

CHAPTER - ONE: INTRODUCTION

‘The Techniques used in teaching Poetry at Secondary Level’ is the title of the research. This introductory unit consists of the background of the study, statement of the Problem, Rational of the study, Objectives of the study, Research questions, Significance of the study, Similarly Delimitation of the study and Operational definition of the key terms.

1.1 Background of the study

The school and university have included English as a subject for the academic sessions in Nepal. In many cases, English is emphasized in a way that students need to be sufficient competent in English for their entrance in the academic programme. English proficiency is an entry requirement for the students in these situations. While dealing with world English education, we find the growing trend of content and language integrated learning (CLIL) where subjects such as mathematics, science, history.etc. are taught in English. English is practice as a medium of instruction or as a subject itself. In our country English is taught as a foreign language focusing on reading, writing, correctness of grammatical structures in writing and often addressed oral communicative skills such as listening or speaking.

English Language is taught in Nepal as a foreign language. In the present education system of Nepal, poetry has been included in the curriculum from Primary to Master level. The main aim of teaching poetry in lower level to higher level is to develop students' language understanding and assist in learning English language more effectively. (Rai, 2004. P. 14) writes "A poetry opens our eyes to the sensuous beauty and spiritual

meaning in words of human experiences and of nature to which we otherwise should remain blind". In the context of Nepal teaching poetry not what it should be, i.e. it is mostly teacher-centered. In all levels teachers give lecture and students take notes this tradition is established in teaching of poetry. Students do not have any role from their side in learning it. They depend on teacher-provided summary or theme. Rai, (2004, P. 103) further writes that the teachers do the following things to teach poetry in secondary level as well.

- translating the poems into Nepali
- giving line by line meaning of the poem
- giving summary or theme of the poem.

This kind of teaching doesn't enable the students in learning and development of their own understanding in poetry. Different types of methods or techniques used by teachers are teacher-centered and lecture-oriented. The teacher spends most of the classroom time lecturing discussing the life and the words of the poet, explaining the elements of the poem. The students have to listen passively without being active in any discussion inside the classroom. This kind of teaching materials and techniques/methods do not help the learners to learn successfully. Teaching poetry requires an interesting technique that can increase students passionate in comprehending poetry. The teacher requires an innovative technique to make the students understand easily.

There are different types of techniques that can be adopted in the teaching of poetry. Some of them are commonly adopted have been selected to be investigated in this study. They are categories into two categories:-

I. Teacher-Centered Techniques and

II. Student-Centered Techniques

Teacher-Centered Techniques

Teacher-centered techniques requires the L 2 teachers to adopt the pedagogical strategies that are used for clarifying the matters, expanding the contents, motivating the learners, and consciousness-raising. The teachers are remarkably active to deliver the contents through explanation and illustration. The teacher-centered techniques include: lecture, explanation, illustration, demonstration, etc. The teacher-centered techniques though they are widely criticized in the matter that they allow restricted opportunities for learners to process the L 2 information appropriately. The teacher-centered techniques have been criticized principally for their restrictions in allowing the learners to experience and act with the target language features. The teacher-centered techniques have both strength and weakness. Friske(1923) states that some of the difficulties in teaching poetry are non-possession of definite capacity for teaching poetry-lack of bearing a reasonable grasp of its historical and scientific basis and philosophical evaluations.

It is on the basis that students' performance in poetry or any other subject may depend on the ability of the teacher to master and present the subject matter in such a way that effective understanding of the lesson may be achieved. The teacher needs to grasp the content of the lesson and the methods/techniques at delivery.

a. Lecture

According to Lee, (Agrawal, 1996), “ The lecture is a pedagogical method where by the teacher formally delivers a carefully planned

expository address on some particular topic or problem”. It can be used to clarify matters, to review magnificent details of the lesson, to extend contents and motivate students. This technique lays emphasis on the presentation of the content.

Advantages of lecture method are as follows:

1. It is economical and a large number of students can be taught at a time.
2. It saves time and covers syllabus in limited time.
3. It is very effective in giving factual information and in relating some of the thrilling anecdotes. The life stories of great adventures, experimenters, investigators, thinkers and so on can become very interesting and valuable talks by the teacher.
4. Lecturing makes the work of the teacher very simple.
5. A good lecture not only stimulates the students but also lingers long in their imagination.
6. It provides better scope for clarification and for laying stress on significant ideas.
7. It begins a personal contact and touch to impress or influence the pupils.
8. It gives the students training in listening and taking notes rapidly
9. It develops good audience habits.
10. It provides opportunities of correlating events and subjects.

Disadvantages of Lecture

The disadvantages of lecture method of (as given in Phyak and Sharma, 2006, P.111) are as follows;

1. There is a very little scope for pupils activity.

2. It does not take consideration to individual differences.
3. Lecturing is against the principle of learning by doing.
4. Speed of lecture may be too fast for the learners to grasp the line of thought.
5. The lecture is likely to cover more content without realizing that little learning takes place.
6. The lecture may become monotonous to the students.
7. An average student may not be able to fix up their attention to a lecture of 40-45 minutes.

b. Explanation

The explanation is to enable the children to take an intelligent interest in the lesson, to grasp the purpose of what is being done and to develop their insight and understanding of how to do it. Moreover, it is explicit description or definition of concepts or process which can be in the form of acting, defining, using sentences, stating synonyms, telling origins, using antonyms etc. we can conclude in Pantan's word, explanation forms a kind of bridge between telling and revealing knowledge of the lesson and it involves a number of other techniques as well as narration and description.

c. Demonstration

Demonstration implies the presentation of pre-arranged series of events or equipment to a group of students for their observation accompanied by explanatory remarks. It depends upon needs, ideas, materials, procedures and techniques. In these techniques, the teacher makes the students demonstrate something. It may be used to display teaching or learning materials. It can be adopted with several other techniques like project

work. Peer teaching, field trips and so on. It is suitable especially when the learners need to see the process.

Advantages of demonstration technique

Some of the major advantages of demonstration (as given in Phyak and Sharma; 2006, 115) are as follows:

1. It enables the students to acquire knowledge in the first hand form.
2. It helps students eye to eye to a new world of experience.
3. It shorten the time, helps to memorize the facts and principles.
4. It relates skills and their application.
5. It fosters creative thinking in groups and individually.

Learner-centered techniques

Learner-centered techniques keep the role of learners at the centre of teaching and learning activities. The emphasize learner autonomy in learning the target language. The students may get sufficient opportunities to work and process the target language features. The learners' activation and involvement may replace the role of external authority.

Teaching poetry is a difficult task. Most of the English teachers are facing difficulties dealing with poetry and they want to use traditional methods /techniques in poetry classes. English teachers may use various techniques to help the students in learning poetry easily, some of the techniques are most effective but others are least.

Lee et al. (2003, p. 322) include the feathers on learner-centered technique in the following seven points:

- a. Increased responsibility and accountability in the part of the student.
- b. Mutual respect within the learner teacher relationship
- c. An increased sense of autonomy in the learner.
- d. An emphasis on deep learning and understanding.
- e. A reflexive approach to the teaching and learning process on the part of both teacher and learner.
- f. The reference on active rather than passive learning.
- g. And on interdependence between teacher and learner.

To sum up according to the analysis of above definition following strengths can be presented:

- a. The learners may get enough opportunities for processing L1 input through the tasks and activities.
- b. The learners are highly motivated and active to acquire the target language.
- c. The learners are facilitated with negative evidence, positive evidence, scaffolding.
- d. The teacher becomes as a facilitator and resource person.

There are various learner-centered techniques which are discussed below:

1. Pair Work

Pair work is a type of group work which is an important learner-centered technique commonly used in the second language classroom.

Harmer (2007, P. 168) suggest three-step procedures for pair and group work, before, during and after. The first step include instructions and

examples, the second step includes task, activities and exercised. And the third stage includes correction, feedback and reflection.

2. Group Work

Classroom interaction is faster promoted in the group work activities. In group work, learners perform a learning task through small-group interaction. Tricia Hedge (2008) also point out that group work encourages the learners to get success in 'negotiation of meaning that makes learners' output more comprehensible (P. 154).

Group work is a learning activity which involves a small group of learners working together. The group may work on a single task, or on different part of a largest task. Task for group member are often selected by the members of the groups but from a limited number of options provided the teachers. Dividing student into group is the best technique of teaching language in a large crowded class.

3. Role Play

Role play is a drama like activity in which students take the roles of different participants in a situations and act out what might typically happen in the situation. Participants are given a situation plus problem or task on in simulation but they are also allocated individual roles usually written out on cards called role cards. The difference between role play and simulating is that students pretend as in real life in simulation but they pretend as to be something or somebody else which they are not in role play. It is an ideal vehicle for developing the four language skills. According to Harmer (2008, P.352) ' Role play can be used to encourage

general oral fluency or to train students for specific situation, especially where they are studying English for specific purpose. It is simple and brief technique to organize in the classroom. It is highly flexible, initiative and imaginative. It helps student to bring student outside classroom environment into classroom. It encourages student to talk and communicate ideas with friend. it makes classroom interactive. A variety of language functions. Structures games can be practiced in the classroom through role plays. It also makes the classroom funny and interesting. It will also be beneficial for shy students. It helps to develop students' fluency.

4. Project work

Project work has been introduced 1970's as a part of communicative language teaching. A project work integrates all language skills involving a number of activities that require all language skills. So, it is experimental and learners centered technique of language teaching.

5. Dramatization

'Drama' is a cover term for a wide range of oral activities like role play and simulation. Most of the language teaching course books these days include drama as an important (CLT) technique. Drama is performed in group/pairs by the students in the classroom for teaching the speaking skills pronunciation and prosodic features like rhythm, stress and intonation. it requires a mental and physical and preparation together with a lot of imagination and creativity. As students are learning by doing, it really makes student competent in the second language learning where the knowledge is long lasting.

Dramatization encourages the genuine communication and involves the real emotions, use of body language, facial expression and gesture. It is important for teaching the language structures, function of vocabularies and conversations skills. It allows for the arrangement of outside world such as banks, business, streets, parties and playground in the classroom

6. Discovery Technique

It is a kind of problem solving approach convenient to apply in teaching grammar at intermediate and advance levels. It provides students chance to take charge earlier students actually discover the information for themselves instead of passively listening the rules of grammar from the teacher. They are actually engaged in observing, inferring, formulating hypothesis, predicting and communication with each other. First of all, student are exposed to the new language structure but they do not concentrated on it at this stage but this exposure in fact helps them when they study it at a later stage. It is a disguised and covered way of allowing students to discover new grammar rules themselves before it is actually taught. The conclusions derived by them are considered as tentative, not final. Students are engaged imploring, conduction and evaluating their own learning where the teacher plays just the supportive role.

1.2 Statement of the Problem

This research proposes to find out the most preferred and the least preferred techniques in poetry classes by learners. Most of the teachers follow Grammar Translation Method in teaching poetry instead of student-centered techniques. There are various reasons behind not following student-centered techniques in teaching poetry in many cases

because all the schools condition is not good in Nepal so teacher desire to follow the traditional methods/techniques which do not allow the students to involve in learning actively. On the other hand student-centered techniques provide the opportunities to involve actively in learning.

In case of learning poem in the class student-centered techniques encourage, assist for self-understand the poem. When student-centered techniques are applied in poetry teaching they get the 99% opportunity in to engage themselves in the poetry classes. Thus, I have chosen this topic to find out the different techniques used in poetry classes and their impact on students.

1.3 Objectives of the study

The main aim of conducting this study is to identify the most preferred techniques by the learners in use of teaching poetry in grade-nine. Basically, the objectives of present study are as follows:

-) To explore the different techniques used in poetry teaching in secondary level.
-) To identify the highly preferred and less preferred techniques used in teaching poetry in grade-nine.
-) To recommend for pedagogical implications.

1.4 Research Questions

Through the data collected and analysis carried out at the end of this project, the research would like to give satisfactory responses to the research questions formulated below:

- a) What are the techniques used in teaching language?

- b) What are the techniques (approaches) that are highly preferred by the learners in teaching of poetry at Secondary School Level?

1.5 Significance of the study

Since the incorporation of the English Language Syllabus for the Secondary level in Nepal. So far only some research works have been conducted in the field of teaching literature in the department of English Education. Only few research is done on the title of Techniques used in teaching poetry at secondary level. Thus, this study would be extremely enlightening and useful for the English Language Teachers, course book designers, and students and for the further research as well.

1.6 Delimitations of the study

This study is conducted with a group of 40 students of grade nine of a private school in Morang district. The limitation of the study was as follows:

- I. The study field was confined to Morang district. Data is collected only from one Private School of Kerabari, Morang.
- II. This study covered only the teacher-centered and student-centered techniques adopted in teaching poetry at grade nine.
- III. This study is limited to the responses from the questionnaire by the teachers and students of the sampled school and using unstructured interview.

1.7 Operational Definition of Key Terms

Techniques - Activities that a teacher does in the classroom to present and teach the language items.

Secondary Level- Classes from 9 to 10 but according present structure 9 to 12.

Academic Session- The time during which a school or colleges hold classes.

Traditional- being part of beliefs, customs or way of life of a particular group of people.

Human Experience- Particular knowledge, skill or practice derived from direct observation of or participation in events or in a particular activity.

Adopt- Choose to take up or follow (an idea, method or course of action).

Deductive Approach- A hypothesis based on existing theory.

Grade Nine Students- The students of Phewa Secondary English Boarding School Kerabari-10, Morang.

CHAPTER-TWO

REVIEW OF THE RELATED LITERATURE AND THEORITICAL FRAMEWORK OF THE STUDY

2.1 Review of Related Literature

This chapter introduces about the poetry, types of poetry, teaching poetry in language classes and techniques used in poetry teaching.

2.1.1 Teaching of literature

Teaching reading comprehension is greatly assisted by the literary texts. Literature is very essential in language classes because it speaks human experiences, feelings, sorrow, happiness etc. In the language classes it becomes a motivational material. Literature exposes students to complex themes and fresh unexpected uses of language. **Cummins (1994:12)** refers to the positive effect of literature in development learners' higher level of thinking such as synthesis and evaluation. Furthermore, the researcher does not separate that from its influence in developing learner's other skills. In this study the researcher identifies two components of second language acquisition: Basic Interpersonal Communicative Skills, and Cognitive and Academic Language Proficiency. A literature-content-based curriculum can raise the level of communication from everyday vernacular speech to the academic area. In this regard, Cummins assist that:

Basic Interpretation Communicative Skills are acquired fairly rapidly, usually within one or two years of close association with native speakers

occurs such as in school setting. However, acquisition of cognitive and academic language proficiency can take from seven to nine years.

Furthermore, Cummins (1994:36-60) refers to the role of that literature plays in developing learners cognitive competences. The study shows that:

Literature can help develop learners' ability of synthesizing and evaluation. Therefore, It follows that "increasing cognitive development with rich topics for consideration that literature affords can increase second language learning dynamically, not linearly, by teaching not only the language and the content but also general higher level thinking skills such as synthesizing and evaluation which increases cognitive development.

Literature is very useful to develop language aspects due to its multiple areas. According to Lazer (1993, P. 14-15) " literature is a world of fantasy, horrors feelings, thoughts, visions etc. which puts into words." He has given the following reasons for using literature with the language learners.

1. It is motivating
2. It is stimulus for language acquisition
3. It expands students' language awareness
4. It develops students' interpretative abilities
5. It has general educational value
6. It is an authentic material
7. It helps students to understand the culture

8. Student enjoy it and it is a fun
9. It encourages students to talk about their opinion and feelings.
10. It is highly valued and it has a high status
11. It is found in many syllabuses.

Likewise Collie and Slater (1990) identified it as the record of human spirit and the history of human race. Not only these, but literature also provides suitable context for teaching vocabulary, grammar and skills of language.

Teaching of literature effectively in a language classroom requires the following facts as Sharma (2004, P. 294) describes:

- Focus on good comprehension and article analysis
- Use of creative possibilities
- Encouragement for the students to memorize short poems and texts
- Encouragement in discussion, pair work and group work activities for the students to memorize short poems and texts
- Giving assignment etc.

As literature has its own value and importance the most important thing is that the selection of literary text which accounts most in the students life because if the literary text is not related to the students' life than its positive impact on students may not occur. Students may be from different interest cultural background, needs, and language level. So, it is important to choose a genre of literature that is relevant to life experiences, emotions, or the dreams of the learners. On the other hand the teacher manner of teaching or the use of techniques/methods must be

appropriate and funny for the learners. The main objectives of teaching literature in English classes are to let the students derive the benefits of communication and involve in activities that improve the target language.

2.1.2 Techniques in Language Teaching

A technique in Language teaching is considered as an implementational trick used in real classroom teaching. An American applied linguist Edward Anthony (1963) identified techniques as an implementational trick, stratagem or contrivance used to accomplish an immediate objective.

According to Richard and Rodgers, (2001, P. 19). Techniques are the particular levels at within classroom. So, what a Language teacher actively does in real classroom teaching can be called a technique which adopts a particular approach.

There are different types of techniques developed nowadays in the field of language teaching. Some of them are teacher-centered techniques which focus on the dominant role of the teacher in language teaching and some others are student-centered techniques which provide students the opportunities to work with language.

Some of the techniques mostly used in language according to Rodgers and Frieberg (1994, P. 190) are listed below:

- Lecture
- Explanation
- Illustration
- Demonstration
- Recitation
- Dramatization
- Prepared talks
- Individual talks

- Pair work/Group work
- Role play
- Simulation
- Discovery Techniques, etc.

Both techniques teacher-centered and student-centered are used in teaching poetry in the classroom. They have their own impact on learners some assist mostly to learn and some least. Most of the teachers follow traditional ways in teaching poetry. The teachers of English in Nepal carry out their teaching activities focusing on contents or information only because their main focus is facilitate learners to become proficient in English rather than developing their higher order if thinking in theme. (Rana, 2011). Moreover, neither teacher use student-centered methods nor they make the students more active in the classroom. Mostly teachers use the Grammar Translation Method (GTM), lecture method and Paraphrasing Technique inside the classroom while teaching English language

2.1.3What is a poem?

A poem is a composition for performance by the human voice when recited to the ears of people mind. Poetry originally comes from the Greek root 'pioein' meaning 'to make'. A poet is a creator and poetry is a creation. Sidney (cited in Sinha; 1997) Says, ".....the poet is the right popular philosopher, for the philosopher teaches only obscurely but the poet is the food for the tenderness stomach." Poetry is a special kind of symbolic language, which is recognized by its unusually rich use of such features of language as rhythm, pitch, meter and connotation. T.S. Eliot

states, Poetry is not an assertion of truth but the making of that truth more fully real to us."

2.1.4 Types of Poetry

i) Epic

An epic is a heroic story consists of myths, legends, folk tales, historical events of great wars and significant changes. It is the longest formal narrative poem, frequently extending to several books or sections on a great and serious subject matter dealing with the great epoch, mocking, adventures deed of one or many great figures, worriers or heroes in a grand, artistic and elevated style using all sorts of possible figures of speech.

ii)Ballad

The term balled has been derived from the late Latin and Italian term 'ballare' meaning to dance. A ballad is a song that tells a story and originally it had a musical accompaniment to a dance. They are simple spirited poems telling some popular stories. The best ballads came from northern England and Southern Scotland. They are in dialogue form.

iii)Elegy

An elegy is a mournful poem lamenting some one's death. It is a formal and sustained poem mourning somebody's death, for example Miltons Lycidas, Shelley's Adonais, Tennyson's In Memoriam, Arnold's Thyrsis etc. most of them are written on various themes like death, love, war, loss, changes, destruction, separation etc.

iv) Lyric

A lyric is a song to be sung to the accompaniment of a lyre. It is a fairly short (12-60 lines) poem expressing feelings and thoughts of a single poet in a personal and subjective way. The term is also used to refer to any sort of short poem in general including songs.

v) Sonnet

A sonnet has a fixed form or length of fourteen lines usually in iambic pentameters linked by an intricate rhyming structure. The term sonnet has been derived from Italian word 'Sonnetto' meaning "Little song," most of the sonnet deal with love affair and passion but John Donne shifted them to a variety of religions and serious themes and Milton extended the theme into other serious matters in their holy sonnets.

vi) Odes

An ode is a long lyrical poem, elevated in style and based on a stanzic structure. There are mainly three types of odes. They are regular ode, irregular ode and oration ode. An ode composed in praise of someone or something.

vii) Free Verse

a free verse poem does not follow any rules. Their creation is completely in the hands of the author. Rhyming, syllable count, punctuation, number of lines. Number of stanzas, and line formation can be done however the author wants in order to convey the idea. There is no right or wrong way to create a free verse poem.

viii) Romance

Romance is a verse narrative which was popular in the middle ages (5th century to 15th century). Romance were mainly in verse, but later they were written in prose as well.

2.1.5 Why Poetry in ESL Classroom?

Poetry is an important aspect of literature. It is believed to be oldest of the literary genres. It is held to be closely connected with speech in origin. Literature itself is considered very crucial because it is the vehicle for society to give sensitive expression to the innermost thoughts and feelings of individuals as well as the community.

Benton (1978) refers to the condition suffered by poetry in general English Language teaching as "neglect where it needs attention and concern where it is left alone".

As a matter of fact, Poetry is "Ordinary" and "Familiar" not only in our daily conversation but also as a way to entertain ourselves. Babies like the physical act of producing a sound repeatedly and children are normally attracted to jokes and outrageous puns, Even adults enjoy football chants skipping rhymes, television jingles and many songs which possess the features of rhymes and rhythm (Hay hoe and Parker,(1988). Poetry, actually, has more to offer, Poetry, if it is chosen carefully and exploited creatively, may help the students in the **affective, communicative, cognitive and educational** aspects of their development. The proposed study is to find out the most effective/preferred techniques and the least effective/preferred techniques used in teaching poetry at secondary level. No research has been carried out about "The Techniques used in Teaching Poetry at Secondary Level" in the department of English Education. Some of the researchers in this

department have conducted some of them are different techniques used in language teaching, views of drama teaching in language classroom etc. Some of them are as follows: Mohamad (2004) conducted a research study on "The Effects of Using Dramatic Activities to Teach Poetry on students' Comprehension and Appreciation'. His objectives were to find out the effects of using dramatic activities on the students' comprehension and cited of a poem, to the extent to which dramatic activities are effective to increase the students' comprehension and appreciation of a poem and to determine the strengths and weakness of using dramatic activities to teach poetry. Only four students were sampled for the purpose of this study. The researcher had selected a poem and had administered a 4-5 day lesson plan. The instruments of the study, which comprised of comprehension exercises resulted that dramatic activities such as role-play, stimulation and improvisation had positive effects on the student's comprehension and appreciation of the poem.

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

2.1.6 Teaching Poetry in Nepal

English Language is taught as a foreign language in our country. In the English text books are designed including different genres of English literature from primary level to master level. Poetry is on of the genres of the English literature which is also included in schools and colleges

English text books. It is taught in schools and colleges of Nepal. Poetry teaching is difficult task for many English teachers because of its distinct features and unstructured language. Poetry is taught in the secondary level schools of Nepal both in Governmental and Private schools but the problem is that students are not learning it in a better way and being curious because of the teachers' traditional way of teaching and application of techniques/methods in teaching poetry. They mostly use teacher-centered techniques/methods due to which students have no role in learning poetry they don't involve actively in poetry classes. Teacher's role is 90% so that learners cannot get success and learn it creatively. (Rai, 2004:103), Further writes that the teachers do the following activity in teaching poetry in secondary level.

- a) Translating the poem into Nepali
- b) Giving line by line meaning of the poem
- c) Giving summary or theme of the poem.

The way of teaching poems following these types of techniques/methods don't enable students in learning poetry properly. So, we can say that teaching poetry is not easy task if unable to apply the appropriate techniques in poetry classes.

2.1.7 Strategies of Teaching Poetry

According to Lazar (1993:129, 31), the following strategies are applied while teaching poetry.

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 so that they can suggest the subject or the theme.
- Getting the students to discuss pictures or photograph 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 with the necessary historical and cultural background by:

- Making the students read or listen to the text which describes the historical or cultural background to the poem.
- Getting the students to read or listen to the text about the author's life which may depend their understanding of the theories of the poem.
- Having the students discuss what are appropriate behaviors and feelings in their culture or society in a particular situation making them compare this with 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 collocate 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 van understanding of more metaphorical or symbolic meanings in the poem, students could be asked to free-associate round some of these words in a poem which carry powerful symbolic connotations.
- Pre-teaching any important words, Phrases or grammatical construction 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 them together again. Jumbled-up verse works particularly well for poems with a strong narrative for example, ballads.
- Certain words are removed from the poem students have to fill in the gaps either by themselves or using the list of the words provided.
- Students read only one version at a time and then try to predict what is coming next. This works well with narrative poems.
- Students underline all the words connected with the particular lexical set and then speculate on their metaphorical or symbolic meaning.
- Students decide which definition of a particular word in the dictionary is the one that best fits the meaning of the meanings 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 to decide which ones are true or false

- Giving students two or three interpretations of a poem (possibly from critics) and they decide which one, they think are most plausible or appropriate.
- Asking the students to compare the two versions of a poem in modern English, if written in rather archaic language.
- Asking very advanced students to compare a poem with two different translations of it in their own language.
- Making students practice reading the poem aloud and decide what mimes or gestures would accompany a choral reading.

Further follow-up Activities:

Students are asked to rewrite the poem as in different forms 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.

2.2 Review of Empirical Literature

So far only few research has been carried out about '**Techniques Used in Teaching Poetry in Secondary Level**' in the department of English Education. However, some of the researches in this department have conducted about different techniques used in language teaching and literature as well. Some of them are as follows: Devkota (2003) carried out a complete study on 'Learning Strategies in Literary Texts: An Attitudinal study. His objective of the research study was to find out the learning strategies employed in studying literary texts by the B.Ed. students. He randomly selected four campuses from Kathmandu valley

for his data collection and administrated questionnaire for both teachers and students. He founded out that students used the strategies of immediately noting downs the unknown words and consult dictionary using the reference materials and translation in some cases.

Panday (2007) carried out a survey out research on 'Teaching of Speaking at Secondary Level: An Analysis of Classroom Activities. Her main objective was to identify activities used for teaching speaking at the secondary level classroom. The researcher used both primary and data to meet the objectives of the study. Questionnaire was used as the research tools in the study. She has found that group work, pair work and discussion are commonly used for speaking activities.

Inyang, (2009) has conducted a study on the topic "A Linguistic-Stylistic Technique and the Effective Teaching and Learning of Poetry in Nigerian Senior Secondary School. This study investigated the effect of linguistic-Stylistic technique in the effective teaching and learning of poetry in Nigerian Senior Secondary School. The sample of the study comprised of 310 senior Secondary two (SSII) students from six schools randomly selected from Itu Local Government Area of Akwa Ibom State, Nigerian A non-randomized pre-test post- test control group design was used for the study. The reliability coefficient of poetry in English Achievement Test (PEAT) was 0.75 using Kuder-Richardson formula 21. The student's T-test was used in the analysis of the data. The results showed that students taught with Linguistic-Stylistic technique achieved and retained better than students taught with traditional method in poetry. The results also showed an insignificant difference existing between the achievement of male and female students in poetry taught with Linguistic-Stylistic technique. It is recommended that Linguistic-Stylistic technique should be used in schools to teach various concepts in poetry.

Bista, (2011) conducted a study on ' Teaching English as a Foreign/Second Language in Nepal: past and present'. The purpose of this study was to review the history of English Language Teaching, English as a second or Foreign Language in schools and colleges in Nepal. Teaching English Language and literature in Nepal is of about a half a decade, starting from the mid of twentieth century. English learners in Nepal do not have enough exposure to various techniques of language learning opportunities. Rather, it is exercised in limited form in an academic, technical and public affairs in the nation. The professional educators of English in Nepal mostly rely on traditional approaches of teaching English-Lectured method and Grammar Translation method owing to large number of students in post secondary educational institutions. Besides, teaching English depends on several educational factors e.g. classroom, course, curriculum, need of the society, and cultures in Nepal. Instructors of English as a second or foreign language (ESL/EFL) find it difficult to implement necessary lesson plans in the classroom. From high school to university English classes, educators face a similar challenge both affected by physical and technical facilities. The educational institutions may not have language learning labs, the computers and the internet use may be limited, enough audio and visuals aids may not be in the class, text books and resource materials may be difficult to find. These students, furthermore, push instructors to adopt translation method in English language teaching. Students at public and Private learning institutions of Nepal an opportunity to learn English from any native English instructors.

Yadav, (2012) conducted a research study entitled “Strategies Adopted by Secondary Students in Vocabulary Learning”. He conducted a research to

find out the strategies adopted by using secondary level students to learn English vocabulary. He collected data by using questionnaires. There was procedure of random sampling and taking one hundred students from grade nine and ten. The tool was questionnaire for collecting data. He found that the frequently used strategies were consulting dictionary, connecting words to already known words, using monolingual dictionary, taking notes on the class, asking teachers, learning words from crossword puzzle and games.

Pokhrel (2012) carried out a research on topic The Techniques Used in Teaching Poetry in 'Heritage of Words' in grade 12. His main purpose of this study was to find out the techniques used in teaching poetry in Heritage of Words and also to compare the techniques used by the teachers in urban areas of Panchthar district. While undergoing research, the researcher samples four higher secondary schools of the district on the basis of cluster sampling procedure (I.e. on the basis of geographical proximity). Two schools are selected from the district headquarter and other two from the rural areas of the district on the basis of judgmental sampling procedure. The researcher finds various techniques like explanation, translation, recitation, group work/pair work and discovery are being used while teaching poetry. He also finds the difference between the techniques used by the teachers in urban and rural areas of the district.

Sah (2016), carried out a research entitled 'Strategies and Techniques of Teaching Drama in Secondary Level' attempts to find out strategies and complexities of teaching drama in secondary level. Ten Secondary English Language Teachers and one hundred students of Siraha district were selected for the study. The researcher prepared three tools questionnaires for the teachers to find out the strategies and techniques of

teaching drama; questionnaire for the students to find out the strategies followed by their teachers while teaching drama; and class observation form in the class. The collected data are tabulated and interpreted using different tables, diagrams, and percentages. The researcher found out satisfactory strategies used by the English Language Teachers while teaching drama in the classroom. Different strategies were used by the different teachers. The teachers were not confident and clear what type of strategies should be used while teaching drama at secondary level.

Kafle, (2017) conducted a research on 'Teachers' Perceptions on the use of Teaching Techniques'. His objectives were to find out the techniques used in teaching literature in secondary level. To accomplish the objectives of the study, the researcher selected ten teachers from ten government schools of Morang district. They were chosen by using random sampling procedure. For collecting data, the researcher used a set of questionnaire including the open-ended and close-ended questions for teachers. The questions were related to the techniques. The main findings of the study showed that most respondents had used black/white board heavily or daily. OHP and film were never used in the class. Games, Puzzle, Brainstorming, Dramatization, Computer and Chart paper were rarely used in the English class. Dialogue, interview, project work, strip story, role play, pair/group work and class test were sometimes used. Similarly, lecture, story-telling, discussion, poster, realia, were frequently used in the class.

PKarki. (2017) conducted a research study on 'Techniques Applied in Teaching Poetry at Lower Secondary Level'. His objectives were to find out the techniques applied by teachers in teaching poetry in lower secondary level and also to compare the techniques applied by teachers in public and private schools of Urlabari, Morang. While carrying out the

research twenty teachers were sampled using purposive sample procedures and forty students were sampled on the basis of simple random sampling from classroom observation. Data were analyzed both descriptively and statistically. They reported the various techniques like translation, explanation, group/pair work, dramatization and drills being applied while teaching poetry in lower secondary level.

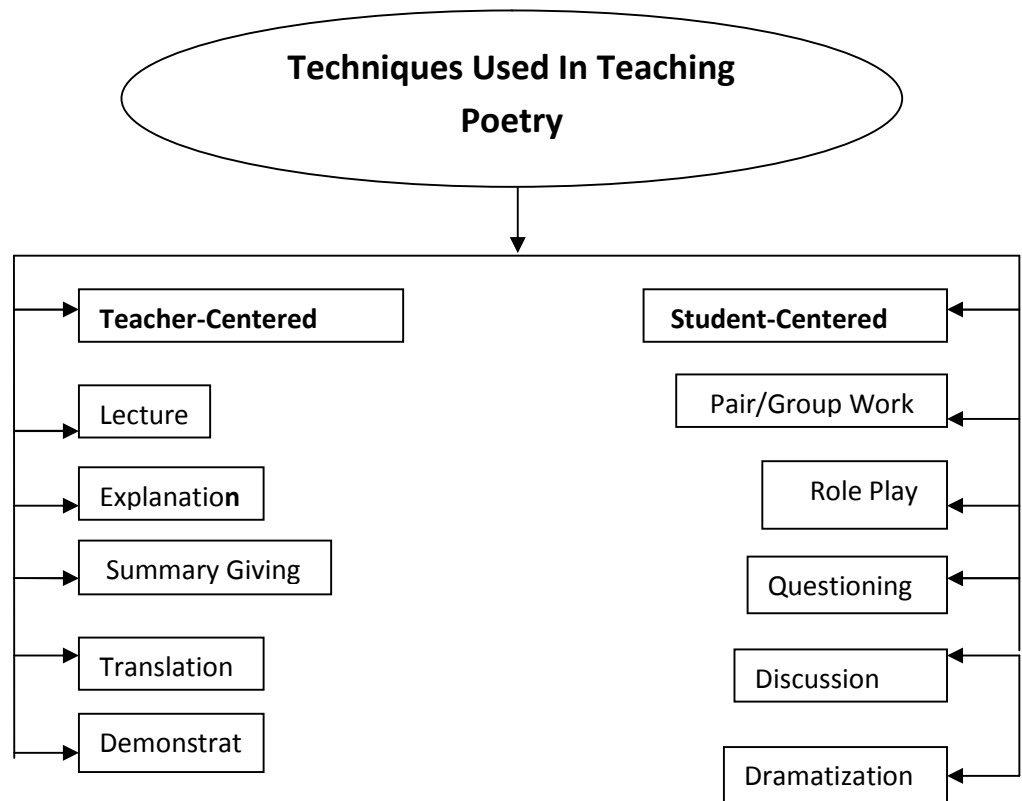
2.3 Implication of the Review for the Study

The above studies have great role to develop my research in this complete form. Previous researchers also tried to find out the different techniques used in teaching poetry and the challenges of teaching poetry. In their study I have found out some similarities and differences in techniques use. Here my main concern is to gather the reactions of the learners in use of such techniques in teaching poetry. To develop my study these various previous studies directly and indirectly helped me.

2.4 Conceptual Framework of the Study

Concept making is an idea or mental framework that refers to the rough plan before accomplishing any task. The researcher has to follow certain ways that help him accomplish the task effectively and smoothly.

The procedure and methodology is described in latter units selecting that topic, collecting information about the topic here rapport making, instruction about the task, collecting the data, analyzing consulting the experts are carried out.



CHAPTER-THREE:METHODS AND PROCEDURES OF THE STUDY

This chapter describes the design of the study and procedures 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 problems of teaching poetry in secondary level regarding the use of teaching techniques. For this the researcher selected the techniques and used them in real classroom teaching poetry in Secondary Level students. The following methodologies were adopted to carry out the study.

3.1 Design and Method of the Study

The purpose of this study is to find out the techniques which are highly preferred and less preferred by the learners among the adopted techniques i.e. teacher centered and student centered in teaching poetry at grade nine students. Researcher selected the students of grade nine of Phewa Secondary English Boarding School.

Researcher collected information/data by distributing questionnaires to the selected 40 students of grade nine and 4 teachers of the same school. Respondents expressed their opinions about the techniques use whether they prefer highly or less. The questionnaire also distributed to teachers and collected their responses about the use of techniques/methods and effectiveness.

3.2 Population, Sample and Sampling Strategy

Population, sample and sampling strategy are described below:

3.2.1 Population of the study

The population for the purpose of this study represents the 40 students of grade –nine of Phewa Secondary English Boarding School Kerabari rural municipal-10, Morang and four teachers of the same school.

3.2.2 Sample

Data were collected only from private school of Kerabari, Morang. Only forty students and four English teachers of the same school were the informants for the research.

3.2.3 Sampling Procedures/Strategy

One secondary school of Kerabari rural municipal was selected for the study on the basis of simple random sampling techniques. The data were collected from the students of secondary level of grade nine from Phewa Secondary English School.

3.2.4 Study Area/ Field

The study area for this research is literature teaching, of English Language Teaching. This research was primarily concerned to explore the most preferred and the least preferred techniques by learners among the used techniques by the teacher in poetry teaching at grade nine of a private school in Kerabari-10, Morang.

3.2.5 Data Collection Tools and Techniques

Questionnaire to the students and interview were the tools for data collection. Questionnaires were distributed to four English teachers of the same school. Questionnaire to the students consists of 10 items where both closed- ended and open-ended questions were submitted. (see appendix-...)

3.2.6 Data collection Procedures

The researcher taught the grade-nine students using various techniques both teacher-centered and student-centered techniques to the sampled school's students for three-weeks while teaching them the researcher also observed the class and gave a set of questionnaire whether they preferred the techniques used while teaching poetry the most or the least. Researcher also taken an unstructured interview regarding techniques. The questionnaires were distributed to teachers of the same school and information collected. Finally on the basis of those collected data and information I addressed the objectives of the study.

3.2.7 Data Analysis and interpretation

The collected data are analyzed here. Altogether 24 questions were asked to the students and 21 were to the teachers. For the students 11 closed-ended questions were asked and 12 questions were open-ended in which respondents indicate the opinions on the use of methods/techniques with yes/no response. The questionnaire to the teachers were 10 closed-ended and 11 were open-ended about the use of techniques and answers were expected with indicating either tick () mark in column 'A' extent of use of the techniques as always, sometimes, and never options included and in column 'B' effectiveness of the sue of techniques in poetry teaching the options were very effective, effective, somewhat effective, less effective, and not effective. Questionnaires were collected and data obtained were tabulated in tables and interpreted using the simple percentage.

CHAPTER-FOUR

RESULTS AND INTERPRETATION

The results were derived from both qualitative and quantitative analysis of the data. The result was shown in tables and diagrams as well.

4.1 Data Analysis and interpretation

The collected data are analyzed here. Altogether 24 questions were asked to the students and 21 were to the teachers. For the students 11 closed-ended questions were asked and 12 questions were open-ended in which respondents indicate the opinions on the use of methods/techniques with yes/no response. The questionnaire to the teachers were 10 closed-ended and 11 were open-ended about the use of techniques and answers were expected with indicating either tick () mark in column 'A' extent of use of the techniques as always, sometimes, and never options included and in column 'B' effectiveness of the use of techniques in poetry teaching the options were very effective, effective, somewhat effective, less effective, and not effective. Questionnaires were collected and data obtained were tabulated in tables and interpreted using the simple percentage.

4.1.2 Analysis and Interpretation of Results

The collected data analyzed with the help of tables illustrations and diagrams as follows:

4.1.2 Analysis and Interpretation of Data From the Questionnaire to the Students in Relation of Technique

Table: 1

Analysis and Interpretation of Data From the questionnaire to the Students in Relation of Technique

S.N.	Statements	Students and Their Responses in no. and Percentages			
		No.	%	No.	%
1	Willing to read poem	40	100%	–	–
2	Enjoy in Role Play	32	80%	8	20%
3	Willing to interact with friends in the classroom about the poems.	24	60%	16	40%
4	Poem helps to develop critical writing	30	75%	10	25%
5	Summary of all poems	4	10%	36	90%
6	Get Pleasure of poem when teacher defines	28	70%	12	30
7	Lecture from Teacher	32	80%	8	20%
8	Poems help to understand the language construction	6	15%	34	85%
9	Teacher-centered techniques encourage self- learning	14	45%	26	65%
10	Student-Centered Techniques encourage me to	30	75%	10	25%
11	learn poetry easily. Preferred both techniques teacher-centered and student-centered.	34	85%	6	15%

The above table shows that 100% of the students are interested in reading poems in the classroom; there is no response for unwillingness to read poems. The table shows that 80% of the students of the selected school

responded that they got a lot enjoy in poem reading with role play. They actively involved in role play about the poems whereas 20% of them didn't show their activeness or they feel uncomfortable reading poems with role play.

The above table shows that 60% of the students responded that they interested to interact with friends in the classroom about the poems but 40 % of them have no interest in interaction with friends about the poems in poetry classes. Similarly, the table shows that 10% of the students always wanted to take note of the each poems but 90% of them stood against it. They didn't want to take note.

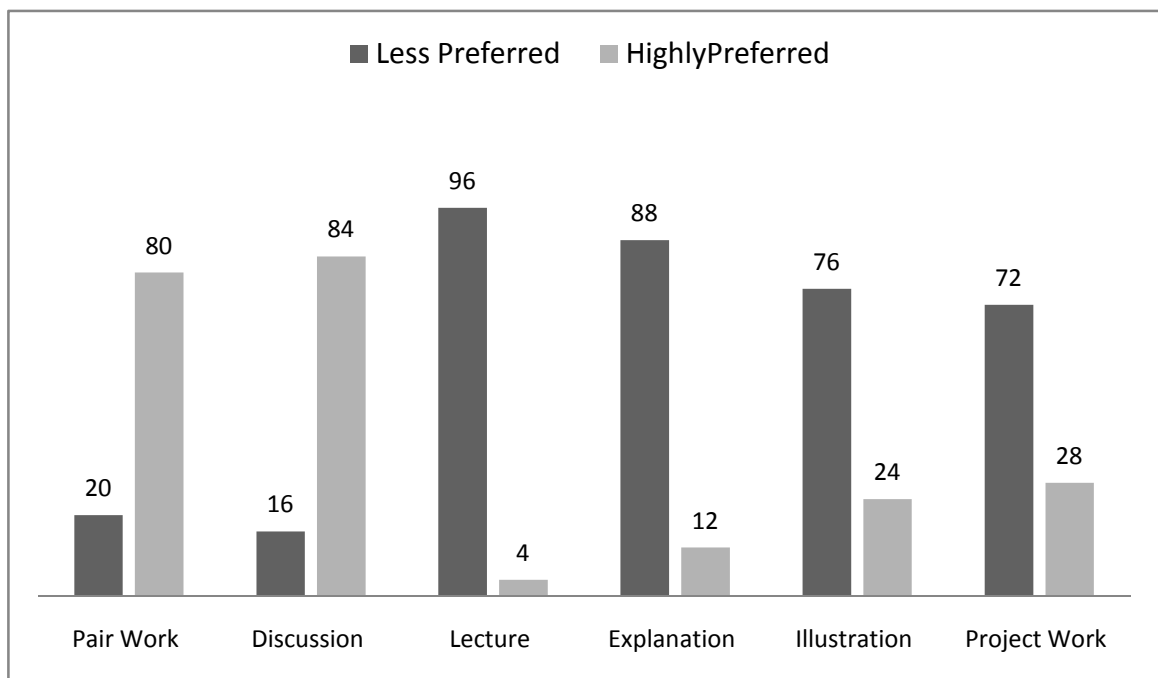
The above table shows that 70% of the students responded that they got pleasure of poem when teacher defined the poems whereas 30% of them didn't prefer the definition from the teachers in poetry classes. Similarly, the table shows that 80% of students didn't prefer lecture from teacher in poetry classes but 20% of them preferred lecture from teacher. They enjoy the class that teacher gives lecture.

The above table showed that 15% of the students responded that poetry helped them to understand the language on the other hand, 85% of the student responded against it they think that the poem is not developing the language construction. Similarly, the table shows that 45% of the students agreed student-centered techniques encouraged them self-learning but 55% of them didn't agree, they responded that only student-centered techniques cannot encourage self-learning and critical thinking.

The above table shows that 85% of students preferred both techniques; teacher-centered and student-centered whereas 15% of them neither they prefer teacher centre-centered nor teacher-centered ; they have no responses.

Figure 1

Students' Responses in Terms of Teaching Techniques



As shown in the figure 1.1 more students preferred student-centered techniques in poetry classes. Most of the students showed their interest in discussion about the poems in the class. According to the figure (74%) students always want discussion about the poems in the classroom with friends whereas some of the students don't like to have discussion about the poems. They prefer sometimes to discuss about the poems in the classroom. The figure shows that many students enjoy the class when teacher gives lecture about the poems but some of the students don't like lecture from teachers in the poetry classes.

Similarly, 88% of students want explanation from the teachers about the poems in the classroom whereas 12% of them don't want explanation of the poems. They responded that explanation techniques is ok sometimes but always is not good. The figure shows that out of 40, 80% of the students learn with fun by pair/group work, they prefer least this method whereas 20% of the students showed high interest, they want always this activity in poetry classes.

According, to the above table most of the students 72% showed less interest in project task about the poetry but 28% of them want project work mostly about the poems. The table shows that 76% of the students least prefer about illustration by teachers about the poems whereas 24% of them highly prefer the illustration by teachers about the poems.

In average students in a large number prefer the student-centered techniques/methods. They showed high interest in learning poetry. Table shows that most of the students learn high motivation in the classes that the teacher-centered techniques are used in comparison to teacher-centered techniques.

Responses from teachers

Table 2

S.N.	Techniques	Extent of use	Effectiveness
1	lecture	22	22
2	explanation	12	23
3	summary giving	22	22
4	translation	22	33
5	demonstration	22	22
6	pair or group work	22	12
7	role play	22	22
8	questioning	11	12
9	discussion	12	22
10	dramatization	22	22
11	project work	22	22
	mood of use		

The scale description were extent of use scale 1=always used, 2=sometimes used, 3= never used.

The effectiveness scale 1= very effective, 2=effective, 3= somewhat effective, 4= less effective, 5= not effective

It is found that the teachers also use both techniques i.e. teacher centered and student centered techniques in teaching poetry classes. The above table shows that the lecture technique is used sometimes by other teachers and it is effective. Sometimes teachers use explanation; its effectiveness is also appropriate. Most of the teachers give summary about the poems

and it is found that sometimes it is also important for better understanding in teaching learning activities. Similarly, translation method/technique is used rarely it is also somewhat effective. Most of the teachers don't translate poems into Nepali. Similarly, teachers use pair/group work, role play, questioning discussion, dramatization, project work as well. Effectiveness is high in relation to teacher centered techniques.

4.2 Findings in Terms of Students Responses

On the basis of students' responses, the researcher found out that the student-centered techniques were the most preferred techniques by the learners in the poetry classes. The learners are found more active and creative in terms of learning when teacher taught the classes using techniques discussion, role play, questioning, dramatization, pair/group work etc. In the teacher-centered techniques used poetry classes the students learning outcome was low in comparison to student-centered techniques used. The students were found less active and less creative in teacher-centered techniques applied classes. They become passive, they listen being careful but not effective learning outcome.

The researcher has applied both techniques in poetry teaching classes. After teaching them using those techniques he administered questionnaires to the selected students their responses were gathered and analyzed which showed that the number of the students who preferred student-centered techniques are highly than those teacher-centered techniques preferred number of students.

I have observed the classes while applying those teacher-centered and student-centered techniques. By that observation what I found is that

students' participation in the activities about poem cultivation of their mind, creativeness found. When I asked them about the techniques, they responded that students-centered techniques were the best for them in learning poems. They further more responded that teacher-centered techniques are boring and dominating, in which they get no opportunity to expresses and discussion and don't involve actively.

4.3 Summary of Findings

The researcher found out the most effective and less effective techniques among the used techniques i.e. teacher-centered and student-centered techniques in teaching poems at secondary level. The researcher has used both techniques in teaching poems in the classroom. The students were taught using both techniques for a month and questionnaires were distributed to the selected group and data were collected on the basis of students' responses. During the period of teaching poems of grade-nine students the researcher used different teacher-centered techniques also such as lecture, explanation, illustration, translation etc. and he also used the student-centered techniques such as discussion, pair/group work, role play, questioning, etc. and later he distributed questionnaires to the students to whom he taught poems. The questionnaires were administered to some of the English teachers too to gather the information about the use of the techniques and their effects on learners they have been teaching in the same school for several years as secondary level teachers. The responses collected from them are analyzed here in this report. It is found out that respondents (students) attraction was most in student-centered techniques. They preferred highly these techniques in the poetry classes at secondary level. Not only that it also found that in them positive

changes also occurred i.e. fluency in speaking, curious in reading, active participation in activities in group, creative etc. It is also found that they learn the poems with fun in the classroom.

On the other hand it was found less active, less creative and passiveness in the teacher centered techniques used classes. It is also found that the learning outcome also not satisfactory. In the class they have no role and they no need to involve actively passiveness is found on them which don't assist them in learning being curious, for self learner it never encourage.

Students' responses were collected with distributing questionnaires. The questions were open-ended and closed-ended both. They were asked (Yes) and (No) questions on which most of their responses were positive on the use of student-centered techniques. On the basis of their responses researcher summarized that the most preferred techniques and less preferred techniques by the learners in poetry classes at secondary level.

Similarly, they get more opportunity in student-centered techniques whereas less opportunity in teacher-centered techniques. They desired to have more opportunity in teaching learning activities at classroom.

The research is carried out to find out the most prefer and least prefer techniques and teaching poetry at secondary English classes in which teacher uses different techniques. The researcher has a selected a private English school and taught students of grade 9 using both techniques i.e. teacher centered and student centered for three weeks and Fhewa secondary English school Kerabari, 10 Morang. So, Fhewa secondary English school is resource centered of a sample.

The population of this study was 40 students of Fhewa secondary English school grade 9 and four teachers as well .

The sampling procedure was the judgmental of sampling procedures

Questionnaires were used to gathered the responses as main tools. However, the researcher has used the interview and the observation as a tool for data collection

on the basis of data collection he interpreted/ answered the research question and objectives.

Finally, the questionnaires were given to the teachers of the same school and collected their responses about the use of various techniques and their effectiveness on learners. The total collected data were analyzed and interpreted along the use of percentage, chart, table and language. After the analysis and interpretation of data; the following findings have been derived.

1. It was found that there were both techniques teachers centered and students centered used in poetry classes.
2. It was found that most of the students become active and enjoyed a lot in students centered techniques used poetry classes.
3. It was found that few of the students felt shy and difficult to act about the poetry in class whereas others were active.
4. It was found that most of the students prefer to discuss, role play, pair/group work, dramatization etc. activity to perform in the poetry class.
5. It was found that they were passive in teacher centered techniques used classes.

6. It was found that teacher centered techniques were not preferred much by the learners in the poetry classes, they were inactive in such techniques used classes.

7. It was found that they showed high interest and become more active in the class when they get chance to perform different activities relating to poetry.

CHAPTER FIVE

CONCLUSION AND IMPLICATION

Finally, the summary and conclusion of the study was written on the basis of the results similarly, pedagogical implications also given.

5.1 Conclusion

On the basis of findings of the study concluded that the student-centered techniques are highly preferred in the poetry classes among the techniques used by the teachers in teaching poetry. Teacher-centered techniques are less preferred by learners in the poetry classes. The researcher has adopted student –centered and teacher-centered techniques in teaching poetry for the grade nine students and the questionnaires were distributed to the learners to collect their responses about the use of the techniques in poetry classes. The questionnaires were also administered to four English teachers of the same school, their responses also relevant to responses of learners. They were asked the questions to tick in the extent of use of techniques and their effectiveness in the learners. They responded that most of the teachers use sometimes student-centered techniques in poem teaching and the ratio of effectiveness is higher in comparison to teacher-centered techniques.

Most of the students responded that the student-centered techniques help them to learn the poems with fun and made them to involve actively in discussion. They participate actively in the activities related to the poems inside the classroom. They were very curious and excited to learn with role play and group work in the class about the poems. So, the students have high preference about the techniques; teacher-centered and student-

centered are student-centered. In the use of teacher-centered techniques they have showed less interest in the classroom.

5.2 Recommendations

The researcher puts forward the following recommendations.

5.2.1 Policy Related

The outcome of this research is the most important in the field of literature teaching. The outcomes are also useful for the policy makers and curriculum designers as well. The curriculum designers should be serious and make the effective policy for the implementation of student-centered techniques in English classes.

5.2.2 Practice Related

This study is equally helpful to the literature teachers who are teaching English literature in schools of Nepal. The findings of the study can be apply in real classroom teaching which encourage learners in learning poems in a better way. Especially, those teachers who are facing challenge to make the learners perfect in poetry in English classes.

5.2.3 Further Research Related

This study is about the techniques used in teaching poetry at secondary level. This study explored the various techniques used in teaching poetry at secondary level and their effectiveness also. This study will be beneficial for those who will do the study about the techniques related to teaching poetry in different levels in the language classes. This study

works as a way to go ahead and do the best study in this area for researchers in the future.

Reflection

The key findings of this study were that the student-centered techniques/methods used by the teachers in poetry classes were most preferred by the learners whereas teacher-centered techniques were least preferred. Students didn't involve actively in the learning whereas when I taught them using the student-centered techniques they showed high interest and got motivated well in learning, they involve actively in the activities that I have given them. When I asked them about the poems and their feelings after use of different techniques in poetry teaching they responded that student-centered preferred percentage were high 80% of them showed high interest of student-centered techniques. Only less number of students showed interest in teacher centered techniques. I let them more opportunity to learn poetry in the classroom involving themselves, they actively participated in discussion, interaction, role play, project work activities and learning outcome also good after they engaged in learning this way.

REFERENCES

- Karki P.R. (2017). *Techniques applied in teaching poetry at lower secondary level*. An unpublished M.Ed Thesis Kathmandu: Tribhuvan University.
- Inyang, G. B. College of Agriculture, Obio Akpo, Akwa Ibom State, Nigeria (2009). '*Linguistic-Stylistic technique and the effective teaching and learning of poetry in Nigerian senior school*'.
- Devkotta , H. P.(2003). *Learning strategies of the research in literary text*. An unpublished M.Ed. thesis, Kathmandu: Tribhuvan University.
- Harmer(2007, P.168) *The Practice of English language Teaching* london Pearson Longman.
- Kafle B.C. (2017). *Teachers Perspectives on The use of Teaching Techniques*. An unpublished M. Ed. Thesis, Kathmandu: Tribhuvan University.
- Pokhrel B.R. (2012). *The techniques used in teaching poetry in Heritage of Words in grade-xii*. An unpublished M.Ed. thesis, Kathmandu: Trivbuvan University.
- Yadav. P.R. (2012) "*Strategies adopted by secondary students in vocabulary learning*". An unpublished M.Ed. thesis, Kathmandu: Trivbuvan University.
- Sah R.K. (2016) *Strategies and techniques of teaching drama in secondary level*. An unpublished M.Ed. thesis, Kathmandu: Tribhuvan University.

Lazar (1993,p.14-15). *Literature and language teaching: A guide for teachers and trainers. Cambridge: Cambridge University Press.*

Appendix-3

Observation form

School's Name:

Teacher's Name:

1. Does the teacher stimulate the students in poetry classes?

(Yes)

(No)

2. Does the teacher provide necessary historical and cultural background of the poem?

(Yes)

(No)

3. Does the teacher ask students to discuss about topic or picture of the poem?

(Yes)

(No)

4. Do the students show high interest in discussion about the poem?

(Yes)

(No)

5. Do all the students participate actively in the discussion about poem?

(Yes)

(No)

5. Does the teacher use student-centered techniques in teaching poem?

(Yes)

(No)

6. Do the students enjoy the class when they are taught using student-centered techniques?

(Yes)

(No)

7. Do you notice the students high preference in teacher-centered techniques?

(Yes)

(No)

8. Do the students-centered techniques able to bring changes easily in learning?

(Yes)

(No)

9. Do the students learn with fun in the teacher-centered techniques used classes ?

(Yes

(No)

10. Do students get more opportunity in learning by the use of teacher-centered techniques?

(Yes)

(No)

11. Do the students prefer highly the student-centered techniques highly?

(Yes)

These questionnaire and interview are meant for data collection for my research purpose only on 'Techniques used in Teaching Poetry at Secondary Level'.

Questionnaire to The Student

Name of the student:-

School:-.....

Grade:-..... **Age:-**.....

Please give the answer to these questions in your own words and tick the correct answer.

Q.N. 1 Do you get pleasure reading poem in the class?

a) Always b) Sometimes c) Never

Q.N.2 Do you like group discussion about the poem in class?

a) Always b) Sometimes c) Never

Q.No.3 Do prefer lecture method/technique in poetry class?

a) always b) sometimes c) Never

Q.No. 4 Which one of the following techniques do like most when teacher teaches using all in different poetry classes?

a) Explanation b) Pair/group work c) Demonstration

Q.N.5 Which one of the following provide you more opportunity to participate actively in learning poetry in classroom?

a) Lecture by teacher b) Interaction with friends c) Illustration by teacher

Q.N.6 Which one of the following method/techniques used by your teacher made you easy to learn poems in the classroom?

a) Teacher-Centered b) Student-Centered c)Both of them

Q.No.7 Do you like to read poem? If not why?

Ans.....

...

Q.No. 8 Do you prefer involving you in discussion while teaching you poetry? Why?

Ans.....
...

Q.No. 9 Which poem is of your text is interesting for you? Why?

Ans.....
...

Q.No. 10 Which poetry class was boring? Why?

Ans.....
...

Q.No. 11 what are the techniques used by the teacher in poetry teaching?

Ans.....

Appendix-1

Questionnaire to the Teachers'

Name of the Teacher:

School:.....

Grade:

Please give the answers to these questions in your own words.

Q.N.1 Do you enjoy teaching poem in the class?

Ans:
.....

Q.N.2 How do you involve the students in poetry classes?

Ans:
.....

Q.N. 3 Do you use the student-centered techniques in poem teaching?

Ans:

.....

Q.N. 4 Do you involve the students in discussion while teaching poem?

Ans:

.....

Q.N.5 How do you start the poem teaching in the class?

Ans:

.....

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

Ans:

Q.N. 7 Do you use dramatization technique in poem teaching?

Ans:

.....

Q.N. 8 Do you explain the features of the poem like rhyme, rhythm, pitch, connotation, etc.?

Ans:

.....

Q.N. 9 Do you translate the poems into Nepali in English classes? why?

Ans:

.....

Q.N. 10 What are the other different techniques you used in teaching poetry to motivate the students?

Ans:

S.N		Statements No. of students and their percentages On the basis of their responses				Remarks
		Yes	%	No	%	
1	I like to read poem.					
2	I enjoy a lot in role play about poem.					
3	I want to have discussion in poetry class.					
4	I want to interact with friends in the classroom about the poems.					
5	I need poem which helps me to develop my critical writing.					
6	I want summary of all poems of the text.					
7	I enjoy a lot when teacher defines about the writer.					
8	I always prefer lecture from teacher.					
9	I need poem because it helps me to understand the language construction.					
10	I prefer only student-centered techniques in poetry classes.					
11	Student-centered techniques encouraged me to learn poetry giving a lot opportunities for self-learning.					
12	I prefer both teacher-centered and student-centered techniques.					

Appendix-1

Questionnaire to the Teachers'

Name of School: Teacher's Name:

Qualification: Experience:

Please indicate your opinion with the tick mark () on the response column.

-) Please indicate in column 'A' the extent to which you used the listed methods/Techniques in teaching poetry at Secondary Level/English classes.
-) Please indicate in column 'B' the potential level of effectiveness of the techniques after you use them in teaching poetry.

Column 'A': - (Extent of use), 1= Always used, 2= Sometimes used, 3= Never used.

Column 'B':- (Effectiveness), 1= Very Effective, 2= Effective, 3=Less Effective, 4=Somewhat Effective, 5=Not Effective.

S.N.	Use of Techniques/ Methods	Column 'A'			Column 'B'					Remarks
		Always	Sometimes	Never	Very Effective	Effective	Somewhat Effective	Less Effective	Not Effective	
1	Lecture	1	2	3	1	2	3	4	5	
2	Explanation-n	1	2	3	1	2	3	4	5	
3	Summary Giving	1	2	3	1	2	3	4	5	
4	Translation	1	2	3	1	2	3	4	5	
5	Demonstration	1	2	3	1	2	3	4	5	
6	Pair/Group work	1	2	3	1	2	3	4	5	
7	Role play	1	2	3	1	2	3	4	5	
8	Questioning-g	1	2	3	1	2	3	4	5	
9	Discussion	1	2	3	1	2	3	4	5	
10	Dramatized-ion	1	2	3	1	2	3	4	5	
11	Project work	1	2	3	1	2	3	4	5	

ABBREVIATIONS and SYMBOLS

%	-Percentage
Etc.	-et cetera
i.e.	- that is
No/N	-Number
P	-Page
S.N.	-Serial Number
Ss	-Students
TU	-Tribhuvan University
Viz	-Namely
GTM	-Grammar Translation Method
L2	-Second Language; Foreign Language
Et.all	-Two or more names/and others
No.	-Number