrases in the poem

C. Post - reading activities:

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

- Giving them a series of statements about the possible underlying meanings of the poem, and asking them decide which ones are true or false.
- Giving the students two or three brief interpretations of a poem (possibly from critics) and they decide which one they think is the most plausible or appropriate.
- Asking the students to compare this to two versions of it in modern English of a poem is written in rather archaic language.
- Asking very advanced students to compare a poem with to two different translations of it in their language.
- Making students practice reading the poem aloud and decide what mine or gestures would accompany a choral reading.

D. Further follow-up activities:

- Students are asked to a rewrite the poem as different form of discourse.
- They are asked to read and discuss other poems by the same author or other poems on the same theme.
- Students are asked to write their own poem, using the original as a model.

1.14 Objectives of the Study

The proposed study has the following objectives.

- To analyze the strategies and complexities of poetry teaching at higher secondary level.
- To find out the contribution of poetry in developing language aspects and skills.
- To enlist some pedagogical implications for better teaching learning process of poetry.

1.15 Significance of the Study

This study is expected to be significant for:

- Highlighting the nature of poetry teaching at higher secondary level.
- Providing feedback to the teachers and students directly involved in teaching and learning English.
- All individuals in teaching and learning English and in carrying out any research related to this study.

1.16 Review of the Related Literature

The scientific research should draw knowledge from the previous studies since they provide foundation to the present study. Researchers at several universities, research centers, educational institutes are carrying out research on situation, strategies and relevance of different aspects of language and literature in language teaching.

Lazar (1993) views that teaching poetry plays an important role in learning language. There are different purposes of teaching poetry. The purposes of teaching poetry are different in lower level and higher level. The creative and interpretive capacities are developed by reading poetry. Students identify with the unusual features of language, cultures of different societies and varieties of language by reading poetry.

Dhakar (1998) carried out another research work in the Department of English, Faculty of Humanities, Tribhuvan University, Kirtipur on "A case study of teaching English language through literature at proficiency certificate level", and pointed out that literature is an integral part of language learning. Language learning process is incomplete without studying literature. Students identifies with varieties of language, develop language skills, creativity and interpretive capacities by studying literature.

Jha (1999) carried out a research in the Department of English, Faculty of Humanities, Tribhuvan University, Kirtipur on "Teaching of English through

literature". His study was concerned in higher level. He pointed out literature is an indispensable part of language teaching. For learning language, students must learn literature. It develops the students' competence and performance abilities in language.

Bhattarai (1999) carried out a research in the Department of English, Faculty of Humanities, Tribhuvan University, Kirtipur on "A survey of techniques and participation in ELT in secondary level of Kaski district" and found that more than seventy five percent English language teachers were using traditional methods and techniques while teaching English.

Basnet (2002) carried out a research in the Department of English, Faculty of Education on "A study of reading texts and reading exercises of grade IX English textbook" and pointed out that the English textbook of grade IX is a complete course for reading texts and reading exercises with many poems, essays, short stories, one-act plays, advertisements, notices, newspaper articles, etc. He suggested including more reading texts concerning day-to-day activities.

Gyawali (2004) also carried out a research in the Department of English, Faculty of Education on "A study on teaching poetry at Secondary level:" He tried to explore the strategies and problems of teaching poetry with relevance to secondary level. He focused the point that the majority of the teachers were not acquainted with the teaching strategies which created a lot of problems in teaching poetry although the poetry had an immense impact in English language skills and aspects. Overall, his research depicted how poetry is being taught in secondary schools of Nepal.

None of the studies mentioned above exclusively deals with the teaching poetry at higher secondary level. Hence, this study has been taken up.

CHAPTER TWO

METHODOLOGY

This chapter describes the design of the plans and procedure of the study carried out by the researcher to achieve the desired objectives of the study. In this study, the researcher attempted to find out the situation of teaching poetry at higher secondary level regarding the teaching strategies, problems and relevance. For this purpose, the researcher prepared the tools and visited the English teachers and students of higher secondary level who were involving directly in teaching learning process. The following methodologies have been adopted to carry out the study:

2.1 Sources of Data:

In the process of this study, the research data have been collected from both sources: primary and secondary

2.1.1 Primary Source:

The primary sources of the data were the responses made by the teachers and the students from questionnaire. The observation form of the teachers were also one of the major sources of data collection.

2.1.2 Secondary Source

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

2.2 Population of the Study

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

2.2.1 Sample Population and Sampling Procedure

The researcher randomly selected English teachers of seven higher secondary schools of Udayapur district. The data were collected from the English language teachers who were teaching the courses of compulsory English of grade

XI and XII. Moreover, ten students from each school were randomly selected for collecting information. The total number of teachers and students was seven and seventy respectively.

2.3 Tools for Data Collection

The following tools were applied by the researcher in his course of data collection.

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

Questionnaire to the English teachers consisted of thirty items (See Appendix II). The questions were close ended as well open ended.

Questionnaire to the students consisted of twenty-seven items (See Appendix I). Among them, eighteen questions were close ended and nine questions were open ended.

A set of class observation form was developed by the researcher consisting of the pre-teaching, while-teaching and post-teaching activities (See Appendix III) to find out the teaching strategies of the teachers

2.4 Process of Data Collection

After preparing the tools, the researcher visited randomly selected higher secondary schools of Udayapur district for collecting data. The researcher administered the questionnaire to the English language teachers of Udaypur district. Moreover, the researcher talked face to face with them concerning the each and every question of the questionnaires. For this purpose, although seven higher secondary schools English teachers were interviewed and administered the questionnaires.

The researcher observed the classes of seven English language teachers twice separately find out the strategies of teaching poetry with the help of the form that he prepared as the tool

Moreover, the researcher administered the questionnaire to the students of seven purposively selected higher secondary schools of Udayapur district. Ten students from each school were randomly selected. The total magnitude of the students' population were seventy. By the help of some open-ended and close-ended questions, the researcher identified the teaching strategies, problems and significance of teaching poetry higher secondary level.

2.5 Limitation of the Study

The purposed study has the following limitations.

- The population of the study was confined to Udayapur district.
- Seven higher secondary schools of Udayapur district were selected randomly for collecting data. The data were collected from the English language teachers who were teaching the present compulsory English course book of Grade XI and XII.
 - Seven higher secondary schools of Udayapur district were selected purposively. From each school, five students will be selected randomly. The total number of the students' population was seventy. The data were collected from each student.
- The study was limited to identify the strategies, problems of poetry teaching and to find out the significance of it at higher secondary level

CHAPTER THREE

ANALYSIS AND INTERPRETATION

After collecting the data from the English teachers and students of higher secondary level, their responses were analyzed and interpreted using descriptive and statistical tools like table, diagram in the form of average, percentage and so on. The analysis and the interpretation of collected data are classified into three different sections, i.e. the first section deals with the analysis of collected data in terms of strategies from the questionnaire and face to face interview with the English language teachers, from the class observation of them and questionnaire for the students. (See Appendix I, II, III), the second section deals with the analysis of the collected data in terms of problems and the third section deals with the analysis of the collected data in terms of relevance.

3.1 Analysis of collected data in terms strategies:

This section deals with the analysis of collected data in terms of strategies. To identify with the teaching strategies the researcher used the different tools, i.e. questionnaire plus face-to-face interview with English teachers, questionnaire to the students of higher secondary level and class observation of the English language teachers while teaching poetry. The data were analyzed according to the findings from the different tools.

3.1.1 Analysis of collected data from the questionnaire and face- to- face interview with English language teachers in terms of strategies:

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

Yes	No
100%	×
<u>Reasons:</u> R1: The best way of teaching language R2: Develops students' vocabulary power.	

The above table shows that 100% teachers were very much interested in teaching poem in the classroom. According to them, teaching poetry was the best way of teaching language and it helped students to develop their vocabulary power. Therefore, this proved all the teachers had positive attitudes towards teaching poetry in the classroom.

Q.N.2. Do you start teaching poem by giving the background information about the poem?

Yes	Sometimes	No
40%	5%	55%
<u>Reasons:</u>		
R1: Students cannot understand the poem without giving it. R2: It is compulsory to mention while teaching poetry	R1: If it is found it is given if not no.	R1: Poem is specially taught only for pleasure. R2: Very difficult to find. R3: It is not given in the book.

It was found that 40% teachers always gave the background information about the poem. They said that without giving background information students could not understand the poem and a few teachers said that while teaching poetry giving background information of the poem is compulsory. Only 5% teachers sometimes gave it if they found elsewhere they described it in the classroom if not, no. But 55% teachers never gave the background information of the poem while teaching it. They said that it was very difficult to find because it was not given in the book. On the other hand, poetry in higher secondary level is specially taught for pleasure. Hence, it shows that most of the teachers are not internally conscious about the necessity of giving background information while teaching poetry.

Q.N.3. Do you give the introduction of the poet?

Yes	Sometimes	No
75%	20%	5%
<u>Reasons:</u> R1:In teaching literature it is tradition. R2: It tells about the background of the poem and poet both.	<u>Reasons:</u> R1:If it is found it is given, if not, no.	<u>Reasons:</u> R1: No need to give at this level. R2: Very difficult to find it. R3: Poem in higher secondary level is just for pleasure.

This shows that 75% teachers always gave the introduction of the poet. They said that teaching about the writer was a tradition in teaching literature. On the other hand, introduction about the poet tells about the background of the poem and poet both. 20% teachers gave it if they found. But only the 5% teachers never gave

the introduction of the poet. They said that teaching about poet was not necessary in higher secondary level and teaching poetry in this level was just for pleasure but not for detail understanding.

Q.N.4. Do you describe the title of the poem before teaching it?

Yes	Sometimes	No
85%	15%	×
<u>Reasons:</u> R1: It is essential to describe while teaching poem. R2: The title represents the whole poem.	<u>Reasons:</u> R1: It needs to be presented if the theme is imagined; it depends on the title.	

The above table shows that that the great majority of the teachers i.e. 85% described the title of the poem before teaching it. According to them, describing the title was an essential thing while teaching poetry because the title represents the whole poem. But only 15% teachers optionally pointed out the title of the poem considering the nature of the title.

Q.N.5. Do you describe the picture of the related poem?

Yes	Sometimes	No
70%	15%	15%
<u>Reasons:</u> R1: It motivates the students R2: The picture reflects the subject matter	<u>Reasons:</u> R1: It depends upon the clarity of the picture; how it is related to the poem.	<u>Reasons:</u> R1: It is not obligatory.

The table shows 70% teachers always described the picture of the related poem while teaching it. They said that describing the picture motivated the students more and the picture also reflected the whole subject matter of the poem. The 15% teachers described the picture considering that how clear the picture was; whether or not it helped the students to take the gist of the poem. But only the 15% teachers never described the picture of the poem. Thus, this clarifies that describing the picture is indispensable while teaching poem in higher secondary level.

Q.N.6. Do you give the summary of the poem before teaching?

Yes	Sometimes	No
<p>55%</p> <p><u>Reasons:</u></p> <p>R1: If it is given, students understand the poem very easily.</p> <p>R2: It is the best way of teaching poem.</p>	<p>15%</p> <p><u>Reasons:</u></p> <p>R1: If it is found it is given, if not, no.</p>	<p>30%</p> <p><u>Reasons:</u></p> <p>R1: Not necessary to describe the summary in this level.</p> <p>R1: Students themselves are asked to summarize the intended poem.</p>

The above table shows that 55% English language teachers always gave the summary of the poem before teaching it. They said that students very easily understood the poem giving the summary at first and giving summary before teaching the lesson was the good style of teaching literature. The 15% teachers sometimes gave the summary and sometimes not. But, 30% teachers never gave the summary of the poem. They said that it was not necessary to describe the summary of the poem. Hence, it seems somehow relevant before teaching it according to them.

Q.N.7. Do you explain the features of the poem, i.e. rhyme, rhythm before teaching poem?

Yes	Sometimes	No
42%	28%	30%
Reasons: R1: Learning rhyming pattern makes the learning interesting. R2: Teaching features helps to understand the poem.	Reasons: R1: If the students feel easy to understand, such features are explained.	Reasons: R1: Teaching features are only suitable for graduate level or above. R2: It makes learning vague in this level.

The above table shows that 42% English language teachers taught the features of the poem before teaching it. According to them, learning rhyming patterns made the learning interesting and learning features of the poem helped the students to understand the poem. 28% teachers sometimes taught them but sometimes not. But only the 30% teachers never taught them. They said, teaching features of the poem was only suitable for graduate level or above. On the other hand, it made learning vague. It can be said that identifying the features of the poem is indispensable while teaching poetry.

Q.N.8. Do you read the poem with your best rhyme and rhythm and ask your students to follow?

Yes	Sometimes	No
28%	28%	44%
<u>Reasons:</u> R1: It helps the students to form the habit of reading poem. R2: It makes the students curious.	<u>Reasons:</u> R1: If the poem is difficult to read, it is done, if not, no.	<u>Reasons:</u> R1: Reading the poem with rhyme and rhythm is not appropriate in this level; it is done in the lower level.

The above table shows that 28% teachers read the poem first and asked the students to follow it. They said this way of teaching poem helped the students to form the habit of reading poem. On the other hand, this process made the students to read the poem. 28% teachers sometimes used this way of teaching and sometimes not. But 42% teachers never used this way. They said that this process was only suitable in lower classes but not in this level. Thus, this found that teachers are not following the obligatory strategy of teaching poetry.

Q.N.9. Do you read the poem as a whole and explain the meaning?

Yes	Sometimes	No
72%	14%	14%
<u>Reasons:</u> R1: It is very difficult to give the meaning of the poem one part to another.	<u>Reasons:</u> R1: If the poem is difficult to explain line by line, it is explained as a whole.	<u>Reasons:</u> R1: Students are confused to recognize with every words and phrases if we do so.

The above table shows that 72% teachers read the whole poem at first and explained the meaning at the end. They said that giving meaning was very difficult one point to another of the poem. 14% teachers sometimes did this and sometimes not. But 14% teachers never did this. According to them, if the teacher gave the meaning of the poem as a whole, students did not recognize with every words and phrases of the poem. They said that the process of explaining the meaning of the poem was not a good way of teaching.

Q.N.10. Do you translate the poem in Nepali language?

Yes	Sometimes	No
28%	14%	58%
<p><u>Reasons:</u></p> <p>R1: Students can't understand the poem without translating into Nepali.</p> <p>R2: Especially, students who come from government schools can't understand them by direct method of teaching.</p>	<p><u>Reasons:</u></p> <p>R1: If the poem is difficult to understand.</p> <p>R2: It depends upon the students' demands</p>	<p><u>Reasons:</u></p> <p>R1: Teaching English translating into Nepali is not effective and it is not the good way of teaching English</p>

The table shows that the 28% English teachers of higher secondary schools translated the poem in Nepali language while teaching in the class. They said, without translating in the first language students could not understand the text. The 14% teachers sometimes translated but sometimes not. It depended upon the students' demands. Moreover, if the text was difficult they translated in L1. But 58% teachers never translated in L1. They said that teaching English translating in L1 was not effective and it was not the good way of teaching English language. Thus, translation is not good but translation of the difficult words and phrases is not the serious fault of the teachers in teaching poetry.

Q.N. 11. Do you give the symbolic meaning of the poem?

Yes	Sometimes	No
70%	30%	×
<u>Reasons:</u> R1: Poem can't be understood without explaining the symbolic meaning.	<u>Reasons:</u> R1: If the poem can't be understood from literal meaning, the symbolic meaning is explained.	

The above table shows that 70% teachers always explained the symbolic meaning of the poem. According to them, students could not understand the poem without explaining the symbolic meaning. All the poems of this level consist the symbolic meaning. Only 20% teachers sometimes explained the symbolic meaning but sometimes not. They said that the symbolic meaning was explained if the poem difficult to understand from the literal meaning. Hence, most of the teachers seem to be conscious to the point that poems generally consist symbolic meaning.

Q.N. 12. Do you give the critical appreciation of the poem?

Yes	Sometimes	No
70%	30%	×
<p>Reasons:</p> <p>R1: Critical appreciation makes the understanding more clear.</p> <p>R2: Students can learn everything of the poem.</p>	<p>Reasons:</p> <p>R1: If the poem is easy to interpret, it is given, if not, no.</p>	

The above table shows that 70% teachers always gave the critical appreciation of the poem. They said that the critical appreciation made the students' understanding more clear. Moreover, students learnt everything of the poem through the critical appreciation. But 20% teachers sometimes gave the critical appreciation considering the nature of the poem whether it was easy to interpret or not.

Q.N.13. Do you give the central idea of the poem at the end of the lesson?

Yes	Sometimes	No
100%	×	×
Reasons: R1: It makes the understanding more clear. R2: Students develop the skill to analyze the text.		

The above table shows 100% English language teachers of higher secondary level gave the central idea of the poem. They said, the central idea of the poem made the learning more clear so that students could analyze the poem in their own ways.

3.1.2 Analysis of collected data from the class observation of the teachers in terms of strategies:

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

1. Pre-reading activities

S.N.	Activities	Yes	No	Remarks
1	Motivation/ warming up activities	40%	60%	
2	Giving the introduction of the poet	58%	42%	
3	Describing the title of the poem	85%	15%	
4	Asking questions about the poem for guessing answers	28%	72%	
5	Asking the students to guess the subject matter of the poem .	42%	58%	
6	Teaching the features of the poem	57%	43%	
7	Describing the picture of the poem	85%	15%	
8	Teaching vocabularies of the poem	30%	70%	
9	Giving the background information of the poem	42%	58%	

The above table shows that only 40% English language teachers of the higher secondary level started the class from the motivation or warming up activities. The 58% teachers described the very short life history of the poet. Likewise, 42% teachers described about the background information of the poem. Similarly, 85% teachers described the title of the poem, representing the subject matter of the whole poem. Only 28% teachers asked some questions about the poem for guessing answers; very few number of teachers did this which is regarded as a important activity according to curriculum. The very few number of teachers i.e. 42% asked the students to guess the subject matter of the poem. Almost only 58% teachers taught rhyming patterns and other features before teaching the poem. The 85% teachers described the picture of the concerned poem. Nearly, 30% teachers taught the vocabularies of the poem. Hence,

regarding the pre reading activities the researcher found very poor activities performed by the English language teachers of higher secondary level.

2. While-reading activities

S.N.	Activities	Yes	No	Remarks
1	Reading the poem loudly and asking the students to follow	14%	86%	
2	Reading the poem line by line and describing the meaning	42%	58%	
3	Translating the whole poem in Nepali language	15%	85%	
4	Translating not the whole but only the difficult words	42%	58%	
5	Giving the critical appreciation of the poem	30%	70%	
6	Reading the poem verse by verse and describing the meaning	58%	42%	
7	Giving the central idea of the poem	100%	-	
8	Giving the summary of the poem	100%		

The above table shows that 14% English language teachers read the poem loudly and asked the students to follow. Rest of the teachers did not pay any attention towards it. 42% teachers read the poem line by line and described the meaning of the poem but almost 58% teachers read the poem verse by verse and explained the meaning of the poem. No any teacher could be found reading the poem as a whole and explained the meaning at last, in class observation of the teachers. 15% teachers translated the whole poem in Nepali language but almost 42% teachers did not translate the whole poem but only the difficult words and

phrases. 30% teachers gave the critical appreciation of the poem but others did not. It was seemed that 100% teachers gave the central idea and the summary of the poem. Thus, researcher found very poor activities performed by the teachers in while reading stage of teaching poetry.

3. Post-reading activities

S.N.	Activities	Yes	No	Remarks
1	Asking the students to read the poem	100%	-	
2	Reading poem with good tune by the teacher	42%	58%	
3	Asking some questions for answering	100%	-	
4	Providing feedback	58%	42%	
5	Creating the new rhymes by the teacher in the class	-	100%	
6	Asking the students for writing rhymes by giving the situations or outlines	-	100%	
7	Performing different kinds of activities, i.e. acting, conversation, discussion, etc.	-	100%	
8	Asking the students to read and discuss the poems by the same author or other poems on the same theme.	-	100%	

The above table shows that the teachers performed the different kinds of activities in post- reading stage teaching poetry. It was found that all the teachers asked the students to read the poem with their best tune. After the students attempt only the 42% teachers read the poem with their best rhyme. But others did not do that. The 100% teachers asked few questions to the students about the poem but only the 58% teachers provided feedback but others did not. No any teacher could be found creating any small piece of rhyme and in the classroom.

No any teacher asked the students to write a poem or rhyme giving the situation or outlines and asked them to read and discuss the poems by the same author or other poems on the same theme. Likewise, no any teacher asked the students to perform the different kinds of activities related to poem, i.e. acting, conversation, discussion, etc. Hence, the researcher found the English teachers very poor in post-reading activities. They were traditional, out of creativity, lacking students' participation in the classroom.

3.1.3 Analysis of Collected Data from the Students in Terms of Teaching Strategies:

The researcher collected the data from seven higher secondary schools of Udayapur district to find out the teaching strategies used by the English language teachers while teaching poetry in the classroom. The researcher purposively selected seven higher secondary schools and from the seven higher secondary schools ten students were randomly selected. The total magnitude of the students population was seventy. The data was collected from these seven groups.

Table No. 17 An Overview of Total Students.

S.N.	GROUP	INFORMANTS (STUDENTS)
1	A	The Students from Triyuga Janta Multiple Campus, Motigada
2	B	The Students from Tribeni Higher Secondary School, Katari
3	C	The Students from Jyoti Higher Secondary School, Beltar
4	D	The Students from Jana Jyoti Higher Secondary School, Chuhade
5	E	The Students from Janta Higher Secondary School, Hadiya.
6	F	The Students from Udayasi Higher Secondary School, Jaljale
7	G	The Students from Rasuwa Higher Secondary School Buttar

The responses from the seven groups are tabulated from Table No.18 to 24 as given below:

Table No. 18 Responses from the Students of Group A .

Question No.	Always	Sometimes	Never	Remarks
1.	30%	70%	-	
2.	-	100%	-	
3.	40%	60%	-	
4.	-	100%	-	
5.	100%	-	-	
6.	-	100%	-	
7.	100%	-	-	

8.	-	100%	-	
9.	40%	40%	20%	
10.	50%	50%	-	
11.	-	100%	-	
12.	-	-	100%	
13.	40%	60%	-	
14.	20%	50%	30%	
15.	-	80%	20%	
16.	-	-	100%	
17.	-	50%	50%	
18.	-	100%	-	

Ques. No.	Yes	No	Remarks
19	60%		(not written by others)
20	80%		(not written by others)
21	100%		
22	40%	40%	(not written by others)
23	100%		
24	80%		(not written by others)

The above table shows that only 30% students always got a pleasure when their teacher taught the poem in the class. 40% students said that they were asked questions before teaching the poem and 100% students pointed out that their teacher explained about the title and read the poem as a whole and described the meaning at the end. 40% students told that the teacher translated the whole poem into Nepali language but 50% students of this group pointed out that the teacher only translated the difficult items of the poem. It was known that only 40%

students were well motivated and only 20% of this group liked the teacher's way of teaching. It was found that the teacher sometimes gave the general background, described the picture of the poem, explained the meaning of the poem by line by line and gave the figurative meaning summarizing the text. But the teacher did not pay any attention to the critical appreciation and giving the references related to the poem for their better understanding.

Learning poem is more difficult than other texts according to 60% students of this group. They pointed out that the poem could not be understood through the meaning of individual words. 80% students said that poem helped to learn English language by making the learners sharper to understand the text. It develops the learners' vocabulary power.

Table No. 19 Responses from the Students of Group B

Question No.	Always	Sometimes	Never	Remarks
1.	100%	-	-	
2.	-	100%	-	
3.	50%	50%	-	
4.	70%	30%	-	
5.	50%	50%	-	
6.	-	-	100%	
7.	100%	-	-	
8.	-	40%	60%	
9.	-	60%	40%	
10.	50%	50%	-	
11.	40%	60%	-	
12.	30%	70%	-	
13.	40%	60%	-	
14.	50%	20%	30%	
15.	-	40%	60%	
16.	-	-	100%	
17.	20%	60%	20%	
18.	50%	50%	-	

Ques. No.	Yes	No	Remarks
19	80%		(not written by others)
20	80%		(not written by others)
21	100%		
22	90%		(not written by others)
23	100%		
24	80%		(not written by others)

It was found that all the students got pleasure when their teacher taught them the poem in the class. Only 50% students said that the teacher always asked some questions to the students, explained the title before teaching poem, translated the difficult items of poem and gave summary of the poem. 70% students of this group pointed out that their teacher always took an effort to describe the picture of the poem before teaching the text. 50% students said that their teacher explained the title of the poem, told the meaning of difficult items into Nepali from and gave the summary representing the gist of the poem. Only 40% students said that they were always motivated in the class of poetry teaching and their teacher gave the figurative meaning of the poem. Only 30% students said that their teacher gave the critical appreciation of the poem. No any teachers had regular attempt in giving general background, reading the poem line by line, translating the poem in Nepali, asking the students to read the poems outside the textbook and giving references related to the poem for their further understanding.

80% students said that learning poem was more difficult than the other texts. A great majority of students forwarded their views that reading poem was helpful to learn English language since it developed learners' creativity, vocabulary power and helps them understand the language clearly.

Table No.20 Responses from the Students of Group C

Question No.	Always	Sometimes	Never	Remarks
1.	30%	50%	20%	
2.	-	70%	30%	
3.	-	-	100%	
4.	-	-	100%	
5.	-	-	100%	
6.	-	-	100%	
7.	70%	30%	-	
8.	-	-	100%	
9.	-	60%	40%	
10.	30%	70%	-	
11.	-	100%	-	
12.	50%	50%	-	
13.	40%	30%	30%	
14.	-	-	100%	
15.	-	-	100%	
16.	-	-	100%	
17.	-	50%	50%	
18.	-	100%	-	

Ques. No.	Yes	No	Remarks
19	70%		(not written by others)
20	100%		(not written by others)
21	50%	30%	
22	100%		(not written by others)
23	100%		
24	80%		(not written by others)

From the responses made by the students, the researcher found that only 30% students always got a pleasure when their teacher taught poem in the class. 70% students said that their teacher sometimes gave the general background of the poem before teaching. According to all students of this group, their teacher sometimes gave the figurative meaning summarizing the text. 50% students said that their teacher always gave the critical appreciation of the poem. Almost 50% students were sometimes involved in teaching /learning activities. But all the students said that their teacher never paid attention to asking questions to the students, describing the picture of the poem, explaining the title, reading the poem line by line, asking the students to read the poems outside the textbook, and telling them the references related to the poem for their better understanding.

Learning poem is more difficult than the other texts according to 70% students of this group. All the students i.e. 100% students said that reading poem developed the learners' creativity vocabulary power and helped them to understand the language. 80% students said that reading poetry helped to understand the literature.

Table No. 21 Responses from the Students of Group D

Question No.	Always	Sometimes	Never	Remarks
1.	-	30%	70%	
2.	100%	-	-	
3.	100%	-	-	
4.	100%	-	-	
5.	100%	-	-	
6.	-	-	100%	
7.	-	-	100%	
8.	100%	-	-	
9.	-	-	100%	
10.	-	100%	-	
11.	100%	-	-	
12.	100%	-	-	
13.	100%	-	-	
14.	-	100%	-	
15.	-	-	100%	
16.	-	-	100%	
17.	-	-	100%	
18.	-	100%	-	

Ques. No.	Yes	No	Remarks
19	50%		(not written by others)
20	80%		(not written by others)
21	100%		
22	90%	40%	(not written by others)
23	90%		(not written by others)
24	90%		(not written by others)

From the responses made by the students of this group, the researcher found that no any students got a lot of pleasure while the teacher taught the poem in the class. The teacher always taught the general background of the poem, explained the picture and title of the poem. The teacher never read the poem with correct pronunciation and asked the students to follow, read the poem as a whole and described the meaning. Instead the teacher explained the meaning line by line. The teacher never translated the whole poem into Nepali language but sometimes translated the difficult points of the poem. The teacher always taught poem giving the critical appreciation, symbolic meaning making the students motivate to the theme of the poem. Moreover, the teacher sometimes gave the summary of the poem but he never paid attention about giving them references of the poem for their further understanding and getting the students to involve in teaching learning activities. Anyway, the students liked the teacher's way of teaching in some cases but it was known that they never read the poem outside the textbooks.

According to 50% students, learning poem was more difficult than the other texts. 80% students pointed out that reading poem assisted to learn language. 90% students said that reading poem developed the learners' creativity and vocabulary power.

Table No. 22 Responses from the Students of Group E

Question No.	Always	Sometimes	Never	Remarks
1.	20%	80%	-	
2.	-	100%	-	
3.	-	100%	-	
4.	-	100%	-	
5.	100%	-	-	
6.	-	-	100%	
7.	100%	-	-	
8.	-	100%	-	
9.	100%	-	-	
10.	-	100%	-	
11.	100%	-	-	
12.	-	-	100%	
13.	40%	60%	-	
14.	30%	70%	-	
15.	-	70%	30%	
16.	-	-	100%	
17.	-	50%	50%	
18.	-	100%	-	

Ques. No.	Yes	No	Remarks
19	100%		
20	80%		(not written by others)
21	100%		
22	70%	10%	(not written by others)
23	80%		not written by others)
24	80%		(not written by others)

The above table shows that only the 20% students were always motivated while their teacher taught poem in the class. According to the students' responses the teacher sometimes taught poem from the background information, asking some questions about the poem and described the picture of related poem involving some of them in teaching learning activities. The teacher always described the title of the poem, but never read the poem loudly and asked the students to follow. The teacher sometimes read the poem as a whole and explained the meaning of the poem by telling them the summary of it. The teacher always read the poem line by line and explained the meaning. The teacher always translated the poem in Nepali language. But sometimes only he translated the difficult words and phrases. The teacher always explained the symbolic meaning of the poem but never gave the critical appreciation. Very few students i.e.30% only liked the teacher's way of teaching. No any students always read the poem out of the book but 70% students sometimes read the simple rhymes, out of the textbook if they found. Furthermore, the teacher did not even try for giving the references related to the poem for their better understanding.

All students i.e. 100% of this group said that learning poem was more difficult than the other texts because the meaning of poem could not be clear through the literal meaning ; most of the poems had hidden meaning. Almost 80% students said that learning poem was helpful to learn English language as it made the learners more active to the text. Learning poem also helps the learners to develop the vocabulary power and creativity according to 70% and 80% students respectively.

Table No. 23 Responses from the Students of Group F

Question No.	Always	Sometimes	Never	Remarks
1.	-	20%	80%	
2.	-	100%	-	
3.	-	-	100%	
4.	-	-	100%	
5.	100%	-	-	
6.	-	100%	-	
7.	-	-	100%	
8.	100%	-	-	
9.	-	100%	-	
10.	-	100%	-	
11.	-	-	100%	
12.	-	-	100%	
13.	-	20%	80%	
14.	60%	40%	-	
15.	-	70%	30%	
16.	-	-	100%	
17.	-	-	100%	
18.	-	-	100%	

Ques. No.	Yes	No	Remarks
19	60%		(not written by others)
20	80%		(not written by others)
21	40%	40%	(not written by others)
22	80%		(not written by others)
23	100%		
24	90%		(not written by others)

It was found that only the 20% students sometimes got pleasure while the teacher taught the poem but nobody always got enjoyment. The teacher sometimes taught poems from some background information but the teacher never asked the questions about the poem before teaching and described the picture of the related poem. The teacher always described the title of the poem and sometimes read the poem asking the students to follow. The teacher never explained the meaning reading the poem as a whole first. He always explained the meaning line by line. The teacher sometimes translated the whole poem into Nepali and told them the meaning of difficult words. The teacher neither explained the symbolic meaning and critical appreciation of the poems nor gave the other references related to the poem to the students for their better understanding. No any students were well-motivated while teaching poem but 40% students always liked the teacher's way of teaching. No any students were involved in activities but they seemed as passive learners according to them.

60% students said that learning poem was more difficult than other texts. According to the 40% students, they more liked reading the poetic texts than others because they were more interested. Almost 80%, 100%, 90% students said that reading poem helped the learners to develop vocabulary power, creativity, understand the literature respectively.

Table No. 24 Responses from the Students of Group G

Question No	Always	Sometimes	Never	Remarks
1.	70%	30%	-	
2.	100%	-	-	
3.	100%	-	-	
4.	-	100%	-	
5.	100%	-	-	
6.	100%	-	-	
7.	-	-	100%	
8.	100%	-	-	
9.	-	-	100%	
10.	-	100%	-	
11.	100%	-	-	
12.	-	100%	-	
13.	100%	-	-	
14.	40%	60%	-	
15.	-	60%	40%	
16.	-	-	100%	
17.	-	40%	60%	
18.	100%	-	-	

Ques. No.	Yes	No	Remarks
19	60%		(not written by others)
20	80%		(not written by others)
21	100%		
22	40%	40%	(not written by others)
23	100%		
24	80%		(not written by others)

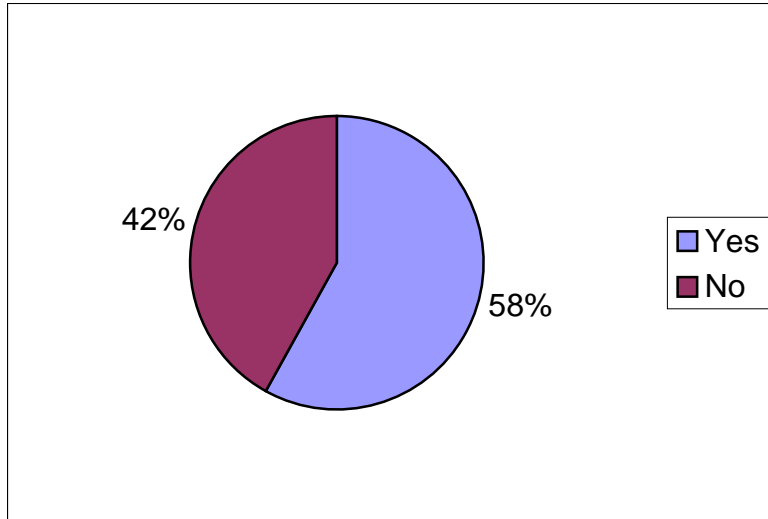
The above table shows that 70% students always motivated while teaching poetry. The teacher always taught poem by giving the general background and describing the title of the poem. The teacher sometimes described the picture of the poem and sometimes not. The teacher always read the poem loudly and asked the students to follow and explained the meaning of the poem line by line. The teacher never translated the whole poem into Nepali but sometimes translated some difficult items of the poem. The teacher always gave the symbolic meaning and summary of the poem but not the critical appreciation. The 40% students always liked the teacher's way of teaching poem and 60% sometimes read the poem out of their textbooks.

According to the 70% students, learning poem is more difficult than the other texts. 90% students said that they did not like to read the poem due to its distinctive features. only 60% students said that reading poem helped to develop the learners' creativity, vocabulary power and to understand the language.

3.2 Analysis of Collected Data in Terms of Troblems/ Complexities

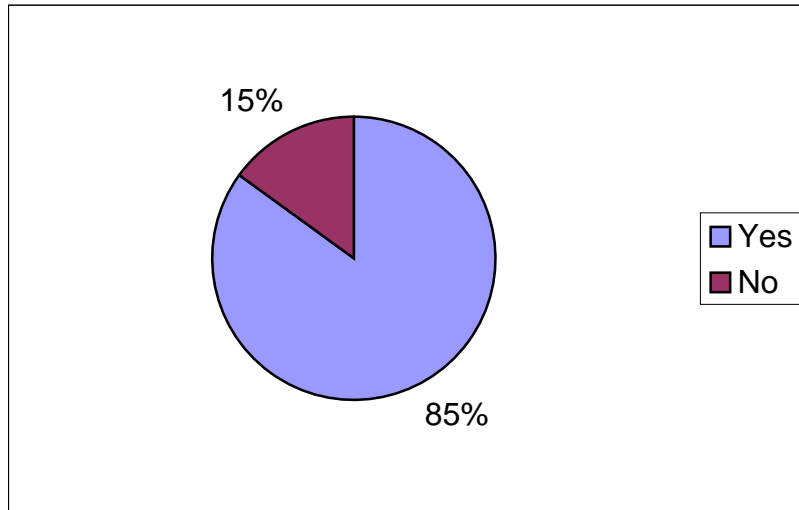
In this section, the researcher deals with the analysis of collected data from the English language teachers of higher secondary level in terms of problems of teaching poetry at higher secondary level. To identify the problems, the researcher collected the data by using the questionnaire and observation with English language teachers of higher secondary level. The analysis has shown as in the following charts:

Chart No. 1 Problem of Translation:



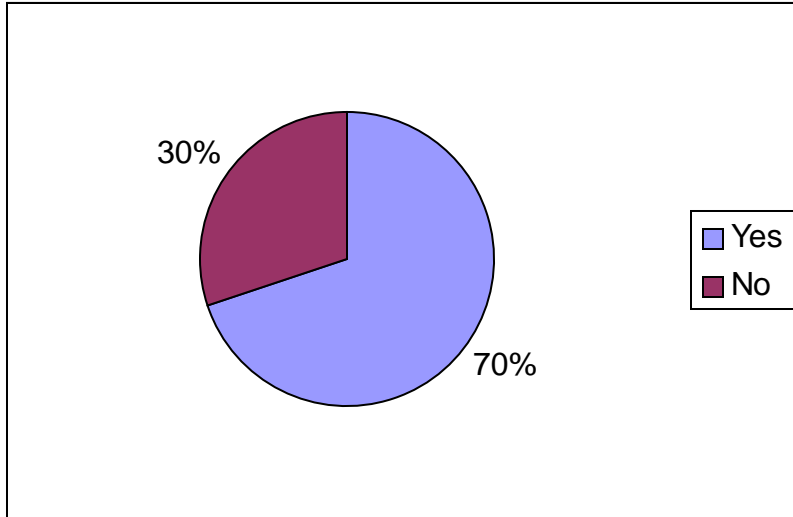
It was found that 58% teachers always faced the problem of translating poetry into Nepali language. They said that if they didn't translate it into the first language, students did not take interest to study it. On the other hand, the students couldn't understand anything without translating poetry because most of the students had come from poor base of English. The students from government schools faced this problem more than the students from English medium schools.

Chart No. 2Difficulty to Explain the Background Information and Symbolic Meaning:



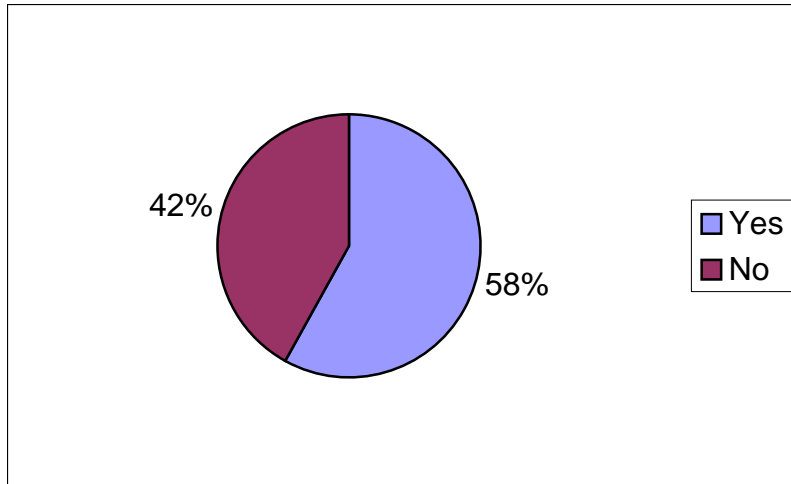
The 85% teachers faced the problem to explain the background information and symbolic meaning of the poem. Without getting the background information of the poem in detail, the symbolic meaning can't be explained. The background information has neither been given in the textbook nor in the teachers' guidebook.

Chart No. 3 Time Consuming.



The above chart clearly shows that the majority of the teachers i.e. 70% were in the opinion that teaching poetry consumes a lot of time. The text is very short but more to explain. Without explaining more, students can not understand the poem clearly.

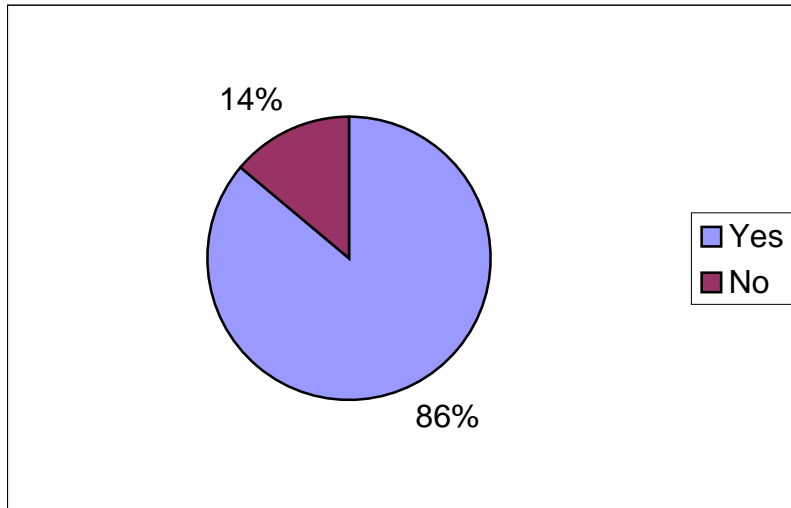
Chart No. 4 Difficulty to Convey the Central Idea of the Poem:



The 58% teachers faced the problem to explain the central idea of the poem. Students demand the main message of the poem but it is not given in the book. It is very difficult to explain the central idea without getting the general background of the poem. Although 100% teachers conveyed the central idea of the poem on their own way. But they were doubtful whether the central idea given by them was appropriate or not.

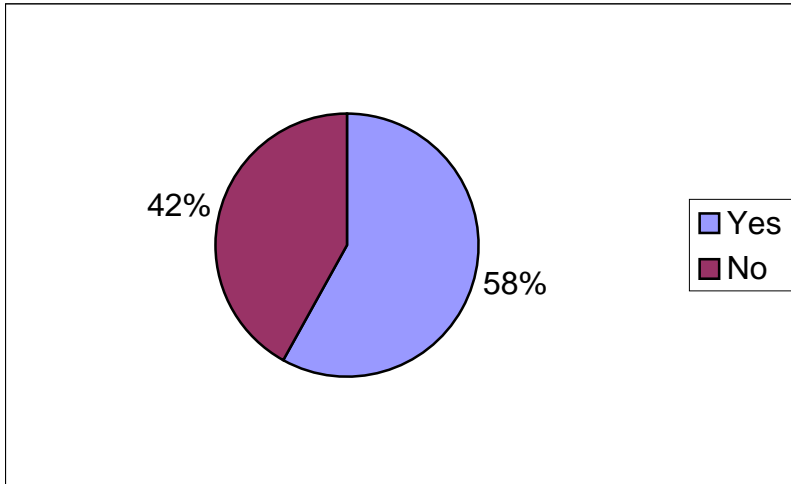
Chart No. 5 Difficulty to Explain the Meaning of the Poem Word by

Word:



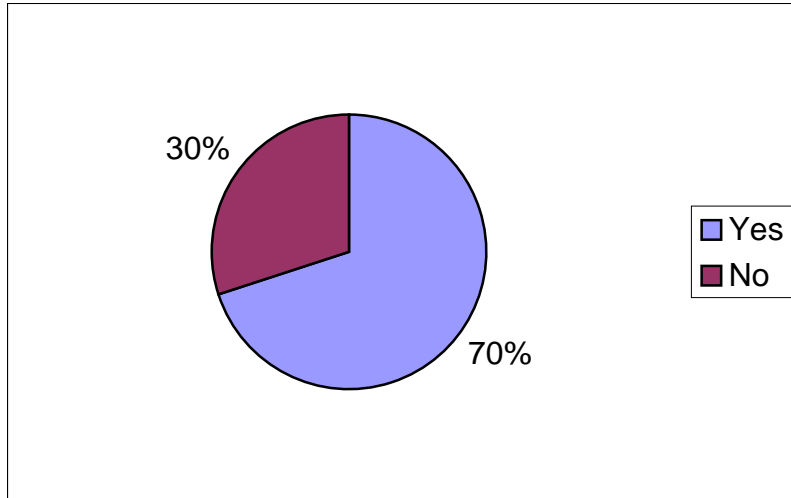
It was found that the 86% teachers always faced the problem to explain the meaning of the poem word by word. They said that students demanded the meaning of the poem word by word but it was very difficult to explain. By explaining the poem word by word, the meaning of the poem can not be understood very clearly.

Chart No. 6 Difficulty to Get Meaning of the Literary Words in Dictionary:



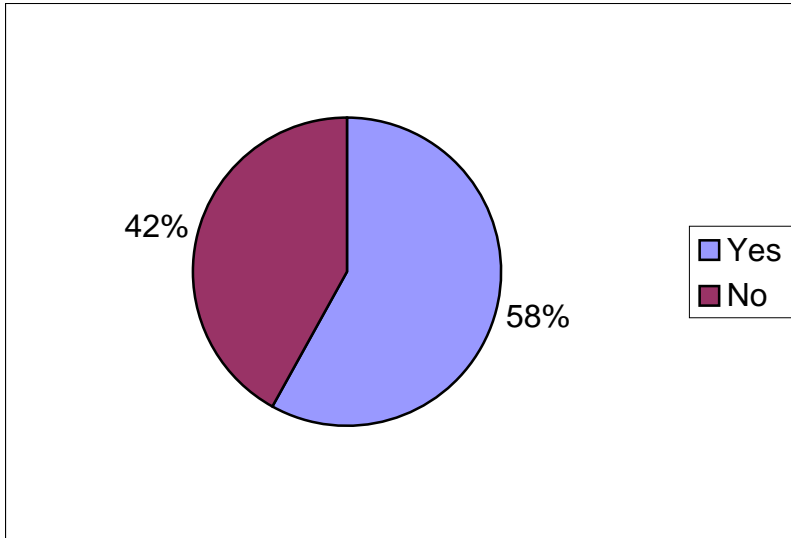
The above chart shows that the 58% teachers faced the problem to get the meaning of the literary words in dictionary. They opined that sometimes the meaning of the words did not match the context of the poem. In such cases, it is very difficult to explain the meaning of the poem. This shows that teachers were not competent in English language teaching as well as dictionary use.

Chart No. 7 Difficulty to Teach the Poetic Language:



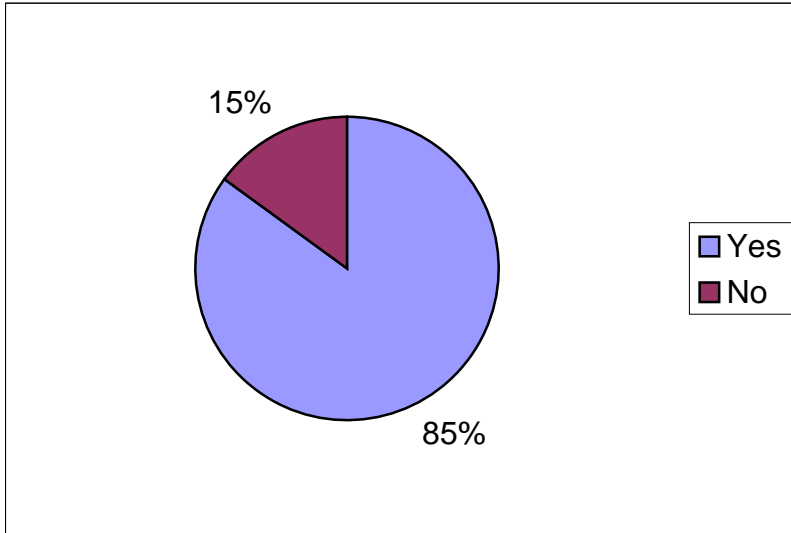
The great majority of the teachers i.e. 70% faced the problem of teaching poetic language in higher secondary level. According to them, the poetic language was different than the language of other texts and the language of everyday use. Due to the deviation of linguistic norm, students felt difficulty to understand the gist. Therefore, the poetic language was difficult to teach.

Chart No. 8 Difficulty to Narrate the Life History of the Poet:



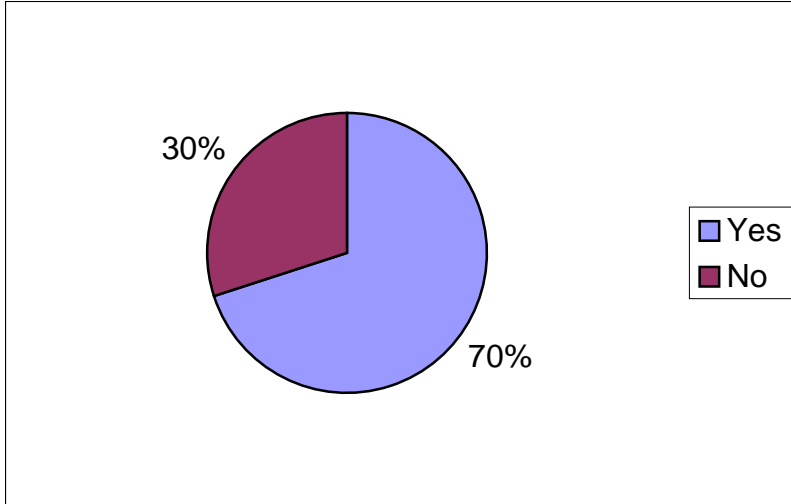
The 58% teachers faced the problem giving the introduction of the poet. While teaching literature it is a tradition to give the introduction of the poet but it was very difficult to find the life history of the foreign writers.

Chart No. 9 Difficulty to Teach the Poems of Foreign Social-Cultural Background:



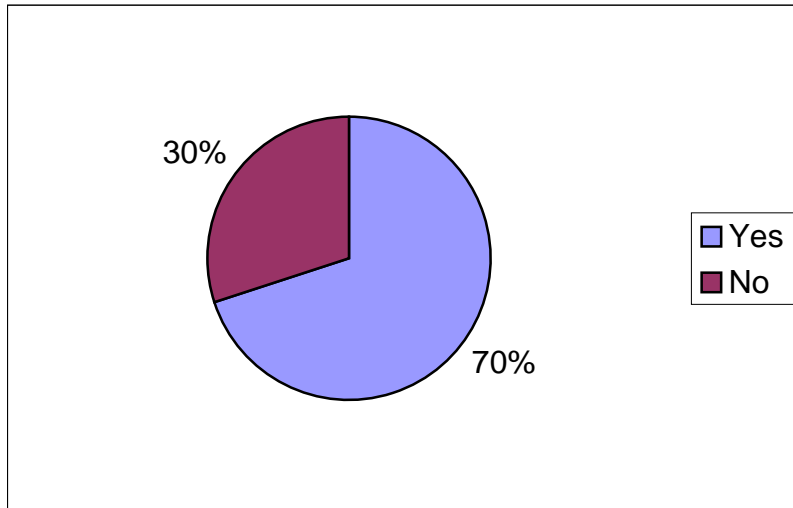
It was found that 85% teachers faced the problem to teach the poems of foreign socio-cultural background. They opined that all the poems given in the textbooks are generally composed in English socio-cultural background. Students felt difficulty to understand the poem of such types. Therefore, they opined that teaching poems of Nepali socio-cultural background was easier than teaching poems of English socio-cultural background.

Chart No. 10 Lack of Clear Idea for Teaching Poem in the Class:



The researcher found that the great majority of the teachers have no clear idea about how to teach poem in the language classroom. It was found that some teachers taught in detail without concerning the level and standards of the students, i.e. explaining the figurative meaning, critical appreciation, life history of the poet, etc. But some other teachers taught the poem so weakly, i.e. only translating the poem into Nepali language and answering the questions of the book. This showed that the teachers had no clear idea teaching poems in the classroom. The researcher found 70% such types of teachers.

Chart No. 11 Difficulty to Teach Functions of Language.



The researcher found the majority of the teachers, 70% have no clear idea about how to teach language functions through poetry in classroom. It was found that the teacher taught content in detail without focusing on this aspect. This showed that teachers had no clear concept about how to deal with language function, the communicative aspect of language.

3.3 Analysis of Collected Data in Terms of Relevance of Teaching Poetry:

Here, The researcher deals with the analysis of collected data in terms of relevance of teaching poetry at higher secondary level. The relevance was found from the responses of English language teachers, students and other secondary sources of data. The researcher found the following relevance of teaching poetry at higher secondary level.

To develop the language skills

The researcher found that teaching poetry helps to develop the students' language skills. The great majority of the teachers, i.e. 86% and 70% students opined that studying poetry develops the four skills of language i.e. listening, speaking, reading, and writing. Moreover, it develops the students' intensive and extensive reading skills.

The strong means to motivate the students

The researcher found that teaching poetry plays a significant role to motivate the students. The students seemed to be well motivated in the class while the teacher taught poem than the teacher taught any other texts. All the teachers expressed their views in the favour of this relevance. The rhyming patterns of the poems are so interesting to the students.

To bridge the curriculum gap

The researcher found that teaching poetry is relevant in higher secondary level to bridge the curriculum gap between secondary level and graduate level. The 85% teachers expressed their opinions in the favour of this relevance. Although there is a vast curriculum gap between these two levels. However, teaching poetry in higher secondary level helps somehow to bridge the gap.

To develop the vocabulary power

The 100% teachers expressed their views that teaching poetry helps to develop the vocabulary power. Students learn different types of words and phrases by reading poetry. The words used in poem with literary meaning helps the students to learn how the words are used with different meaning in different situations.

To learn the literary language

The language which is used in literature is different than everyday use of language. The poetic language is different than the language of any other texts. The great majority of the teachers, i.e. 70% and the students i.e. 65% opined that studying poetry helps the students to learn the indirect way to express something. Moreover, they get success to learn that language is not only rigidly governed by the grammatical rules but there are many other unique rules of literary language and its genres.

To learn more content through the small text

The poem is very small text but consists more contents. The 85% English teachers expressed their views in this relevance of teaching poetry. Students do not feel bore while reading poem due to the short text but gain more knowledge.

To develop the creativity

Teaching poetry helps to develop the creativity of the students. Poetry reflects the different types of images, which encourages the students to think about the subject matter and to express it. The 70% teachers were in the favour of this relevance of teaching poetry in higher secondary level.

To develop interpretive ability

The vast majority of the teachers and students i.e. 86% were in the favour that teaching poetry helps to develop the interpretive ability of the learners. By

reading poem, students analyse the poem in different ways which develops their skill to interpret the text from different points of views and different styles.

For getting pleasure

Poetry is also studied for getting pleasure. Poetry is composed by using the different ways i.e. satirical, romantic, parodical, ironical, serious, funny etc. which provide the readers sufficient pleasure. The 100% teachers are in the favour of this relevance of teaching poetry.

To develop the cultural awareness

Teaching poetry develops the cultural awareness of the students. Literature reflects the mirror of society. Poetry is an authentic text which reflects the cultures of different societies. Likewise, students identify with different norms and values of different societies. The 86% teachers expressed their view in this favour of the relevance of teaching poetry.

To develop the skill of dictionary use

While reading poetry students come in contact with the different words and phrases which come from the authentic sources. To get the meanings of such words students use the dictionary in great deal which develops the skill of using dictionary. The 100% teachers gave their opinion in this relevance of teaching poetry.

For expanding students' language awareness

Teaching literature in the language classroom identified the students with the different forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion. This seems to be particularly true in poetry. Students are encouraged to think about the norms of language use, coming in contact with such type of language. In order to understand the stylistic effect students need to be aware of how they differ from more common usage. The deviant use of language helps students not only to become aware of specific stylistic effects but also to consider how this effect is achieved by departing from

the norm-students are involved in the process of discovering more generalized features of language like collocation. Moreover, literature i.e. poetry helps them become sensitive to some of the overall features of English. The researcher could not find any opposing opinion in the relevance of teaching poetry.

CHAPTER-FOUR

SUMMARY, FINDINGS AND RECOMMENDATIONS

4.1 Summary

The objective of this research was to identify the strategies, difficulties and also to find out the relevance of teaching poetry at higher secondary level.

While undergoing research, the researcher prepared different tools, i.e. the questionnaire to the English language teachers, questionnaire to the students, and class observation form. The researcher administered the questionnaire to the English teachers and students of higher secondary level, observed the classes while teaching poetry and talked face-to-face regarding the strategies, problems and relevance of teaching poetry. The population of the study was seven higher secondary schools English language teachers, and seventy students from purposively selected seven higher secondary schools. The collected data was tabulated, analyzed and presented on the basis of percentage.

The analysis and interpretation was done in three sections. The first section dealt with the analysis of collected data in terms of strategies, the second section dealt with the analysis of collected data in terms of problems and third section dealt with the analysis of collected data in terms of relevance of teaching poetry at higher secondary level. The first section further divided into three sections, i.e. the analysis of collected data from the questionnaire plus face-to-face interview with the English teachers in term of teaching strategies, the analysis of data from class observation of the teachers in terms of teaching strategies and the analysis of data from the students in terms of teaching strategies.

The researcher found poor and faulty strategies being used by the English language teachers while teaching poetry in the classroom. Different strategies were used by the different teachers. They were not clear what types of strategies should be used to teach poetry in the classroom. Likewise, the researcher identified many

problems facing by the teachers while teaching poetry. The problem of translation in Nepal was the another difficulty of teaching poetry in the classroom.

In spite of many problems in teaching poetry, poetry teaching was found relevant in this level. It was found without any opposition that teaching poetry helped to develop the language skills, cultural enrichment and creativity of the students.

4.2 Findings

The findings of the study are as follows:

4.2.1 Findings in Terms of Strategies

- It was found that the great majority of the teachers taught vocabularies described the title of the poem, explained the picture of the related poem. But they did not encourage the students to guess the subject matter of the poem, to guess the answers of some spot questions and describe the background information of the poem, etc. Thus, the pre-reading activities performed by the teachers were found very poor.
- It was found that the great number of teachers read the poem loudly and explained the meaning of the poem in Nepali language in while reading activities. But they did not read the poem and ask the students to follow, did not teach the features and explain the meaning verse by verse more effectively which are regarded as very important activities. This showed that the teachers were using the faulty strategies in teaching poetry.
- In post-reading activities the teachers were found not giving the different kinds of creative writing exercises, asking the students to perform different kinds of activities, like acting, conversation, discussion, evaluating students asking some questions and providing feedback etc. These showed teachers were very poor in post reading activities.

- The teaching learning process was completely teacher centred. The teacher came in the class and explained the subject matter of the poem in their own way. But there was no motivation, encouragement, and students' participation in the classroom.

4.2.2 Findings in Terms of Problems

- The teachers were found facing many problems while teaching poetry in the classroom. To describe the life history of the poet, getting the background information of the poem, explaining the symbolic meaning of the poem, describing the context in which the poet composed the poem were the main difficulty of the teachers.
- The teachers faced the problems while teaching poetic language to the higher secondary level students. Due to the deviation of linguistic norm and strange features the poetic language differs with standard variety of language.
- The poem with symbolic meaning and target socio-cultural background were very difficult to teach in higher secondary level.
- Teachers were not found not competent in English language teaching. They were very poor in performing different kinds of student centred activities, explaining meaning, using different types of modern techniques i.e. pair work, group work, role plays, performing the creative uses of language works etc. Thus, the teachers were traditional, out of creativity and lacking students' participation.
- The students with poor language were feeling difficulty to read and understand the poems.
- Teachers were found not using the teaching materials while teaching poetry.
- Students were found interesting to read poetry but felt difficulty to understand and interpret.

4.2.3 Findings in Terms of Relevance

Teaching poetry in higher secondary level was found relevant. The relevance can be shown in the following points:

- a) To develop students' language skills.
- b) To use as a strong means for motivating the students.
- c) To bridge the curriculum gap between secondary level and graduate level.
- d) To develop the students' vocabulary power.
- e) To identify students with the language of literature.
- f) To learn more contents through the small text.
- g) To develop the students' creativity.
- h) For getting pleasure.
- i) To develop the students' interpretive and analytic abilities.
- j) To develop the cultural awareness in students.
- k) To develop the personality in different areas.
- l) To develop the students' intensive and extensive reading skills.
- m) To develop the skill of dictionary use.
- n) For expanding students' language awareness.

4.3 Recommendations

The researcher has put forward the following recommendations:

- The teaching learning process should be fun, English should be used as a medium of instruction and teaching and learning should be learner-centered.
- Communicative approach of teaching and learning atmosphere should be created in the class.
- The researcher recommends to the English language teachers of higher secondary level to study the course of compulsory English of grade XI and XII preferred by the Higher Secondary Education Board.

- The teacher should start the class with the motivation or warming up activities.
- The teacher should encourage the students to guess the subject matter of the text, answers of the questions before teaching poem.
- The description of the title and picture of the related poem is obligatory while teaching poetry.
- The teacher should introduce rhyming patterns of the poem.
- It is not necessary to teach vocabularies of the poem writing on the black board and translating into Nepali language.
- It is better to read the poem first by the teacher and ask the students to follow him.
- It is better to explain the meaning of the poem verse by verse than to explain line by line or word by word.
- The teacher should not translate the whole poem into Nepali. But he or she is permitted to explain some difficult (words and phrases) points in mother tongue.
- Giving long critical appreciation is not appropriate at this level. But it is better to give the summary of the poem.
- The teacher should give the central idea of the poem.
- Giving the symbolic meaning depends upon the poem. If the poem is understandable through the literal meaning, the symbolic meaning is not necessary. If not, it is obligatory.
- The teacher should evaluate the students and provide feedback at the end of class.
- The students should be given different types of writing exercises. The exercises should be various types, but not only from the textbook.
- Creating different rhymes by the teacher in the classroom and asking the students to create rhymes giving different outlines will be better.

- It is better to have different classroom activities such as: i.e. role play, conversation, discussion, etc.
- The researcher should emphasize on the reading skill more while teaching poetry. Moreover, he can make different practices focusing the other language skills in the classroom.
- The teacher should play the role of facilitator but not the dictator.
- The teacher should encourage the students to guess the answer of the questions, to predict the subject matter of the poem, etc.

- The teacher should be used different types of appropriate teaching materials while teaching poetry in the classroom.
- The English language teachers should be laborious to minimize the problems.
- The Ministry of Education and Sports and Higher Secondary Education Board should arrange the training to the English teachers of higher secondary level on 'How to teach the poetry in the classroom?'

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Questionnaire for the Students

Name of the Student: -

School/ college: -

Class: -

Age: -

Please (✓) tick the correct one, and answer on your own ways.

Q.N. 1. Do you get a pleasure when your teacher teaches poem in the class?

(i) Always (ii) Sometimes (iii) Never

Q.N. 2. Does your teacher start teaching poem from some general background?

(i) Always (ii) Sometimes (iii) Never

Q.N. 3. Does your teacher ask some questions about the poem before teaching it?

(i) Always (ii) Sometimes (iii) Never

Q.N. 4. Does your teacher describe the picture of the poem before teaching it?

(i) Always (ii) Sometimes (iii) Never

Q.N.5. Does your teacher explain about the title before teaching it?

(i) Always (ii) Sometimes (iii) Never

Q.N.6. Does your teacher read the poem loudly and ask you to follow him?

(i) Always (ii) Sometimes (iii) Never

Q.N.7. Does your teacher read the poem as a whole, and describe the meaning at the end?

(i) Always (ii) Sometimes (iii) Never

Q.N. 8. Does your teacher read the poem line by line and explain the meaning of it ?

(i) Always (ii) Sometimes (iii) Never

Q.N. 9. Does your teacher translate the poem in Nepali?

(i) Always (ii) Sometimes (iii) Never

Q.N.10. Does your teacher translate only the difficult words of the poem?

(i) Always (ii) Sometimes (iii) Never

Q.N.11. Does your teacher give the figurative meaning of the poem?

(i) Always (ii) Sometimes (iii) Never

Q.N 12. Does your teacher give the critical appreciation of the poem?

(i) Always (ii) Sometimes (iii) Never

Q.N.13. Are you well motivated in the class when your teacher teaches the poem?

(i) Always (ii) Sometimes (iii) Never

Q.N.14. Do you like your teacher's way of teaching poem in the class?

(i) Always (ii) Sometimes (iii) Never

Q.N.15. Do you read poem outside your course book?

(i) Always (ii) Sometimes (iii) Never

Q.N.16. Does your teacher give you other references related to the poem?

(i) Always (ii) Sometimes (iii) Never

Q.N.17. Does your teacher involve you in teaching learning activities?

(i) Always (ii) Sometimes (iii) Never

Q.N.18. Does your teacher summarize the poem?

(i) Always (ii) Sometimes (iii) Never

Q.N.19. Is learning poem more difficult than other texts? If yes, please point out the causes of difficulty.

Q.N.20. Is reading poem helpful to learn English language? If yes, How? Please give your answer.

Q.N.21. Do you like to write poem? If No, Why? Give reason.

Q.N.22. Do you think the poetry assists you to develop your vocabulary power?

Q.N.23. Do you think the poetry helps you to develop your creativity? How?

Q.N.24. What is your opinion about the poetry helps you to understand the literature?

Q.N.25. Which skill or skills of language can you develop by reading poem?

Q.N.26. Which poem of your book is very interesting for you? and why ?

Q.N.27. What are the importance of teaching poetry?

Questionnaire Plus Interview Schedule to the English Teachers

Name of the teacher:-

School/ college:-

Qualification:-

Experience:-

Please read the following questions and give your answers.

Q.N. 1.Do you get enough pleasure in teaching poetry in your class?

.....

Q.N. 2.Do you start teaching poem by giving general background ?

.....

Q.N. 3.Do you give the introduction of the poet?

.....

.....

Q.N. 4.Do you describe the title of the poem before teaching it?

.....

.....

Q.N. 5. Do you use the picture, which is in the text related to the poem?

.....

Q.N. 6. Do you give the summary of the poem before teaching it?

.....

Q.N. 7. Do you explain the features of the poem i.e. rhyme, rhythm, etc. before teaching it?

.....

Q.N. 8. Do you read the poem with your best rhyme and rhythm and ask the students to follow you?

.....

Q.N. 9. Do you read the poem as a whole and explain the meaning?

.....

Q.N.10. Do you read the poem line by line and explain its meaning?

.....

Q.N.11. Do you read the poem and explain the meaning in Nepali?

.....

Q.N 12. Do you translate not the whole poem but only the difficult words?

.....

.....
Q.N.13. Do you give the figurative meaning of the poem?

.....

Q.N.14. Do you give the critical appreciation of the poem to the students?

.....
Q.N.15. Do you give the central idea of the poem at the end of the lesson?

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

.....
Q.N.17. Is teaching poem more difficult than teaching any other texts?

.....
Q.N.18. If teaching poem is difficult, what are the causes behind it?

.....
Q.N.19. What problems do you face while teaching poetry in the classroom?

.....
Q.N.20. Are your students well-motivated and curious when you teach poem in the class?

.....
Q.N.21. If not, what are the causes behind it?

Q.N.22. What skills of language do your students develop by reading poetry?

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.....

Q.N.23. Is teaching poetry necessary for learning English language? If yes, why? if no, why not?

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Q.N.24. Are there any advantages of teaching poetry? If yes, please, point out them.

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Q.N.25. It is said that poetry deviates the linguistic norms. Does teaching poetry hamper the learners to learn language correctly? If no, why not?

.....

.....

Q.N.26. What do you do in the following stages of teaching poetry?

.....

.....

.....

i. Pre-reading activities:-

ii. While-reading activities:-

iii. Post-reading activities:-

Q.N.27. What are the significance of teaching poetry? Point them out.

.....
.....
.....

Q.N.28. Does poetry strengthen the cultural understanding, how?

.....
.....

Q.N.29. Does the poetry help to bridge the curriculum gap between secondary level and graduate level?

.....
.....

Q.N.30. How do you teach poetry from the viewpoint of student centred method?

.....

.....

.....

"THANK YOU"

Class Observation Form

Name of the teacher: -

School: -

Experience: -

1. Pre-reading activities:-

S.N.	Activities	Yes	No	Remarks
1	Motivation/ warming up activities			
2	Giving the introduction of the poet			
3	Describing the title of the poem			
4	Asking questions about the poem for guessing answers			
5	Asking the students to guess the subject matter of the poem .			
6	Teaching the features of the poem			
7	Describing the picture of the poem			
8	Teaching vocabularies of the poem			
9	Giving the background information of the poem			

2. While-reading activities:-

S.N.	Activities	Yes	No	Remarks
1	Reading the poem loudly and asking the students to follow			
2	Reading the poem line by line and describing the meaning			
3	Translating the whole poem in Nepali language			
4	Translating not the whole but only the difficult words			
5	Giving the critical appreciation of the poem			
6	Reading the poem verse by verse and describing the meaning			
7	Giving the central idea of the poem			
8	Giving the summary of the poem			

3. Post-reading activities

S.N.	Activities	Yes	No	Remarks
1	Asking the students to read the poem			
2	Reading poem with good tune by the teacher			
3	Asking some questions for answering			
4	Providing feedback			
5	Creating the new rhymes by the teacher in the class			
6	Asking the students for writing rhymes by giving the situations or outlines			
7	Performing different kinds of activities, i.e. acting, conversation, discussion, etc.			

"THANK YOU"

List of the Visited Schools/College

1. Shree Jana Jyoti Higher Secondary School, Chuhade.
2. Shree Janta Higher Secondary School, Hadiya.
3. Shree Jyoti Higher Secondary School, Beltar.
4. Shree Rasuwa Higher Secondary School, Bhuttar.
5. Shree Tribeni Higher Secondary School, Katari.
6. Shree Triyuga Janta Multiple Campus, Motigada.
7. Shree Udasi Higher Secondary School, Jaljale.

List of the English Teachers Undertaken for the study.

1. Mr. Janga Bahadur Khadka
2. Mr. Dodindra Bahadur Rai
3. Mr. Him Kumar Karki
4. Mr. Pharas Khadka
5. Mr. Mohan Chaudhary
6. Mr. Raj kumar Ojha
7. Mr. Rit Bahadur Raut

List of the Schools/ College and Students

1. Shree Jana Jyoti Higher Secondary School, Chuhade.

- a. Bimal Bhattarai
- b. Sita Karki
- c. Tulasa karki
- d. Mohan Bahadur Budhathoki
- e. Gopal Thapa
- f. Sarita Acharya.
- g. Ganga Basnet
- h. Kamal Magar
- i. Gopal Regmi
- j. Hema Karki

2. Shree Janta Higher Secondary School, Hadiya.

- a. Ram Bahadur karki
- b. Sita Basnet
- c. Rina Chaudhary
- d. Kamal Raut
- e. Dinesh Rai
- f. Ramesh Bhattarai
- g. Raju Neupane
- h. Rupesh Chaudhary
- i. Binda Thapa
- j. Dambar Niraula

3. Shree Jyoti Higher Secondary School, Beltar.

- a. Saroj pokhrel
- b. Ram Chandra Paudel
- c. Laxmi Adhikari
- d. Bipana Chaudhary
- e. Arjun Sapkota
- f. Manoj Bhandari
- g. Januka Rai

- h. Anil Jha
- i. Binita sah
- j. Karmanjaya koirala

4. Shree Rasuwa Higher Secondary School, Bhuttar.

- a. Mohan Budhathoki
- b. Bhagawati Karki
- c. Januka Bhattarai
- d. Shanta Thapa
- e. Jhilli prasad koirala
- f. Mindra Magar
- g. Susma Thapa
- h. Lok Bikram Karki
- i. Binita Karki
- j. Madan Karki Dholi

5. Shree Tribeni Higher Secondary School, Katari.

- a. Ram Chandra Dhungana
- b. Bikash Basnet
- c. Bindilal Sah.
- d. Pushparaj Niraula
- e. Mohan Bikram Ale Magar
- f. Udayanath Bhattarai
- g. Shankar Dahal
- h. Madan Subedi
- i. Dharmananda Pokhrel
- j. Nabin Kumar Sharma.

6. Shree Triyuga Janta Multiple Campus, Motigada.

- a. Janardan Bhattarai
- b. Nabin Rai
- c. Bijaya Rai
- d. Ranjit Shreshtha
- e. Bibindra Rai
- f. Naindra Rai

- g. Sunita Dahal
- h. Manoj Budhathoki
- i. Hemant Lamichhane Magar
- j. Sarita Rai

7. Shree Udasi Higher Secondary School, Jaljale.

- a. Manoj Karki
- b. Ramila Jha
- c. Sunil Thakur
- d. Binaya Adhikari
- e. Rajesh Chaudhary
- f. Saroj Bhattarai
- g. Samir Timsina
- h. Bipin Paudel
- i. Sadiksha Timsina
- j. Bimal Timsina