CHAPTER ONE: INTRODUCTION

1.1 General Background

Language is a means of communication which is used to express or share ideas, thoughts, feelings and emotions. It is considered a pure gift of nature to human beings. Linguistically, language has been defined as a voluntary vocal system of human communication. By the definition it is clear that language is only possible among human beings and is produced with the help of vocal apparatus. The English language is one of the major languages of the world. It is a lingua franca of the world because people of different speech communities use it to speak one another. More than 50 percent text books and print media of the world in any discipline are published in the English language. Thus, the English language is used to get worldwide knowledge in various fields like literature, culture, religion, education, science and technology. In the context of Nepal, English is accepted as the language of international communication as well as a medium of instruction in higher studies.

In the present education system of Nepal, English is taught and learnt as a compulsory subject from grade one to the graduate level and as an optional subject from secondary level to the master's 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 verity of language, which is complex but the popular variety of it. The Oxford Advanced Learner's Pocket Dictionary (2009, p. 258) defines literature as a "writings valued as work of art, specially, novels, plays and poems or pieces of writing on a particular subject."

Thus, literature is an art which mirrors the society out of which it emerges. The literary figures express their thoughts, feelings and emotions in different genres of literature. Literature stretches students' imagination, widens their insights, deepens their experiences and heightens their awareness. A second language learner is not regarded as a competent learner unless she/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, reading, speaking and writing.

There are many genres of literature. Among them, poetry is one. William Wordsworth (cited in Abrams, 2000, p. 7) defines poetry as "The spontaneous overflow of powerful feelings; it takes its origin from emotion recollected in tranquility." The poetic language is more literary, unique and 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 lower level as well as higher level feel difficulty in understanding the poetry. There are poems included in PCL and Higher Secondary Levels both in compulsory and optional English.

Thus, the researcher tries to carry out a research work entitled "A Study on Teaching Poetry at Higher Secondary Level," regarding teaching strategies used by the English language teachers in the classroom while teaching poetry considering the problems and relevance of teaching poetry at the Higher Secondary Level.

1.1.1 Teaching of English in Nepal

The history of teaching English in Nepal is not very long. Formally, the English language teaching is started in Nepal in 1854 A.D. when the first Rana Prime Minister of Nepal. Jang Bahadur Rana returned to Nepal from his journey to England. He established a school for teaching English at Thapathali. Later on, the school is known as Darbar School. During that period, learning English is limited to Rana family. Later, when Dhir Shamsher became the Director General of Education, he gave the permission to the sons and daughters of high-ranking government officials to study in Durbar high school. The general peoples' children started to study in this school since 1885 A.D., when Bir Shamsher became the Prime Minister of Nepal. In 1891 A.D., Bir Shamsher built the building of Durbar high school in front of Ranipokhari. After Bir Shamsher, Dev Shamsher became the Prime Minister of Nepal who established many schools in Nepal.

Chandra Shamsher established Tri-Chandra College in 1918 A.D. After the establishment of Tri-Chandra College, the teaching of the English language started at higher level also. During the time of autocratic Rana regime, the situation of English was not satisfactory.

In 1950 A.D. democracy was established in Nepal. Consequently, many new schools mushroomed. This provided opportunity for general people to study with great freedom. After democracy, Nepal National Education Planning Commission (NNEPC) is found in 1954 A.D. to collect the suggestions for the development of education in Nepal. The commission suggested that the English language teaching should be started from grade four to bachelor level as a compulsory subject. After that period, the situation of English language teaching has been rapidly developed. The Nepal Education System Plan

(NESP) 1971 A.D. contributed greatly to the development of English language teaching. During the Panchayat system, from 1960 A.D. to 1989 A.D. the development of teaching English situation is a little satisfactory. In Panchayat system, the government gave freedom to the people to establish private schools too. The establishment of the private schools played a significant role in the development of English because of the English as medium of instructions in those schools.

In 1989 A.D. democracy is re-established in Nepal. National Education Commission (NEC) is formed in 1990 in order to recommend the suggestions to develop the Education system of Nepal. It submitted its report in 1992 A.D. This commission gave more emphasis on the development of the English language teaching in Nepal. The commission suggested establishing many universities in Nepal. As a result, many universities were established and teaching of English as compulsory as well as optional subjects was allowed. Now the English language is taught from grade one to bachelor level as a compulsory subject. This attempt will certainly play an important role in the development of the English language teaching in Nepal.

Higher Secondary Education Board (HSEB) was establish in 1990 A.D. to introduce grade XI and XII as a part of school education and to replace the PCL programs from the universities of Nepal. HSEB is making every effort for commencing new and revised curricula as to comply with the demand of the global market.

The existing curriculum of HSEB has been implemented since 1998 having the responsibility of producing middle level human resources for the country. The curricula of 7 subjects were revised in 2003, 9 subjects in 2005 and 6 subjects in 2008 for catering the diversified needs of the global markets. HSEB has recently developed the curricula of 15 subjects from the academic session

2008/09. HSEB believes in the educational value that ensures, competitive and quality human resources production with full potential and competencies of the students. It is a need to come in terms of global markets. The present demand of the world is that the system of education of every country should earn international recognition.

Now HSEB has introduced altogether 129 subjects. Out of those subjects 55 and 70 elective subjects have been introduced in grade XI and XII respectively. And 200 marks of compulsory English and 200 marks of optional English have been offered in grade XI and XII. Since 2008 (2065 Srawan BS) 15 new subjects have been added as demanded by the society so as to make it competitive in the global perspective. There are thirty Higher Secondary Level Schools in Surkhet district (see appendix viii).

1.1.2 What is Literature?

Literature and language are interrelated. The literary language is a variety of language, which is the most complex and popular part of language. Literature mirrors time, place, culture, society etc. It is true that without studying literature the language learning process is always incomplete. Lazar, (1993, p.1) defines literature as "a world of fantasy, horrors, feelings, thoughts, visions etc. which put into words." Similarly, Collie and Slater (1990, p.3) said, "Literature is an art of writing which collects the people's imaginations and emotions systematically into words."

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 science as well as poems and novels. In conclusion, literature is an art of writing and a medium to

express thoughts, feelings and emotions reflecting the mirror of society. Some of its characteristics have been given by Collie, et al. (1990,p. 5).

a. Literature is the secret and vital thing which studies human internal and external feelings.

b. Literature has its own suggestiveness which is broadly known as tragic-comic about action of human heart.

c. Literature glimpsed imaginations, thoughts, feelings, emotions etc.

d. Literature has permanent universality.

e. It is the record of human spirit and history of human.

1.1.3 Value of Literature in Language Teaching

The value of literature in language teaching is immense. Without studying literature the study of language is worthless. A second language learner is not regarded as a competent language learner unless he learns the target language and literature. The value of literature in language teaching can be pointed as follows:

1.1.3.1 Literature makes language teaching lively and interesting

Literature helps the students learn English language amusingly and lively. They are well motivated in the language class because they read poems, songs, stories, dramas etc. which makes the language learning interesting and easy. If the students read texts interestingly and patiently the learning becomes permanent.

1.1.3.2 Literature provides variety of inputs

Literature teaches history, science, philosophy and other daily life events as well as all the literary genres. Due to the different genres of literature, the

learners get different knowledge. Moreover, students come in contact with the varieties of language, culture, life styles and other information.

1.1.3.3 Literature helps to the personal growth of the student

Literature helps very much to the personal growth of the learners. Students get various kind of knowledge i.e. They identify with different cultures and societies, way of expression, interpreting the texts, appreciating the text critically and analytically, etc. they develop different types of skills like, skills of argument, skill of systematic expression, intensive and extensive reading skills etc. literature stretches students imagination, deepens their experience and heightens their awareness.

1.1.3.4 Literature develops student's language awareness

Literature broadens students' language awareness. Teaching literature makes students aware with different forms of discourse in which he finds breaking of the more usual rules, deviated syntax, collocation, break of the cohesion etc. on the other hand, he finds the use of different types of registers, styles, varieties of language etc. the learning such things develop the students language awareness and involves them to discover the different features of language than the rigidly governed language by grammatical rules and regulations.

1.1.3.5 Literature develops the language skills of 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, speak more about the subject matter interestingly, read more texts and

write appreciation, analyses and interpret the texts. As a result, the language skills are naturally developed.

1.1.3.6 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 of exact syntax.

1.1.4 Aim and Objectives of Teaching Literature

Literature is an art of writing which mirrors 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 (cited in Gyawali 2004, p.p 8-9) suggested three models of teaching literature in language classroom. They are as follows:

1.1.4.1 The cultural model

Language fosters culture. When, we read language the culture of the native speaker's 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.

1.1.4.2 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 and science etc. On the other hand, literature

helps the learners' understanding some of the more stable and various creative uses of language.

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

1.1.4.3 The personal growth model

Literature helps to develop the personality of the learners. By reading literature students can develop the personal skills like, skills of arguments, skills of critically appreciating the texts, skills 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.

1.1.5 Genres of Literature

Literature is a full– **fletched/Fledge** discipline of language. It is complete in itself with its many genres. They are described as follows:

1.1.5.1 Drama

Drama is a piece of literary art which is composed to be performed on the stage and read as well. It provides so many active materials as well as entertainment to the spectators. There are six types of dramatic elements as Aristotle proposed. They are characters, spectacles, thought, action, language and music. But there are plots, settings, themes and dialogue, which are known as the elements of drama.

There are different forms of drama i.e., tragedy, comedy, tragicomedy, farce, melodrama, one act play and historical drama etc. The comedies are plays with happy endings and joy and tragedy with sad ending.

1.1.5.2 Story

Story is a creative writing which narrates the past events and incidents systematically from top to bottom. Stories may be long or short. The short stories are those stories that can be read easily in a single sitting. There are different elements of story; they are plot, characters, setting, style and theme. There are different forms of stories according to their nature. They are myths, legends, fables, parables, fairy tales, folk tales, etc. Stories might be fictional or non-fictional as well.

1.1.5.3 Novel

Novel is a long-long narrative writing elevated is 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 true history of someone or something. There are different elements of novel i.e. plot, characters, setting, style and theme.

1.1.5.4 Essay

Essay is a short prose work which discusses either formally or informally in one or more topic. The method of writing prose Essay is persuasion. Essay is not fictional but it shows the writer's own ideas on the particular subject matter. According to Lamb 1823 (cited in Abrams, 2000, p. 59), "Essays may be long on short factual or fictional and practical or playful."

Actually, there are two kinds of Essay which are given below: 1) formal /impersonal /objective/ intellectual i.e. treatise, monologue, biographical, scientific historical, critical, editorial book review and article.

2) Informal /personal/subjective / interest in imaginative experience i.e. characters, impressionistic, personal, playful and sketch four modes of discourse (style)

a) Narrative b) Expository

c) Descriptive d) Persuasive

[Source: Lohani, et. al., (ed.) A Companion to Literature, (1996). Kathmandu]

1.1.5.5 Poetry

Poetry is also a piece of literary art which is generally composed in verse. The poetic language is different from that of prose and that 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. They are subjective and objective types of poem:

Subjective	**Objectives**
Lyric	Ballad
Elegy	Epic
Ode	Mock-epic
Sonnet	Idyll
Pastoral	Dramatic monologue

1.1.6 Language of Poetry

Poetry is a genre of literature. It is a creative piece of writing generally composed in verse. In the past, poetry is written in the 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 that to the language of any other texts or daily use of language. The poetic language consists rhyming words, rhythm, meter, diction, tone, music, alliteration and assonance etc. The poet uses special types of diction selecting appropriate words to write a poem. The rhyming scheme is an important aspect of poetry which makes the poem standard and systematical. The rhythm, meter, tone and music make the poem systematic and sweet. The alliteration and assonance are also some important factors of composing poetry.

Poetry differs linguistically from the usual or standard form of language. Poetry recognizes syntax invests its own vocabularies, freely, mixes registers and creates its own punctuation. Poetry draws creatively on a full range of archaism and dialects generate 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 information of 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.

1.1.7 Features of Poetry

The features of poetry are discussed below:

1.1.7.1 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.

1.1.7.2 Rhyming scheme

The Rhyming scheme is the main feature of poetry. Generally poetry is composed in verse. To make the verse systematic the rhyming pattern must be used. There is different Rhyming scheme like Petrarchan or Italian – abab abab cde cde and English or Shakespearean – abab cdcd efef gg. for example: light rhymes with bright and head with bed.

1.1.7.3 Rhythm

Rhythm refers to a strong regular repeated pattern of sounds or movements in rhythm. It is the patterned flow of sound mainly in poetry. It does not mean that rhythm is not found in prose. The contributing factors of rhythm are: meter /foot, rhyme, alliteration, assonance and onomatopoeia. The rhythm of a lyric is different, with the rhythm of a sonnet. Likewise, the rhythm of an epic is different from that of the rhythm of an elegy.

1.1.7.4 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.

1.1.7.5 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.

1.1.7.6 Assonance and alliteration

Assonance refers to the repetition of vowel sounds in the same or adjacent lines i.e. lady <u>bright</u> can be <u>right</u>. Alliteration refers to the repetition of the same consonant sounds in the beginning of the words in the same and adjacent lines i.e. I cut this morning morning minion.

1.1.7.7 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 interpreting the texts. The linguistic norm is completely deviated in poetry.

1.1.7.8 Use of simile and metaphor

Simile refers to the figure of speech which is used to compare two different things by using 'as ' or ' like ' e.g. and ever changing, like a joyless eye. Metaphor refers to the figure of speech which is used to compare two different things without using the words 'like' or 'as' i.e. she is a rose. She is a phantom. In poetry, simile and metaphor are used in great deal which makes 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 every day use of any other texts.

1.1.8 Types of Poetry

There are different forms of poetry on the basis of their nature. They are described as follows:

1.1.8.1 Epic

The long narrative poem serious in subject, elevated in style, centered on a heroic or divine figure and the action depends on fate of a tribe or nation or human role is called epic. "The Rape of The Lock" by Alexander Pope, "Paradise Lost" by John Milton and "Shakuntala" by L.P. Devkota are its examples.

1.1.8.2 Lyric

The poem which is short and song like and expresses the poet's personal feeling. It consists of the utterance of the single speaker who expresses a state of mind or a process of perception, thought and feeling. Many lyric speakers represented as musing in solitude. In dramatic lyrics, however, the lyric speaker is represented as addressing another person in a specific situation; instances are John Donne's "Canonization" and William Wordsworth's "Tintern Abbey." Other examples are "To a Skylark" by P.B. Shelley, "Sick Rose." by Robert Burn and "To His Coy Mistress" by Andrew Marvel etc.

1.1.8.3 Ballads

A short definition of the popular ballad (known also as the folk ballad or traditional ballad") is that it is a song, transmitted orally which tells a story. Ballads are thus the narrative species of folk songs, which originate and are communicated orally among illiterate or semi-literate people. In all probability the initial version of a ballad is composed by a single author but he or she is unknown; and since each singer who learns and repeats an oral ballad is apt to introduce changes in both the text and the tune. It exists in many forms. Typically, the popular ballad is dramatic, condensed and impersonal; the narrator begins with the climatic episode, tells the story without self reference or the expression of attitude or feeling. The word ballad is extracted from the Protugese word "Balada" that means dancing song. There are different types of ballads: folk ballad, broad side ballads and literary ballads.

1.1.8.4 Odes

Odes are long lyric poem which are serious in subject and treatment, elevated in style and elaborate in its stanza structure. The Greek poet, Pindar's odes are modeled on the songs by the chorus in Greek drama. His complex stanzas are patterned in sets of three moving in a dance rhythm to the left, the chorus chanted the strophe; moving to the right, the antistrophe; then standing still the epode. There are many types of odes which are as follows:

1. Regular Ode –'The progress of poesy' by Thomas Gray.
2) Irregular ode –"Ode. Intimations of Immortality" by William Wordsworth.
3) The Horatian Ode- "Ode to the Autumn" by John Keats. These types of poems are written in praise of someone or something.

1.1.8.5 Elegy

It is a poem which is composed for the lamentation on someone's death. It is also called mourning for someone who is dead. An elegy expresses the song of death, mourning of someone and separation of lovers and beloved. Examples are Alfred Lord Tennyson's In Memoriam (1850). "On the Death of Arthur Hallam" and W.H. Auden's "In Memory of W.B.Yeats 1940." There are three types of elegy i.e.

a) Dirge: It is expression of grief on the occasion of a particular person's death. e.g. – "Full Fathom Five Thy Father Lies" by William Shakespeare.
b) Threnody – It is used as equivalent for dirge.
c) Monody – It is for an elegy or dirge which is presented as being the utterance of a single person. e.g. John Milton's "Lycidas" (1638).

1.1.8.6 Sonnet

Sonnet is a poem which is composed in fourteen lines usually in iambic pentameters with different rhyming scheme. Mainly there are 3 types of sonnet: i) Italian sonnet /Petrarchan sonnet - It has two parts: octave – which has eight lines and sestet – which has six lines. The rhyming scheme in this sonnet is abba abba cde cde. ii) English / Shakespearean sonnet: It has four parts: three quatrains and one couplet. The rhyming scheme is abab cdcd efef gg iii) Spenserian sonnet: It has also four parts: three quatrains and one couplet. The rhyming scheme is abab bcbc cdcd ee.

1.1.8.7 Pastoral

A pastoral is deliberately conventional poem expressing an urban poets' nostalgic image of the peace and simplicity of the life of shepherds and other

rural folk in an idealized natural setting. The originator of the pastoral is the Greek poet Theocritus, who in the third century B.C. wrote poems representing the life of Sicilian Shephards. Virgil later imitated Theocritus in his Latin Eclogues.

1.1.8.8 Dramatic Monologue

A dramatic monologue is also a type of lyric poem that is perfected by Robert Browning in his "Last Dutchess." In dramatic monologue, a single person utters the entire poem in a specific situation at critical moment; the person addresses and interacts with one or more other people. The speaker wants to reveal the information to the reader**. (Source: Abrams, 1993, pp)**

1.1.9 Strategies of Teaching Poetry

Literature has many forms: poetry, drama, Essay, story, fiction etc. Among them poetry is different from other in its construction. In general, it is composed in verse some time in rhyming scheme and some time in blank verse and some time in nonsense rhyme. Regarding the case of teaching learning poetry, it is taught at different level i.e. from school level to the university level. The aims and objectives of teaching poetry at different levels are different. Poems at Higher Secondary Level are taught with the following objectives in mind:

1. To make the learners be able to recite the poem with rhymes.
2. To develop the skills to literal comprehension including literary comprehension.
3. To increase the analysis power.
   There are some important principles of teaching poetry at Higher Secondary Levels. They are as follows:

a. Developing the vocabulary power of the learners.

b. Developing the skills of reading comprehension.

c. Developing the imaginative skills.

d. Developing the skills of creative thinking and creative writing.

e. Developing the power of interpretation.

f. Developing the contextual reading power.

1.1.9.1 The strategies of teaching poetry

1. Pre-reading Activities

a. Motivation/warm up

b. Short introduction of the poet

c. Giving some background information of the poem

d. Describing the title of the poem

e. Asking the learners to guess the subject matter of the poem

f. Describing the related materials of the poem – picture, photographs
   and unusual words

g. Asking some spot questions about the poem for their answer

h. Introduction of the rhyming pattern of the poem

2. While - reading Activities

a. Writing few questions on the board about the poem

b. Asking the students for reading poem and find out the answer of those
   questions

c. Reading poem by the teacher with accurate pronunciation and asking
   the students to follow

d. Reading poetic verse by verse by the teacher and explain the meaning
   of the poem

e. Giving the central idea of the poem or asking from the students

f. Summing up the lesion

3. Post - reading Activities

a. Reading the poem loudly by the teacher with good tune or playing the tape

b. Asking some questions to the students and providing feedbacks

c. Making different kinds of classroom practices i.e. acting, conversation, discussion etc.

d. Giving different kinds writing of exercises

e. Asking them to write poems/teacher creates the poem

f. Ask them to mime

Source: Lazar, (1993, p. 127)

1.1.10. General Objectives of Teaching English at Higher Secondary Level

According to the Higher Secondary Level curriculum of English (2055) the general objectives of teaching English are to enable the students to:

i. to teach students skill in the use of English for academic and communicative purposes,

ii. to train them in the functional, notional and grammatical areas of English language use,

iii. to make them see the relationship between structures and meaning,

iv. to teach English structures in a communicative context &

v. to provide students a self complete, self terminating as well as a bridge between Higher Secondary Level university level English.

1.1.11 Specific objectives

The specific objectives of this course are:

i.   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,

ii. to teach English for functional, academic and communicative purposes and

iii. to provide students interesting reading materials for information, knowledge and pleasure.

   a. to teach students language use and functions,

   b. to enable them to establish a link between structure and meaning,

   c. to provide them with more examples of language in context and,

   d. to engage them in move fruitful reading.

1.1.12 Objectives of teaching optional English at Higher Secondary Level

1.1.12 .1 Specific objectives (XI)

This course is focused on the following specific objectives:

   a. to give an exposure to the integrated language and literature activities by providing examples of the texts covering different genres of writing so that at the end of the course students should be able to identify the textual features of the literary and nonliterary texts and produce their own writings on various literary and nonliterary topics.

b. to provide student a general survey of English literature from the Anglo-Saxon to the present highlighting major periods, authors as well as out standing works of English literature and

c. to introduce students to different genres of multicultural nature, prose, poetry and drama so that they can experience the pleasure of reading well written text, as well as acquire some practice in criticism/appreciation.

1.1.12.2 Specific objectives (XII)

This course is focused on the following objectives:

a. to further acquaint students to literary genres and select literary works of fiction, dramas, poetry and Essay.

b. to familiarizes students with techniques of textual analysis and literary appreciation on the prescribed text and

c. to impart critical sense and prepare students to write their on appreciation, comments, reviews and evaluation of short literary and non-literary works.

Source: HSEB Curriculum. (2005). Kathmandu, Nepal.

1.2 Review of the Related Literature

Researchers at several universities, research centers and educational institutions have carried out research on situation, strategies and relevance of different aspects of language and literature in language teaching.

Lazar, (1993) views 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. Teaching poetry in

lower level helps to develop the student's oral skills in language. Moreover, 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.

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 is 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 student's competence and performance abilities in language.

Dhakal, (1998) carried out another research work an the Department of English, Faculty of Humanities, Tribhuvan University, Kirtipur on "A Case Study of Teaching English Language Through Literature at Proficiency Level" and pointed out that literature is an integral part of language learning process. It is incomplete without studying literature. Students identify varieties of language; develop language skills, creativity and interpretive capacities by studying literature.

Bhattarai (1999) carried out a research at 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 75percent English language teachers are using traditional method and techniques while teaching English.

Basnet (2002) carried out a research at the Department of English, Faculty of Education on "A study of Reading Texts and Reading Exercise 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) carried out a research work at the Department of English, Faculty of Education, Kirtipur, Kathmandu on "A Study on Teaching Poetry at Secondary Level." He pointed out that poor and faulty strategies are being used by the English language teachers while teaching poetry. The strategies used by the teachers are not clear. He pointed out that the teachers had no clear idea to teach poetry in the class room. He further pointed out that, Nepa-English is another difficulty of teaching poetry in the class room. This problem is faced by government schools more than private schools. He pointed out that in spite of so many problems in teaching poetry, poetry teaching is found to be relevant and teaching poetry helped to develop the language skills, cultural environment and creativity of the students.

Many research works have been carried out on different aspects of language and literature. But no research work has ever been carried out regarding to the strategies, problem and relevance of teaching poetry at Higher Secondary Level. Thus, this research is the first of its kind at the Department of English Education, Faculty of Education. It will bring new insights in the field of teaching poetry. Thus, it is a new venture in itself. By this research the strategies, problems of teaching poetry at Higher Secondary Level will be diagnosed and some pedagogical implications will be suggested.

1.3. Objectives of the Study

The objectives of the study will be as follows:

a. To find out the strategies and problems of teaching poetry at Higher Secondary Level.

b. To find out the relevance of teaching poetry in Higher Secondary Level.

c. To suggest some pedagogical implication for enhancing teaching learning process.

1.4 Significance of the Study

The existing English curriculum of HSEB has been implemented since 1998 A.D. having the responsibility of producing middle level human resource for the country. Now HSEB has introduced altogether 129 subjects. Out of 129 subjects 200 marks compulsory English and 200 marks optional English have been referred in grade XI and XII. In compulsory and major English there are many poems especially literary genres and other grammatical knowledge.

Regarding to the reading text, the course has included different poems, stories, Essays, drama and grammatical aspects. Among them, poem is regarded as a very complex type of reading text due to the use of special type of language and deviation in linguistic norm. The questions are arising on the relevance of teaching poetry in Higher Secondary Level. Sometimes the teaching learning process becomes problematic to both teachers and students. Thus, the researcher has carried out a research work entitled "A Study on Teaching Poetry at Higher Secondary Level"

The study will be significant to all the English language teachers and students in general. However, it will be useful to the teachers, lecturers, professionals, students, researchers and educationalist as well as curriculum designers. It will be a useful reference to the prospective researchers to collect information about teaching strategies and their problems in the language classes. It will be

guidance for the language teachers. The students also will take advantages from it to study the poem. Moreover, this study will be helpful to the subject experts, syllabus designers, textbook writers, language and literature teachers, researchers and other people who directly and indirectly involve them in the teaching learning process. It is because teachers will get some new ideas, information and strategies to teach poetry and students will also get new information and for others also it will be beneficial.

CHAPTER TWO: METHODOLOGY

In this study the researcher attempted to find the situation of teaching poetry at Higher Secondary Level regarding the strategies, problems and relevance. For this purpose the researcher prepared the tools and visited the English Language teachers and students of Higher Secondary Level who are involved directly in teaching learning process. To carry out this research, the researcher distributed the questionnaire, observed the classes and interviewed the teachers of Higher Secondary Level schools depending upon the subject matter of the research. The methodologies followed to carry out this research work are as follows:

2.1 Sources of Data

The sources of data for the study are followings:

2.1.1 Primary Sources of Data

The primary sources of data are the English language teachers who are teaching English (compulsory + optional English) in Higher Secondary Level and the students of higher secondary level (10+2) who are studying the English subject.

2.1.2 Secondary Sources of Data

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

2.2 Sample Population of the Study

The population of the study is 40 English language teachers of twenty different Higher Secondary Level schools of Surkhet district (see appendix vii). The data is collected from the English language teachers who are teaching poetry in Higher Secondary Level schools.

Moreover, higher secondary (10+2) schools of Surkhet district are selected purposively (see appendix viii). The students from each school are randomly selected for collecting information on teaching strategies, problems and relevance of teaching poetry in higher secondary (10+2) level.

2.3. Tools for Data Collection

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

a) Questionnaire and interview schedule to the English language teachers.
b) Questionnaire to the students.
c) Class observation of the English language teachers.

a) Questionnaire and interview schedule

A set of questionnaire and interview schedule consisting thirty eight questions are prepared (see appendix I). The questions are close- ended as well open-ended. After administering the questionnaire to the English teachers, the researcher talked face to face with them concerning each and every question.

b) Questionnaire

A set of questionnaire consisting thirty eight questions is developed by the researcher (see appendix I). Among them twenty questions are close-ended and eighteen questions are open-ended. The twenty questions are prepared regarding the teaching strategies used by English language teachers while teaching poems in the classroom and eighteen questions regarding the problems and relevance of studying poetry in higher secondary level.

c) Observation

A set of class observation form is developed by the researcher consisting the pre-reading, while-reading and post-reading activities (see appendix III) to find out the teachers' way of teaching poetry in the classroom.

2.4 Process of Data Collection

After preparing the tools, the researcher visited the randomly selected higher secondary schools of Surkhet district for collecting data. The researcher administered the questionnaire to the English language teachers of Surkhet district. Moreover, the researcher talked face to face with them concerning each and every question of the questionnaire. For this purpose all together 40 (forty) higher secondary schools' English teachers are interviewed and administered the questionnaire. The researcher observed the classes of forty English language teachers to find out the way of teaching poetry while teaching it. For this purpose, the researcher requested the English language teachers of Surkhet district to take a class of teaching poetry.

More, the researcher administered the questionnaire to the students of 10 (ten) purposively selected higher secondary schools of Surkhet district. Ten students from each school are randomly selected. The total magnitude of the student population is 100. By the help of some close-ended and open-ended questions, the researcher identified the teaching strategies, problems and relevance of teaching poetry in higher secondary level.

2.5. Limitations of the Study

The study was done with the following limitations:
  i.   The population of the study was confined to Surkhet district.
 ii.   The study was limited to identify the strategies, problems and to find out the relevance of teaching poetry at Higher Secondary Level.
iii.   It was limited to poetry only.

CHAPTER THREE: ANALYSIS AND INTERPRETATION

Here twenty different points were put for the English Language Teachers of Higher Secondary Schools and face to face interview was taken from them and analyzed each and every topic in detail and put in different table which are given below:

3.1 Analysis of data in terms of strategies

Analysis of collected data from the questionnaire and face to face interview with the English language teachers of Higher Secondary Level in terms of strategies

Table No. 1

Teaching poem in class

Response	Number	Percent	Reasons
Yes	40	100 percent	R_1 : It is interesting. R_2 : It is creative. R_3 : It gave pleasure. R_4 : It gave variation in the classroom teaching
Sometimes	-	-	**-**
No	-	-	**-**

Table 1 shows whether or not teachers like to teach poetry in their classes. It has been found that hundred percent teachers were very much interested in teaching poem in the classroom. According to them, teaching poetry is very interesting. It helps students to develop creative power, provides pleasure and it gave varieties in the classroom teaching. Thus, this show all the teachers have positive attitude towards teaching poetry in the classroom.

Table No. 2

Discussion of general background

Response	Number	Percent	Reasons
Yes	36	90	R_1 : Without it teaching poem cannot be completed. R_2 : It gave clear concept to students. R_3 : It excites the student to learn the views.
Sometimes	2	5	R_1 : If the subject matter is related with Nepalese context.
No	2	5	R_1 : It is very difficult to find. R_2 : It is not given in the book.

Table 2 shows how teachers start their lessons on poetry. The table shows that ninety percent teachers always gave the background information about the poem. They opined that without discussion of general background, teaching poem cannot be completed. It gave clear concept about the poem to the students and it excites the students to learn the views. Only five percent teachers sometimes started from the general background of the poem. Their view was that if the subject matter is related to the Nepalese context. Otherwise, they did not describe it. But five percent teachers never gave the general background information of the poem while teaching it because it is very difficult to find and not given in the book. Therefore, this proves general background information is necessary to the English students who are studying in Higher Secondary Level.

Table No. 3

Poet's Introduction

Response	Number	Percent	Reasons
Yes	30	75	R_1 : It is part of the poem. R_2 : Poem is somehow based on the real experience of poet. R_3 : It inspires the students.
Sometimes	5	12.5	R_1 : If it is better for the students. R_2 : Looking its relevancy.
No	5	12.5	R_1 : It is not necessary. R_2 : It is not easy to find

Table 3 shows whether the teachers who teach poetry give the introduction of a poet. According to the table, the researcher found that seventy-five percent teachers always gave the information of a poet. They opined that introduction of the poet is part of poem. Poem is, to some extent, based on the real experience of the poet and on the other hand, it inspires the students to be like the poet or poetess. Only 12.5s percent teachers sometimes gave the introduction of the poet if they feel better and found its relevance. But 12.5 percent teachers never gave the introduction of the poet, because the introduction of the poet is not necessary and it is not found in the book easily.

Table No. 4

Discussion of the literary movement

Response	Number	Percent	Reasons
Yes	34	85	R_1 : It makes students aware of their society. R_2 : The poem represents the contemporary politics, religion and
Sometimes	2	5	R_1 : It depends on the level of the students and the optional English students.
No	4	10	R_1 : It is beyond their level. R_2 : It is not necessary to Higher Secondary Level students.

Table 4 shows whether or not teachers discuss the literary movement to which a poet belongs to. It has been found that eighty-five percent teacher always discussed and described the literary movement while teaching a poem. They opined that description of literary movement made students aware of the society. The poem represents the contemporary politics, religion and culture. The table also shows that five percent teachers described the literary movement only but it depends on the students' level. While teaching optional English they described it. But ten percent teachers never described the movement because of students' low level of language proficiency. Sometimes, they thought that it is not necessary to Higher Secondary Level students. Therefore, the large number of teachers provided the description of the literary movement in the classroom while teaching poem.

Table No. 5

Discussion of the languages of the poem

Response	Number	Percent	Reasons
Yes	30	75	R_1 : They are golden ornaments of poetic arts. R_2 : Without the description the students cannot understand the poem. R_3 : For clear concept. R_4 : It gave the meaning and sense. R_5 : Technical part of the poetry.
Sometimes	5	12.5	R_1 : It helps students to understand poem easily.
No	5	12.5	R_1 : It is not necessary.

Table 5 shows whether teachers describe the language used in poem. The table presents that seventy - five percent teachers always described the language of the poem. They opined that the description of the unusual language includes the technical parts of the poetry. It gave meaning and sense, on the one hand, and provides clear concept of the poetry to the students. On the other hand, they are the golden ornaments of poetry. So, without describing them, the students cannot understand the poetry easily. Only 12.5 percent of the teachers sometimes described the language of the poetry. If they describe, the students will understand the poem easily. But 12.5percent teachers never described the language of the poem. They opined that it was not necessary. Thus, it shows that the majority of the teachers i.e. seventy-five percent dealt with the language of poem while teaching it.

Table No. 6

Linking poem with experience

Response	Number	Percent	Reasons
Yes	24	60	R_1 : It relates theory and practice. R_2 : It gave lesson to the real life. R_3 : Students can get the theme of the poem. R_4 : This is how students enjoy reading poems.
Sometimes	16	40	R_1 : They assimilate theme or situation if it is matched or relevant. R_2 : If they have some experience. R_3 : If it belongs.
No	-	-	

Table 6 shows whether or not teachers relate the topic with their students' real life experience. The table shows that sixty percent teachers always related the topic with the students' experience. They said that the students got knowledge of theory and practice and it gave lesson to the students. Students got the theme of the poem and this is the way of enjoying the poem in reality. But forty percent teachers related the topic with the students' experience sometimes. They said that they assimilated the theme if the students have experience and if it belongs to their life experience. They enjoyed reading poems and their learning also became perfect. Thus, it is clear that only sixty percent teachers always related the topic with the students' experience.

Table No. 7

Description of the title and prediction

Response	Number	Percent	Reasons
Yes	32	80	R_1 : It is full of poetic and figurative language. R_2 : It is easy for the students to guess the theme. R_3 : Students get every detail of the poem. R_4 : They get the knowledge of rhyming scheme.
Sometimes	6	15	R_1 : If the lines are difficult. R_2 : Difficult words.
No	2	5	R_1 : No description of the lines but the summary. R_2 : It is difficult to find separate meaning of the words.

Table 7 shows whether or not teachers ask their students guess the theme of the poem on the basis of its title. The table shows that only eighty-five percent teachers always asked the students to predict the theme from its title because by doing so students always got encouragement. They were more curious and they could develop the analytical power and creativity. But sixty-five percent teachers always described the title and said the theme of the poem. For this, they opined that it was necessary part of the poem which always helped to dig out the theme of the poem. Another view they expressed that the students' level was so low that they cannot dig out the theme themselves and it is a time consuming process as well. So, thirty-five percent teachers provided chance to students to speak from their side.

Table No. 8

Describing the lines of the poem

Response	Number	Percent	Reasons
Yes	32	80	R_1 : It is full of poetic and figurative language. R_2 : It is easy for the students to guess the theme. R_3 : Students get every detail of the poem. R_4 : They get the knowledge of rhyming scheme.
Sometimes	6	15	R_1 : If the lines are difficult. R_2 : Difficult words.
No	2	5	R_1 : No description of the lines but the summary. R_2 : It is difficult to find separate meaning of the rules.

Table 8 is about whether or not teachers describe the lines of a poem. The table shows that eighty percent teachers described the poem line by line themselves. They opined that describing the line by line is necessary because the poem is full of poetic and figurative language so that the students can guess the theme of the poem. Moreover, by this, students usually get every detail of the poem and they get the knowledge of rhyming pattern. Only fifteen percent of the teachers described line by line. They opined that they did when the lines and words were very difficult to the students. But five percent of the teachers never described the poem line by line because they gave summary of the poem and it was difficult to find out the meaning of the separate lines. Thus, it is clear that majority of teachers applied the teacher-centered method.

Table No. 9

Asking students to describe the picture

Response	Number	Percent	Reasons
Yes	32	80	R_1 : It motivates the students. R_2 : It provides the subject matter and theme.
Sometimes	6	15	R_1 : It is necessary. R_2 : If these are photographs and pictures.
No	2	5	R_1 : It may not be exact. R_2 : Sometimes ruins the concept of the poem.

Table 9 demonstrates whether or not teachers ask their students describe and discuss the picture given for the poem. From this table, it has been found that only eighty percent teachers described the pictures and asked the students to discuss the pictures because it motivates the students and provides the subject matter and the theme of the poem. Fifteen percent teachers asked the students about the picture only sometimes if there was picture and if it was necessary. But five percent of the teachers never asked the students about the picture because their description and the picture may not be exact and sometimes it ruins the concept of the poem and they think that it is not necessary.

Table No. 10

Response in the real situation

Response	Number	Percent	Reasons
Yes	28	70	R_1 : Students share with their friends. R_2 : Get opportunity to exchange their ideas, concepts and views. R_3 : Exchanging ideas between teachers and learners.
Sometimes		-	-
No	12	30	R_1 : Teachers don't have sufficient time. R_2 : Students don't respond easily.

Table 10 shows whether or not teachers ask students to imagine themselves as being a poet. The table shows that seventy percent of the teachers always asked the students for their response. They opined that by doing so students can share their ideas with their friends, exchange ideas, concepts and views, and exchange ideas with the teachers. But thirty percent teachers never did so. They opined that teachers don't have sufficient time and students rarely respond easily.

Table No. 11

Summary of the poem before teaching it

Response	Number	Percent	Reasons
Yes	24	60	R_1 : To make them understand what the poem is about. R_2 : To make easy explanation for teacher and easy to learn for students. R_3 : For the gift of the poem.
Sometimes		-	-
No	16	40	R_1 : It doesn't make the students curious. R_2 : Teacher cannot get the views of the students.

Table 11 shows whether or not teachers give summary before they teach the poem. The table shows only sixty percent teachers always gave the summary of the poem before teaching it. They responded that students got the ideas what the poem is about. It makes explanation easy. The students got the gist of the poem easily. Moreover, teachers did so for the framework which the poem fits. But forty percent teachers never gave the summary of the poem before teaching

it. They said that it did not make the students curious. The teachers could not get the views of the students and it was not advantageous to the students.

Table No. 12

Explaining the whole poem

Response	Number	Percent	Reasons
Yes	38	95	R1 : It is the process to teach poem. R2 : It is easy to explain coherently.
Sometimes		-	-
No	2	5	R1 : Students cannot recognize every detail of the poem.

Table 12 shows whether or not teachers read the poem as a whole and explain the meaning. It has been found that the majorities of teachers i.e. ninety-five percent always read the poem as a whole and explained the meaning of the poem. They said that it was the real process to teach poem in the class and it was very easy to explain the meaning of the poem coherently. But very little number of teachers i.e. five percent did not read the poem as a whole and explain it. They said that if the teachers apply this method, the students will not get every detail of the poem. They opined that it is not a good way of teaching poem.

Table No. 13

Translation of the poem

English	Nepali	Both Languages
Percentage		
50	10	40
Reasons		
R1: It will make up the charm and originality of English language. R2 : The objective is to teach English language. R3 : To teach target language.	R1: Students cannot understand the poem without translating into Nepali language. R2 : Students' base is very weak. R3 : Without translation context will not be maintained.	R1: Even the poor students can understand easily/contextually.

The table 13 is about whether teachers translate the text into Nepali (the student's native language). It has been found that only fifty percent teachers always translated the poem into target language. They opined that it made up the charm and originality of the English language. They further opined that the objective was to teach the English language. Moreover, they said that it would help to teach the English (target) language. On the other hand, ten percent English teachers always translated English poem into the Nepali language. They said that students could not get the theme of the poem without translation. Context will not be maintained and the students' base is so weak. But forty percent second language teachers explained both in English and Nepali. They opined that even the poor students can understand the poem easily.

Table No. 14

Translation of poem or just the words

Response	Number	Percent	Reasons
Yes	16	40	R1 : In second language learning some points of the text are necessary to translate for clear understanding. R2 : Students understand fast through translation than through explanation.
Sometimes	12	30	R1 : If students face difficulty and cannot understand, it helps them to get meaning.
No	12	30	R1 : Learning becomes effective explaining the words with different examples and situation.

Table 14 shows whether or not teachers translate the whole poem into students' native language. It has been found that only forty percent teachers always translated only the difficult words in Nepali. Their view was that in the second language learning some parts of the text are necessary to translate for clear understanding. So, more students can understand through translation than through explanation. Only thirty percent teachers sometimes translated only the difficult words. They said that they translated the words only if the students feel very difficulty and if it helps them to understand easily. But thirty percent English language teachers never translated the difficult words. They opined that learning becomes more effective by explaining the words with different examples and situations. Thus, thirty percent teachers always translated the whole poem.

Table No. 15

Giving figurative meaning

Response	Number	Percent	Reasons
Yes	34	85	R1 : It cannot be meaningful without explaining figurative meaning. R2 : That gave the essence of the poem. R3 : It helps students to understand the poem easily.
Sometimes	4	10	R1 : It encourages writing skill of the students. R2 : It is compulsory in optional English.
No	2	5	R1 : It is not necessary.

Table 15 is about whether or not teachers gave the figurative meaning of the poem. It has been found that eighty five percent teachers always gave the figurative meaning of a poem. According to them, it will not be meaningful without explaining the figurative meaning. The entire poem consists of figurative words that provide the essence of the poem. Moreover, it helps the students to understand the poem easily. The other ten percent English language teachers sometimes gave the figurative meaning of the poem but sometimes they did not do so. They opined that it is compulsory in optional English because the learners need to build up the habit of interpreting the figurative meaning of a poem. But only five percent teachers never gave the figurative meaning of the poem. They said that explaining figurative meaning of the poem is not necessary.

Table No. 16

Critical appreciation of the poem

Response	Number	Percent	Reasons
Yes	26	65	R1 : It is essential in higher class. R2 : It is very fruitful. R3 : It makes understanding more clear. R4 : Students can learn everything of the poem easily.
Sometimes	8	20	R1 : If the poem is easy. R2 : If the teacher gets the essence of the poem, it is given, otherwise not
No	6	15	R1: The teacher let students express in their own words. R2 : It is not necessary in this level.

Table 16 shows that sixty five percent teachers always gave the critical appreciation of a poem. According to them, it is essential in higher secondary level and it is very fruitful to the students. Simultaneously, it makes them understand better. Moreover, the students can learn everything of the poem. Twenty percent teachers sometimes gave the critical appreciation of the poem. They opined that if the poem is easy they do not provide and if the teachers get the essence of the poem. But fifteen percent English language teachers never gave the critical appreciation of the poem. They opined that they let their students explain in their own words. And they said that critical appreciation is not necessary in this level.

Table No. 17

Critical idea of the poem

Response	Number	Percent	Reasons
Yes	40	100	R1 : It is compulsory because L2 learners need the gist so that they can reach to their mission. R2 : It clarifies the theme. R3 : Students can improve the skill to analyze the text.
Sometimes	-	-	-
No	-	-	-

Table 17 is about whether or not teachers sum up their lessons with the idea of a poem. According to the table, hundred percent English language teachers always gave the central ideas/theme/gist of the poem at the end of the lesson. They opined that it is compulsory because L_2 learners need the gist so that they can reach to their mission. Moreover, they also gave their view that the students can improve the skills to analyze the text.

Table No. 18

Single or multiple meaning

Response	Number	Percent	Reasons
Single	16	40	R1 : It will provide clear idea about the poem. R2 : Single central idea doesn't put students in confusion.
More	24	60	R1 : Many heads many ideas so they let the students to use their freedom. R2 : It helps the students to analyze more meaning.

Table 18 shows whether or not teachers focus on multiple meanings, which can be derived by readers from the same texts. The table shows that forty percent English language teachers always focused on only single idea of the poem. They opined that only single idea can provide clear idea about the poem. But sixty percent English language teachers always focused on more central ideas. According to them, many heads always produce many ideas and it helps the students develop their own creativity and create more meanings. Thus, the majority of teachers were in the support of giving more ideas about poems.

Table No.19

Skills focused in poetry teaching

Response	Number	Percent	Reasons
Single	10	25	R1: It depends upon the teacher.
More	30	75	R1: Teaching poetry always focuses on more skills. R2: Sometimes more than four skills.

It has been found that the majority of teachers i.e. seventy five percent always focused on more language skills. They opined that more skills should be improved by teaching poetry. It will focus on reading, writing, speaking and listening. But some of them focused on writing to speaking, reading and listening. But twenty five percent of the teachers always focused on single skill of language. Some focused on vocabulary and some on reading skill. They opined that all the skills cannot be equally focused because of the limitation of the time.

Table No. 20

Reading the poem aloud

Response	Number	Percent	Reasons
Yes	32	80	R_1 : Reciting a poem is the must in the class. R_2 : It makes the class interesting. R3 : It makes the students very enthusiastic.
Sometimes	6	15	R1 : If the students show the interest otherwise not. R2 : If the poem is difficult to read.
No	2	5	R1 : It is not necessary in this level.

It has been found that the majority of English language teachers i.e. eighty percent of the teachers always asked the students to read the poem aloud with clear rhyme and rhythm. They opined that reciting a poem is a must in the classroom while teaching poem to make the class interesting. Further, it makes the students very enthusiastic. Fifteen percent teachers asked the students to read the poem aloud sometimes with their clear rhyme and rhythm. According to them, if the students show the interest and the poem is difficult to read they asked otherwise not. But it has been found that five percent English language teachers never asked the students to read the poem with clear rhyme and rhythm. They opined that it is not necessary in this level. Thus, the majority of teachers asked the students to read the poem aloud with clear rhyme and rhythm.

3.1.2 Analysis of Data Collected from the Class Observation of the Teachers in Terms of Strategies:

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

Table No. 21

Pre-Reading Activities

Activities	Yes	No	Remarks
Motivation / Warm Up	90 %	10 %	
Historical and cultural background	50 %	50 %	
Giving some general background	50 %	50 %	
Giving introduction of the poet	70 %	30 %	
Describing the title of the poem or asking from students	40 %	60 %	
Asking some questions about the poem for guessing answers	25%	75 %	
Asking the students for guessing the answers	15 %	85 %	
Describing the languages	65 %	35 %	
Relating the topic with the students' experience	10 %	90 %	
Asking the theme of the poem	20 %	80 %	
Teaching vocabularies	90 %	10 %	

Table 21 shows that the majority of teachers in the higher secondary level i.e. ninety percent started the class from the motivation. Fifty percent of teachers gave the historical and cultural background and general background of the poem. The fifty percent teachers did not do that. Seventy percent teachers gave the introduction of the poet but thirty percent rarely did that. Likewise, forty percent teachers asked the students about the title but sixty percent teachers described the title themselves. Similarly only twenty five percent teachers asked the questions to the students for guessing answers. But seventy five percent teachers never did that and only fifteen percent teachers asked the students for guessing the subject matter but the majority of teachers i.e. eighty five percent did not do that. Sixty five percent teachers described the language but thirty five percent teachers sometimes only. The very few teachers i.e. ten percent related the topic with the students' experience but the majority of teacher i.e. ninety percent did not relate the topic with the students' experience. Similarly, twenty percent teachers asked the theme of the poem with the students but eighty percent teachers described the theme themselves. The great majority of teachers i.e. eighty percent taught vocabularies but ten percent teachers did not do that. Hence, regarding to the pre-reading activities, it has been found that medium type of activities were performed by the English language teachers. The pre-reading activities are so important in teaching language in general and poetry in particular. In this part, the teachers' activities are found satisfactory.

Table No. 22

While-Reading Activities

Activities	Yes	No	Remarks
Reading the poem and asking the students to follow	20 %	80 %	
Reading the poem line by line and describing the meaning	90 %	10 %	
Reading the poem verse by verse and explaining the meaning	100 %	-	
Translating the poem in English	40 %	60 %	
Translating not the whole poem but difficult words	90 %	10 %	
Giving the figurative meaning of the poem	60 %	40 %	
Giving the critical appreciation	30 %	70 %	
Giving the central idea of the poem	100 %	-	
Giving the summary of the poem	90 %	10 %	
Giving different analytical meanings	-	100 %	

The above table shows that twenty percent English language teachers read the poem and asked the students to follow but eighty percent teachers did not do that ninety percent teachers always read the poem line by line. One hundred percent of teachers read the poem verse by verse and explain the meaning and only forty percent teachers translated the poem in English language but other sixty percent sometimes fully in Nepali language and sometimes in both the languages. Ninety percent teachers gave the figurative meanings but forty percent teachers did not do that. One hundred percent of teachers gave the central ideas of the poem. Only thirty percent English teachers provided the

critical appreciation but other seventy percent teachers did not do that in their class. The majority of the teachers gave the summary of the poem at the end of the lesson. Hence, it has been found neither the perfect nor very poor activities performed by the teachers while reading stage of teaching poetry.

Table No. 23

Post-Reading Activities

Activities	Yes	No	Remarks
Asking the students for reading the poem	80 %	20 %	
Reading the poem with good tune by the teacher	80 %	20 %	
Asking some questions for answer	90 %	10 %	
Providing feedbacks	70 %	30 %	
Giving different kinds of writing exercises	85 %	15 %	
Creating the new poem by the teacher in the class	10 %	90 %	
Asking the students for re-writing the poem as a different form of discourse	5 %	95 %	
Asking the students for writing poem by giving situation or hints	-	100 %	
Asking them to mime some situation	-	100 %	

Table 23 shows that the teachers performed different kinds of activities in post-reading activities. It has been found that eighty percent teachers asked the students to read the poem with their best tune and eighty percent teachers read with their best tune too but twenty percent teachers did not do that. Ninety percent of teachers always ask the questions but seventy percent teachers only gave the feedback. Other thirty percent do not do that. Eighty five percent teachers gave the writing exercises to the students but only ten percent teachers create new poem in the class but other ninety percent teachers did not do that.

Only five percent teachers asked the students for re-writing the poem as a different form of discourse but ninety five percent teachers did not do that. It has been found that one hundred percent teachers always did not ask the students for writing poems on the basis of some situation. Likewise, no any teachers ask the students to mime some situation on the spot. Hence, it has been found that the English language teachers are very poor in the post-reading activities. They are very traditional, lack of creativity and students' participation in the classroom.

3.1.3 Analysis of Data Collected from the Students in Term of Teaching Strategies

The researcher collected the data from ten higher secondary schools of Surkhet district (see appendix viii) to find out the teaching strategies used by the English language teachers while teaching poetry in the classroom. The researcher purposively selected ten higher secondary schools and from the ten secondary schools ten students are randomly selected. The total magnitude of the students' population was hundred. The data was collected from these ten groups in terms of teaching strategies.

The responses from the ten groups are tabulated below:

Table No. 24

Average Response Obtained from all the Students of Higher Secondary Schools of Surkhet District

Questions	Always (In Percentage)	Sometimes (In Percentage)	Never (In Percentage)	Remarks
1.	58	38	5	
2.	59	40	1	
3.	84	13	-	
4.	30.5	54	15.5	
5.	45	40	15	
6.	37	42	21	
7.	43.5	49.5	3	
8.	61	36	3	
9.	46	45	10	
10.	63	25	11	
11.	79	19	8	
12.	64	36	-	
13.	53	49	8	
14.	55	34	11	
15.	39	42	19	
16.	56	36	8	
17.	63	33	4	
18.	50	43	7	
19.	82	16	6	
20.	21.5	43	35.5	

Table No. 25

Responses Obtained from the Students of Shree Amar Jyoti H.S. School, Neware, Surkhet

Questions	Always	Sometimes	Never	Remarks
1	40%	60%	-	
2	50%	50%	-	
3	100%	-	-	
4	20%	50%	30%	
5	90%	10%	-	
6	70%	30%	-	
7	80%	20%	-	
8	70%	30%	-	
9	30%	50%	20%	
10	70%	30%	-	
11	70%	20%	10%	
12	80%	20%	-	
13	80%	20%	-	
14	60%	40%	-	
15	80%	20%	-	
16	30%	50%	20%	
17	80%	20%	-	
18	60%	40%	-	
19	80%	20%	-	
20	10%	60%	30%	

From the response made by the students in this group, it has been found that only the forty percent students were always motivated while their teacher

taught poem in the class. According to the students' response, the teacher sometimes taught poem from the general background information, always describing about the poet. Sometimes they asked some questions before teaching it including the literary movement. The teacher sometimes described the unusual language, sometimes asked them to predict the theme of the poem and always described the lines of the poem. The teacher reads the whole poem in the class and he/she always explained the meaning into Nepali and English. The teacher always gave the figurative meaning of the poem. But the teacher sometimes translated the whole poem and sometimes difficult words. The teacher gave critical appreciation of the poem. The teacher sometimes gave the central idea of the poem. Almost all the students were motivated in the poetry class. Sometimes the teacher focuses on more ideas but sometimes on single idea. At least eighty percent students asked their teacher's way of teaching poetry in the class. It has been found that ten percent in this group read the poem. Sixty percent of students sometimes read the poem outside the book but thirty percent students never read the poem outside the book.

Table No. 26

Responses Obtained from the Students of Shree Jana H. Secondary School, Birendranagar Surkhet

Questions	Always	Sometimes	Never	Remarks
1	50%	50%	-	
2	70%	30%	-	
3	90%	10%	-	
4	10%	80%	10%	
5	50%	40%	10%	
6	10%	50%	40%	
7	20%	70%	10%	
8	80%	10%	10%	
9	40%	50%	10%	
10	70%	30%	-	
11	70%	20%	10%	
12	50%	50%	-	
13	40%	50%	10%	
14	40%	50%	10%	
15	30%	70%	-	
16	40%	50%	10%	
17	60%	40%	-	
18	20%	80%	-	
19	70%	30%	-	
20	-	90%	10%	

Table 26 shows that only fifty percent students always got the enjoyment. But fifty percent students sometimes when their teacher taught poem in the class.

The teacher sometimes started teaching poem from the general background. The teacher sometimes asked the questions before teaching the poem. The teacher sometimes described the literary movement and unusual language. The teacher sometimes asked the students to predict the theme from the little. The teacher almost described the lines and sometimes described the photographs and gave the summary of the poem but sometime not. Sometimes the teacher read the poem as a whole but not always. The teacher sometimes translated the poem in English and sometimes in Nepali and sometimes gave the figurative meaning of the poem. The teacher sometimes translated the whole poem but not always. The teacher sometimes gave the critical appreciation of the poem and central ideas. The sixty percent students were well motivated in the class when the teacher taught poem forty percent. Teacher sometimes focused on single ideas and sometimes on more according to the situation. Seventy percent of students liked the teacher's way of teaching and thirty percent sometimes liked their teacher's way of teaching poetry in the class and ninety percent students sometimes read the poem outside the book and ten percent never read the poem out side the book.

Table No. 27

Responses Obtained from the Students of Shree Krishna General H. S. School, Itram, Surkhet

Questions	Always	Sometimes	Never	Remarks
1	30%	70%	-	
2	40%	60%	-	
3	90%	10%	-	
4	10%	80%	10%	
5	40%	50 %	10%-	
6	20%	40%	40%	
7	20%	80%	-	
8	20%	80%	-	
9	40%	50%	20%	
10	30%	60%	-	
11	70%	20%	10%	
12	50%	50%	-	
13	50%	40%	10%	
14	40%	30%	30%	
15	20%	40%	40%	
16	30%	50%	20%	
17	50%	40%	10%	
18	40%	40%	20%	
19	80%	20%	-	
20	30%	40%	30%	

Table 27 shows that only thirty percent students always got the enjoyment when their teacher taught poems in the class. The teacher did not always teach

poem from the general background of the poem. The teacher almost introduced the poet and sometimes the asked the questions to the students about it. The teacher rarely described the literary movement and unusual languages. The teacher sometimes asked the students to predict the theme but not always. He sometimes described the lines and the pictures but not of every lesson. The teacher described the summary when it was necessary and read the poem as a whole. The teacher provided the meanings sometimes into Nepali and sometimes in English and figurative meanings of the poem. He sometimes described the difficult words. He described the critical appreciation and gave the central idea sometimes single and sometimes more. Fifty percent of students were well motivated and forty percent were not motivated in the class. Eighty percent of the students like their teacher's way of teaching and twenty percent students read the poem out of their course book.

Table No. 28

Responses Obtained from the Students of Usha Bal Vatika H. S. School, Birendranagar, Surkhet

Questions	Always	Sometimes	Never	Remarks
1	50%	40%	10%	
2	50%	50%	-	
3	80%	20%	-	
4	30%	50%	20%	
5	50%	50%	-	
6	40%	40%	20%	
7	50%	50%	-	
8	50%	40%	10%	
9	20%	70%	10%	
10	70%	-	30%	
11	60%	30%	10%	
12	50%	50%	-	
13	30%	60%	10%	
14	70%	30%	-	
15	20%	70%	10%	
16	50%	50%	-	
17	60%	40%	-	
18	40%	50%	10%	
19	80%	10%	10%	
20	70%	10%	20%	

Table 28 shows that only fifty percent students always and forty percent sometimes got the enjoyment when their teacher taught poetry in the

classroom. Ten percent of students never got the enjoyment. Only fifty percent students opined that their teacher always taught poem from some general background but fifty percent responded that sometimes their teacher started the poem from the general background. Eighty percent students' view was their teacher always introduced the poet. Only thirty percent students' view was that their teacher asked the questions about the poem before teaching it. Fifty percent teacher sometimes described the literary movement. Forty percent students' response was that their teacher always explained the unusual language of the poetry. Fifty percent students said that their teacher asked them to predict the theme and the title of the poem. Forty percent of students said that their teacher described the poem line by line. Ten percent of students said that their teacher never described the picture. Seventy percent students' response was their teacher gave the summary of the poem. Sixty percent students opined that the teacher read the poem and explained the whole meaning. Fifty percent students said their teacher explained in Nepali and English. Sixty percent students' response was the teacher sometimes gave the figurative meaning of the poem. Seventy percent students said their teacher translated the whole poem and twenty percent students said that their teacher gave the critical appreciation. Fifty percent students said that their teacher always gave the central idea. Sixty percent students were well motivated and forty percent said their teacher focused on single idea. Eighty percent students liked their teacher's way of teaching. Twenty percent students never read the poem outside the course book.

Table No. 29

Responses Obtained from the Students of Shree Janasewa Higher Secondary School, Ghushra, Surkhet

Questions	Always	Sometimes	Never	Remarks
1	40%	60%	-	
2	10%	80%	10%	
3	70%	30%	-	
4	60%	20%	20%	
5	10%	50%	40%	
6	70%	30%	-	
7	70%	30%	-	
8	70%	30%	-	
9	70%	20%	10%	
10	60%	20%	20%	
11	80%	20%	-	
12	60%	40%	-	
13	40%	50%	10%	
14	40%	40%	20%	
15	30%	30%	40%	
16	40%	50%	10%	
17	40%	50%	10%	
18	30%	50%	20%	
19	80%	20%	-	
20	-	50%	50%	

Table 29 shows that only forty percent students always got the enjoyment when the teacher taught poem in the class. Ten percent students responded that their

teacher always taught poem with general background information. Only thirty percent students opined that their teacher sometimes introduced the poet and sixty percent students' response was that their teacher asked them some questions about the poem before teaching it. Only ten percent students responded that their teacher always described the literary movement. Seventy percent students said that their teacher always explained the unusual language. Seventy percent students always experienced that their teacher asked to predict the theme of the poem, the description of the lines and the description of the pictures. Twenty percent students felt that their teacher never gave the summary of the poem. Eighty percent students' response was their teacher read the whole poem and explained the meaning. Sixty percent students responded that their teacher always explained the poem both in Nepali and English. Forty percent students always got the figurative meaning of the poem and forty percent students said that their teacher always explained the difficult words of the poem. Forty percent students never got the critical appreciation. Their teacher explained the single idea of the poem and forty percent students were always well motivated in the poetry class. The majority of students i.e. eighty percent students liked their teacher's way of teaching poem in the class. Fifty percent students sometimes read the poem and sixty percent students never read the poem outside the course book.

Table No. 30

Responses Obtained from the Students of Shree Hermann G. Meinor H.S. School, Kalagaun, Surkhet

Questions	Always	Sometimes	Never	Remarks
1	80%	20%	-	
2	100%	-	-	
3	100%	-	-	
4	20%	80%	-	
5	40%	60%	-	
6	30%	40%	30%	
7	10%	90%	-	
8	40%	60%	-	
9	-	80%	20%	
10	70%	30%	-	
11	90%	-	10%	
12	60%	40%	-	
13	60%	40%	-	
14	60%	20%	20%	
15	20%	60%	20%	
16	80%	20%	-	
17	90%	10%	-	
18	80%	20%	-	
19	90%	-	10%	
20	10%	60%	30%	

From the response made by the students of this group, it has been found that only eighty percent students got a lot of enjoyment when their teacher taught

poem in the class. The teacher always taught the poem with background information and the teacher always introduced the poet. Only eighty percent students' response was their teacher sometimes asked the questions about the poem before teaching it and forty percent students opined that their teacher always described the literary movement. Thirty percent students opined that their teacher never explained the unusual language of the poem and ninety percent students' view was that their teacher sometimes asked them to predict the theme of the poem. Forty percent students opined that their teacher always described the lines. No students got the description of the picture. Seventy percent students always got the summary of the poem and ninety percent students' response was their teacher read the whole poem and explained the meaning of the poem. Forty percent students explained that their teacher sometimes explained the poem in both languages; English and Nepali, figurative meanings and sixty percent students said that the teacher explained the difficult words only. Twenty percent students said that their teacher always gave the critical appreciation. Eighty percent students opined that their teacher gave the central idea and ninety percent students are always well motivated in the poetry class. Eighty percent students responded that their teacher always gave single idea of the poem ad ninety percent students liked their teacher's way of teaching poetry in the class and ten percent students always read the poem outside the course book.

Responses Obtained from the Students of Shree Sarada Higher Secondary School, Chhinchu, Surkhet

Questions	Always	Sometimes	Never	Remarks
1	100%	-	-	
2	70%	30%	-	
3	70%	30%	-	
4	40%	40%	20%	
5	70%	30%	-	
6	40%	40%	20%	
7	60%	40%	-	
8	70%	30%	-	
9	60%	40%	-	
10	100%	-	-	
11	100%	-	-	
12	80%	20%	-	
13	40%	50%	10%	
14	60%	30%	10%	
15	40%	40%	20%	
16	90%	10%	-	
17	100%	-	-	
18	30%	60%	10%	
19	100%	-	-	
20	40%	40%	20%	

Table 31 shows that all the students always got a lot of enjoyment when their teacher taught the poem in the class. Seventy percent students' response was

their teacher always taught poem with background information of the poem and the introduction of the poet. Twenty percent students responded that their teacher never asked the question about the poem before teaching it and seventy percent students opined that their teacher described the literary movement. Forty percent students said that their teacher always described the unusual language. The same number of students responded that their teacher sometimes described the unusual language and he/she asked them to predict the theme of the poem. Seventy percent students said that their teacher described the lines. Eighty percent students said their teacher always described the picture. The teacher always gave the summary of the poem and always read the whole poem explaining the meanings. Only twenty percent students said that their teacher explained the meaning in both languages. Fifty percent students opined that their teacher sometimes gave the figurative meaning of the poem. Sixty percent students opined that their teacher always gave the meaning of the difficult words. Twenty percent students said that the teacher never gave the critical appreciation but ninety percent said that their teacher gave the central idea and all the students were well motivated in the poetry class. Thirty percent students said that their teacher always focused on single idea. All the students liked their teacher's way of teaching poem but only forty percent students read poem outside the course book.

Table No. 32

Responses Obtained from the Students of Shree Shiva Higher Secondary School, Latikoili, Surkhet

Questions	Always	Sometimes	Never	Remarks
1	80%	-	20%	
2	70%	30%	-	
3	80%	20%	-	
4	80%	20%	-	
5	-	40%	60%	
6	40%	60%	-	
7	80%	20%	-	
8	100%	-	-	
9	100%	-	-	
10	80%	20%	-	
11	100%	-	-	
12	70%	30%	-	
13	100%	-	-	
14	90%	10%	-	
15	80%	20%	-	
16	70%	30%	-	
17	20%	80%	-	
18	80%	20%	-	
19	80%	20%	-	
20	-	-	100%	

From the response made by the students of this group, it has been found that 80 percent students always got the enjoyment when their teacher taught poem in

the class. Seventy percent students said that their teacher always started with background information of the poem. Eighty percent students opined that their teacher always introduced the poet. Twenty percent students said that their teacher sometimes asked the questions about the poem before teaching it. Sixty percent students opined that their teacher never described about the literary movement. Only forty percent students' view was that their teacher always explained the unusual language of the poem and eighty percent students responded that their teacher always asked them to predict the theme of the poem. The teacher always described lines and he always described the pictures in the poem. Eighty percent students always got the summary and he always read the whole poem explaining the meanings. Ninety percent students opined that their teacher always explained the meanings in both languages. The teacher always gave the figurative meaning of the poem and ninety percent students said their teacher always translated the difficult words of the poem. Eighty percent students always got the critical appreciation of the poem and seventy percent support that their teacher always gave the central meaning of the poem. Only twenty percent students were always well motivated when the teacher taught poem in the class. Eighty percent students opined that their teacher always focused on the single idea. Only eighty percent students liked their teacher's way of teaching poem in the class and no students read the poem outside the course book.

Table No. 33

Responses Obtained from the Students of Shree Eager Bridge H. Secondary School, Latikoili, Surkhet

Questions	Always	Sometimes	Never	Remarks
1	50%	50%	-	
2	60%	40%	-	
3	80%	20%	-	
4	15%	70%	15%	
5	50%	30%	20%	
6	10%	50%	40%	
7	15%	75%	10%	
8	70%	20%	10%	
9	50%	50%	-	
10	20%	40%	40%	
11	80%	10%	10%	
12	60%	40%	-	
13	50%	30%	20%	
14	40%	40%	20%	
15	20%	40%	40%	
16	60%	20%	20%	
17	50%	40%	10%	
18	60%	40%	-	
19	70%	10%	20%	
20	5%	80%	15%	

The above table shows that only fifty percent students always got the enjoyment when the teacher taught poem in the class. Sixty percent students

viewed that their teacher started the poem from general background. The majority of students i.e. eighty percent opined that their teacher always introduced the poet and only fifteen percent students opined that their teacher asked the questions before teaching it. Fifty percent students said their teacher always described the literary movement. Only ten percent students said that their teacher explained the unusual language. Only fifteen percent students opined that their teacher asked them to predict the theme or title of the poem but ten percent viewed that their teacher never asked the students to predict the theme. Seventy percent teachers described the lines of the poem, and fifty percent teachers always described the pictures. Only twenty percent teachers always gave the summary of the poem before teaching it. Eighty percent teachers always read the poem as a whole and explained its meaning sixty percent in Nepali and forty percent in English language. Twenty percent teachers never gave the figurative meaning and forty percent always translated only the difficult words. Twenty percent students' view was their teacher gave the critical appreciation and sixty percent students' view was about central idea. Fifty percent students were always well-motivated in the class and sixty percent students' view was their teacher focused on single idea and seventy percent students liked their teachers' way of teaching poem and only five percent students read the poem outside their course book but fifteen percent students never did so.

<div align="center">

Table No. 34

Responses Obtained from the Students of Shree Surya Praksh H. S. School, Palainte, Surkhet

</div>

Questions	Always	Sometimes	Never	Remarks
1	60%	30%	10%	
2	70%	30%	-	
3	80%	20%	-	
4	20%	50%	30%	
5	50%	40%	10%	
6	40%	40%	20%	
7	30%	60%	10%	
8	40%	60%	-	
9	50%	40%	10%	
10	60%	20%	20%	
11	70%	10%	20%	
12	80%	20%	-	
13	40%	50%	10%	
14	50%	50%	-	
15	50%	30%	20%	
16	70%	30%	-	
17	80%	10%	10%	
18	60%	30%	10%	
19	90%	-	10%	
20	50%	-	50%	

The above table shows that sixty percent students always got the enjoyment when their teacher taught poem. Seventy percent students' view was that their

teacher always started the poem from the general background. Only eighty percent students opined that their teacher always introduced the poet and twenty percent students said that their teacher asked question to them. Likewise fifty percent students said that their teacher described the literary movement and forty percent students' view was that their teacher explained the unusual language. Only thirty percent students opined that their teacher asked them to predict the theme of the poem. Forty percent students' view was that their teacher always described the lines of the poem and fifty percent students' view was that their teacher described the pictures. Sixty percent students opined that their teacher gave the summary before teaching the poem and seventy percent teachers read the poem and explained the meaning, eighty percent in Nepali and twenty percent in English. Further, forty percent students' view was that their teacher explained the figurative meaning. Fifty percent students' view was that their teacher always translated the difficult words only. Seventy percent students' view was that their teacher always gave the critical appreciation and eighty percent only gave the central idea of the poem. Sixty percent students are well-motivated in the class. The majority of students i.e. ninety percent liked their teacher's way of teaching and only fifty percent students always read poem out side the course book.

3.2 Analysis of Data Collected in Terms of Problems

This section deals with the analysis of the data collected from the English language teachers in terms of problems of teaching poetry at Higher Secondary Level. To find out the problems the researcher collected the data by using the questionnaire and face to face interview with English language teachers of higher secondary level. The findings are as follows:

Diagram No. 1

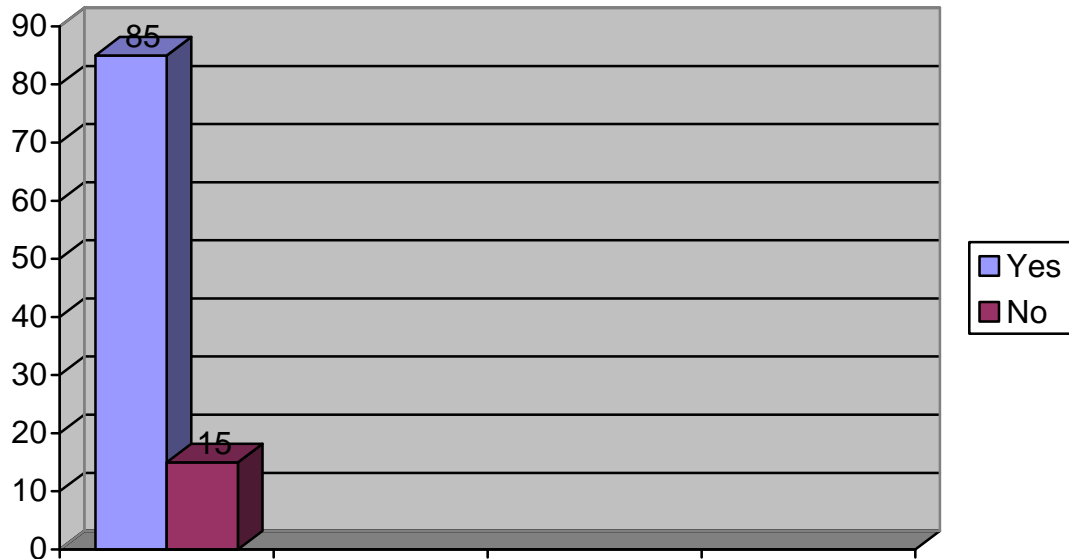**Problems Related to the Poet's Cultural Background**

Diagram 1 shows the problems related to poet's cultural background. Regarding to this, eighty-five percent English language teachers faced the problem of teaching cultural background of a poet and a poem. The materials are not easily available and without having the good knowledge of background information, poem can not be taught easily. Poet's background information has not been given sufficiently in the textbook. Mostly the teachers faced difficulties while teaching poetry in the classroom because of the lack of background information. Comparatively, this problem has been found to be more pervasive to those teachers who have M.Ed. in English than those of the ones who have M.A. in English.

Diagram No. 2

Problem Related to Figurative Language

Diagram 2 shows the problems related to the figurative language used in the poem. The great majority of English language teachers i.e. ninety percent faced the problem of teaching figurative language like rhyme, rhythm, simile, metaphor etc. because of the students' lack of knowledge of these points. In the secondary level, English poem does have the figure of speech. Without teaching them, poetry cannot be taught well. Mostly, it takes a long time and students are confused. So, most of the teachers said that they faced this problem while teaching poetry in the language classroom.

Diagram No. 3

Problems Related to Far-Fetched Image
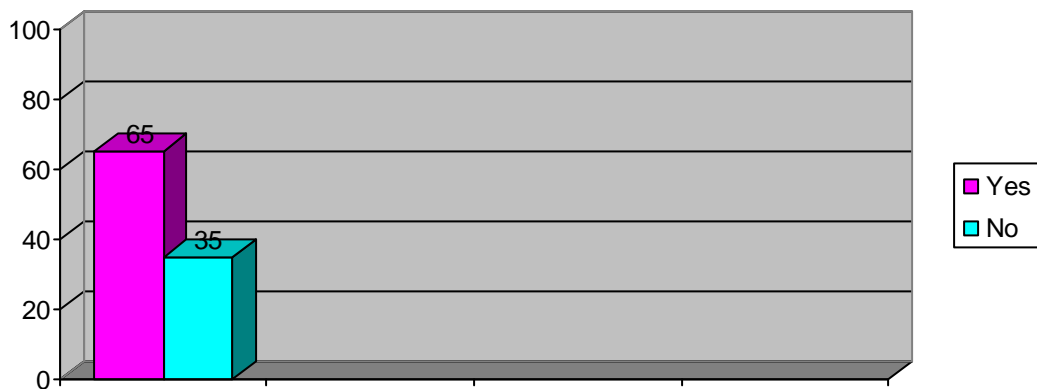
Diagram 3 shows the problems related to the far-fetched image. It shows that only sixty-five percent English language teachers faced the problem of teaching far-fetched images in the classroom. The poems are full of far-fetched images and image clusters. So, without teaching them, teaching cannot be completed but to teach them is not a joke. So, most of the teachers' view was that they faced great problem while teaching far-fetched images in the language classroom

Diagram No. 4

Problem Related to Symbolic meaning
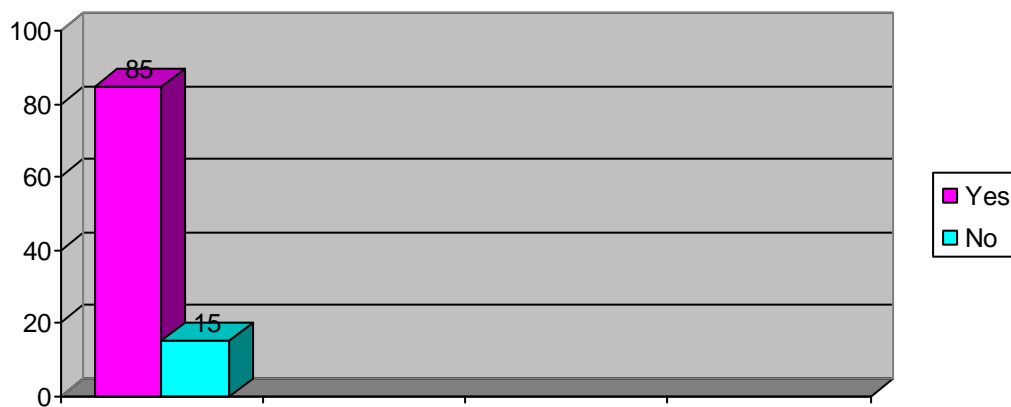
Diagram 4 shows the problem related to symbolic meaning of the poem. It shows that the majority of teachers i.e. eighty-five percent faced the problem of teaching and finding the symbolic meaning of the poem. Mostly, the poems do have the symbolic words and meanings. If they are not clear, the students will get no meaning and they feel difficulty to understand. But while teaching poem, majority of teachers faced such problems of finding symbolic meaning of the poem and the words. Therefore, symbolic meaning is difficult to find.

Diagram No. 5

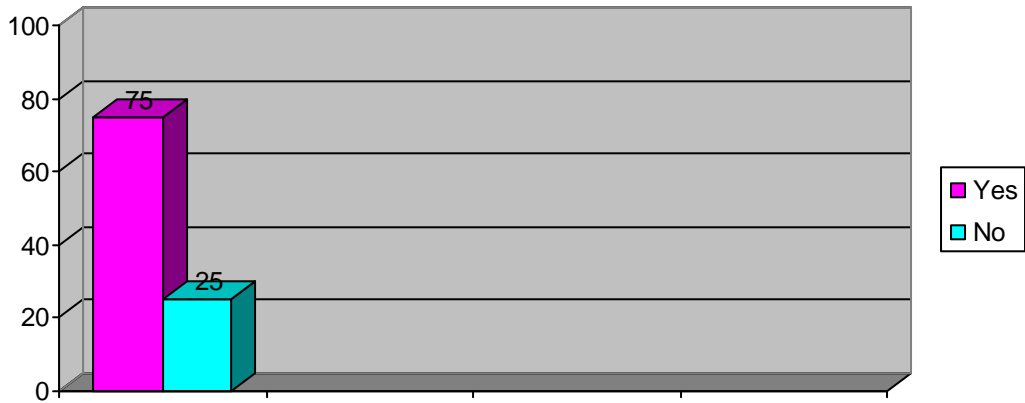## Problem Related to Teaching Literary Terms in the Poem

Diagram 5 shows the problems related to teach literary terms in the poem. The diagram shows that seventy-five percent English teachers faced the problem of finding the literary terms which are in the poems. They usually use different dictionaries but they cannot find them. So, they felt difficulty in teaching literary terms of the poem. Therefore, there is a problem of teaching literary terms in the classroom.

Diagram No. 6

Problem Related to Teaching Deviated Language

Diagram 6 shows the problems which are related to teaching deviated language. It shows that ninety percent English language teachers found difficulty in teaching deviated language in the poem. The poet may have used the words, breaking grammatical rules, regulations and deviation of linguistic norms. So, majority of students felt difficulty in the language classroom. Due to this deviation of language, the English language teachers faced this problem while teaching poem in the class.

Diagram No. 7

Problem Related to Finding Poet's Mood or Intention
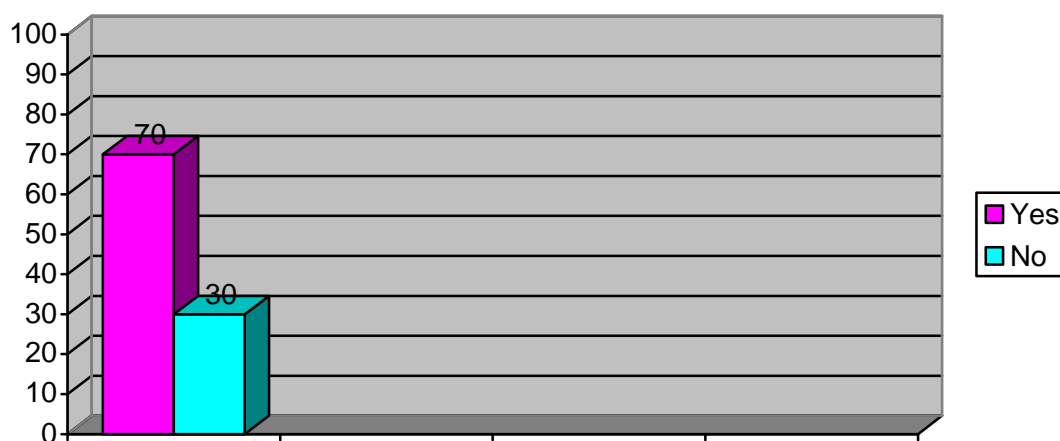
Diagram 7 shows the teachers' problem related to finding poet's mood or intention in the poem. It shows that only seventy percent English language teachers faced the problem of finding poet's mood or intention. It is because the poets are usually from foreign socio-cultural background and it is difficult to find in which mood or intention they have written the poem. So, it really creates the problem. If the poet's whole biography is found, it will be easy to teach but it is rarely found. Due to the lack of knowledge of poet's mood or intention, it is rather difficult while teaching poetry in the class.

Diagram No. 8

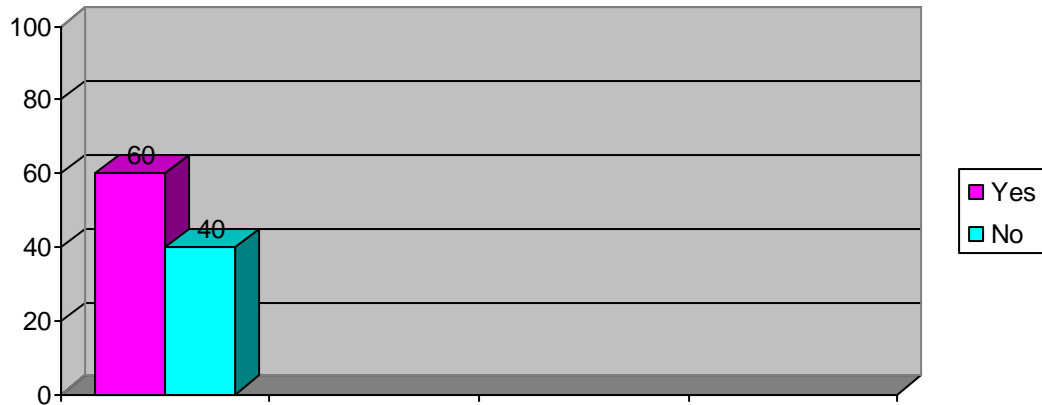## Problem Related in Finding Difficult Multiple Hidden Meanings

Diagram 8 shows the problems of finding difficult and hidden meanings in the poem. It shows that sixty percent English language teachers faced the problem of finding multiple hidden meanings of the poem. They opined that the poet has created the poem in his own mood and intention. The poem may have many hidden meanings. Unless concerning the poet's biography and appropriate reference, it is very difficult to teach poem. Due to this, the English language teachers faced the problem of teaching poetry in the class.

Diagram No. 9

Problem Related to Finding Contextual Meaning
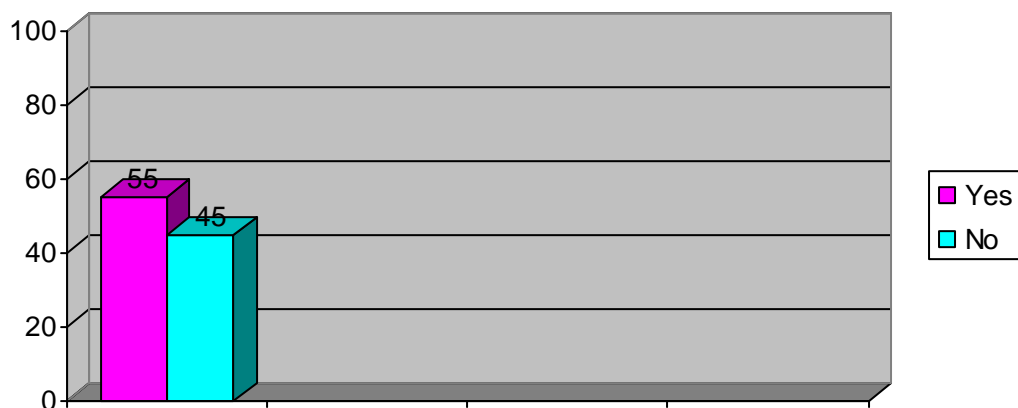
The diagram above shows the problems related to find contextual meaning of the poem. It has been found that only fifty-five percent teachers faced the problem of finding the contextual meaning in the poem. The poet has created the text in different context because it is the creation of poet's imagination, emotion, feeling and thought. Without finding the context, the poetry teaching remains incomplete. So, the teachers faced the problem of finding the contextual meaning while teaching poem in the poetry classroom.

Diagram No. 10

Problem Related to Students' Low Base

Diagram 10 shows the problem related to the students' low base. It has been found that eighty percent English teachers faced the problem of low base of the students. Today's students rarely have the habit of studying hardly. They are dependent upon the easy references and teacher's short notes. Further, they are from hilly areas and they do not have good knowledge of English poems and do not understand the poem easily. Thus, the English teachers faced this problem too much in the class.

Diagram No. 11

Problem Related to Difficulty in Teaching Literary Trends/Movements

Diagram 11 shows the problems related to difficulty in teaching literary trends or movements. It shows that sixty percent English teachers faced the problem of teaching literary trends in the classroom. They view that without relating the literary trends with each other and poem itself, the poetry teaching remains incomplete. But it is rather difficult to teach because of the students' lack of interest, lack of time and students' lack of pre-knowledge about it. Thus, teachers faced this problem while teaching poem in the class.

Diagram No. 12

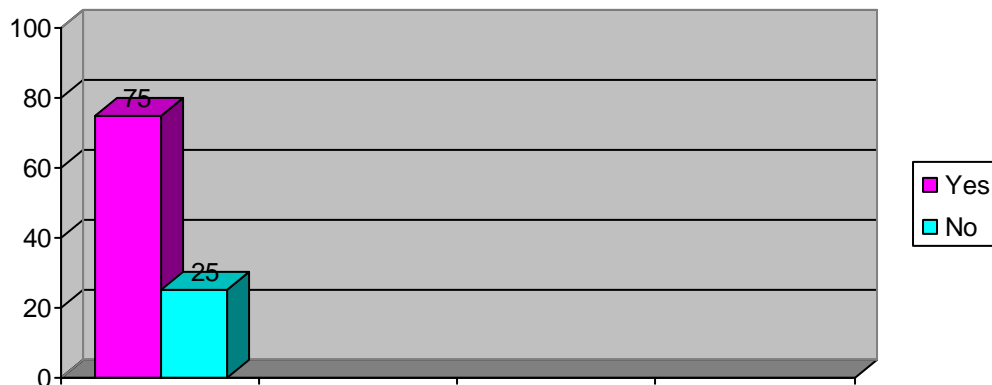**Problem Related to Time Consuming**

Diagram 12 shows the problems related to time consuming. It has been found that seventy percent English teachers' view was that teaching poetry in the class is time-consuming. The text seems very short but it contains more content. It has many points to explain. More, the teachers explain about the poem more the students get its meaning. If they explain shortly, students cannot understand well and easily.

Diagram No. 13

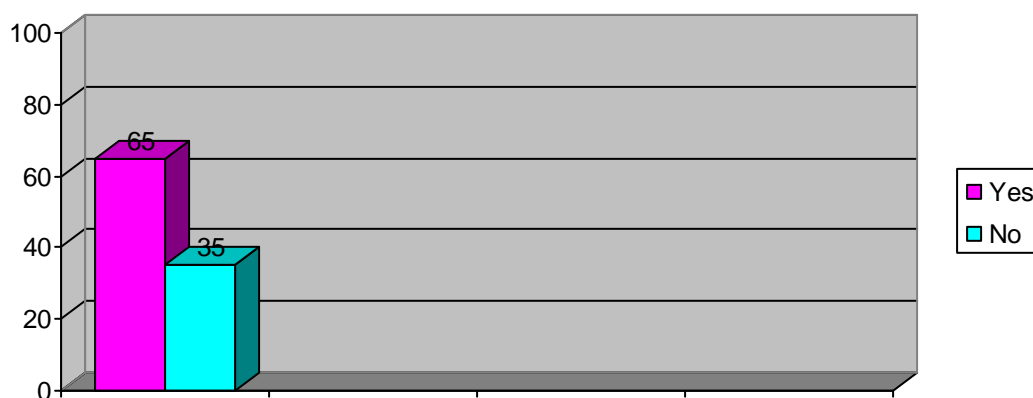## Problem Related to Poor Linguistic Competence of Students

Diagram 13 shows the problem related to poor linguistic competence of students. Sixty five percent English language teachers faced the problem of poor linguistic competence of the students. Today's students are concentrated on rote and pass system. They are not concerned about further advantages. Due to their poor base and lack of interest in English, they are poor in linguistic competence. The English teachers opined that they faced this problem while teaching poetry in the classroom because the students cannot understand the text easily.

Diagram No. 14

Problem Related to Mother Language Interference

Diagram 14 is related to the problem of mother language interference. It has been found that seventy-five percent teachers faced the problem of mother language interference of the students. There was always the response of the students in mother tongue explanation. They were habitual to translate English into Nepali. But the sense differs. This problem has been faced by English teachers in the class while teaching poetry.

Diagram No. 15

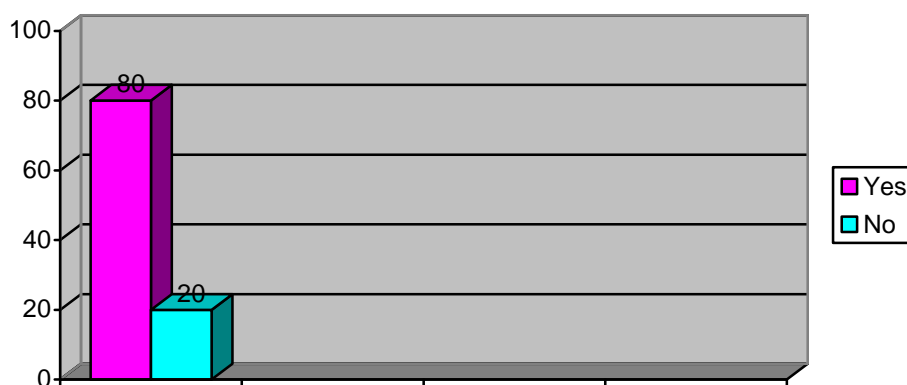### Problem Related to Trans-Culture or Nepa-English

Diagram 15 shows the problem related with the trans-culture or Nepa-English. It shows that eighty percent teachers faced the problem of translating English poem into Nepali. Students are mainly from poor base or poor English

background. So, they did not understand the poem unless the teachers explained it in Nepali. Due to this, the English poem may lose its charm and originality. But without translating the poem into Nepali, the students cannot understand the poem. This is the problem which the English teachers faced while teaching it in the class.

Diagram No. 16

Problem Related to Difficulty in Teaching Rhythmic Features
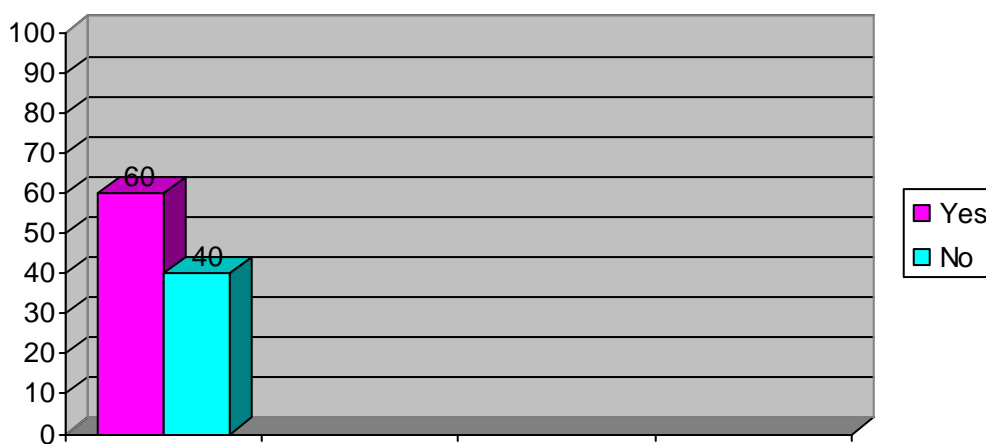

Diagram 16 illustrates the problem which is related to difficulty in teaching rhythmic features. Sixty percent teachers faced the problem of teaching the rhythmic features like rhyme, rhythm and meter, etc. It is because these features were new to the students and they felt difficulty. Unless these features are taught in the class, they cannot understand the poem.

Diagram No. 17

Problem Related to Lack of Teaching Materials
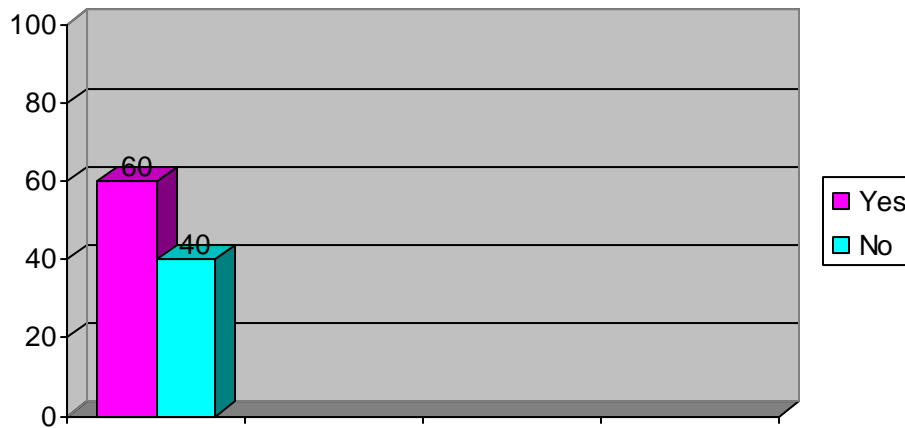
Diagram 17 shows the problem related to the lack of teaching materials. It has been found that sixty percent teachers faced the problem of teaching materials. In the valley, the text books and some other materials are only found but teacher's guide, poet's biography and other information are not found. So, they faced this problem. Unless having good knowledge about poet, his life, background information and literary trends, the poetry teaching is not easy.

Diagram No. 18

Problem Related to Teachers' Training
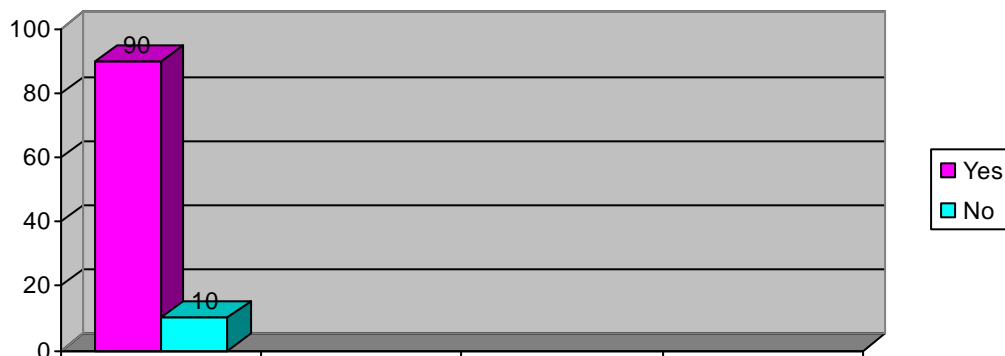
Diagram 18 shows the problem related to the teachers' training. It shows that the majority of teachers i.e. ninety percent faced the problem of teaching poetry

due to the lack of teachers' training. Unless the training and orientation about the course is given, the teachers always get confused. The teachers' training and orientation is rarely given in the context of teaching and learning process. Most of the teachers get confused because of not having the knowledge of the subject matter and the lack of methods and styles. The majority of English teachers faced this problem because of the lack of training and orientation.

Diagram No. 19

Problem Related to Rote Learning System
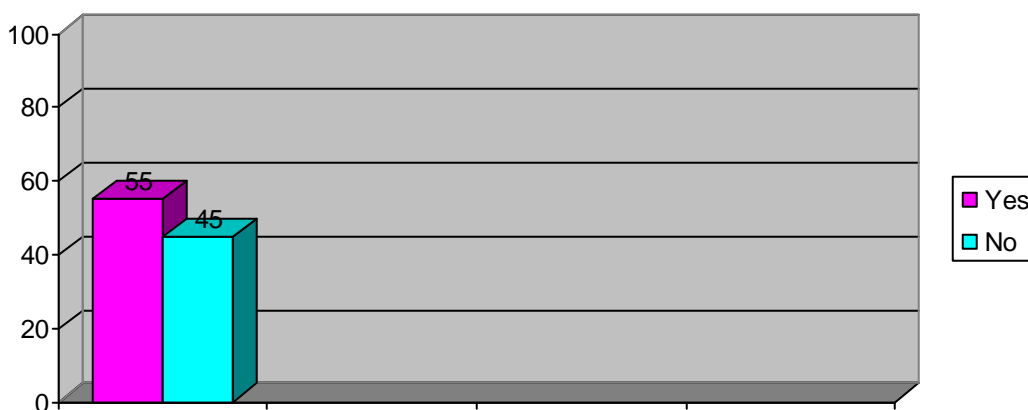
Diagram 19 is related to the rote learning system of the students. It shows that fifty-five percent English teachers faced the problem of rote learning system of the students. Students nowadays do not have the habit of creative reading but they only depend on their teachers' notes and lecture. Even then they do not try to remember. They read it only for the examination. This is also the problem which the English teachers faced in their class.

Diagram No. 20.

Problem Related to Giving Central Ideas

Diagram 20 shows the problem related to give the central ideas. It shows that seventy percent teachers faced the problem of giving the central idea. It is because the poem is from different socio-cultural background and creation of poet's mood and intention. So, it is rather difficult to find the central meaning of the poem. Not only this, English teachers faced the problems because the students need the Nepali translation about the poem's central idea.

Diagram No. 21

Problem Related to Critical Appreciation
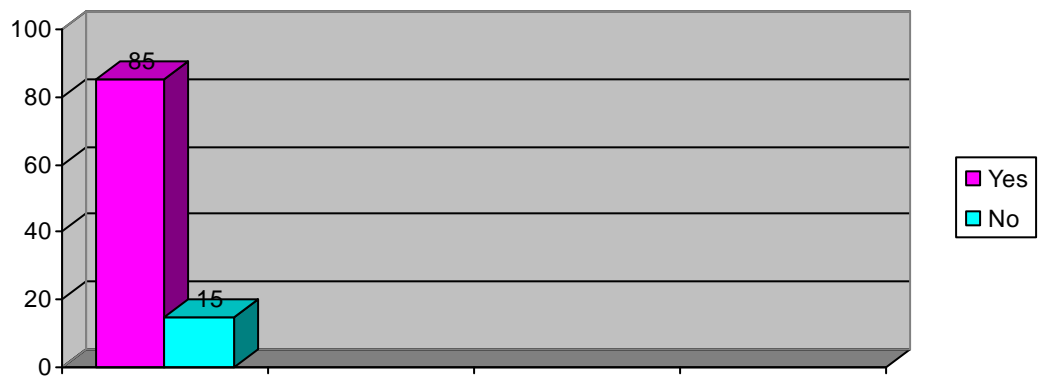
Diagram 21 shows the problem related to critical appreciation of the poem. It has been found that the majority of the teachers i.e. eighty-five percent faced the problem of critical appreciation. The topic critical appreciation itself is a tough subject. Some teachers usually give the critical appreciation about the poem without knowing the method, style and system of critical appreciation. For the critical appreciation, the students must have good knowledge about the topic, teachers should study well and preparation must be well and other critical ideas should be there. So, this is the problem greatly faced by the English language teachers.

3.3 Analysis of the Data in Terms of Relevance of Teaching Poetry

This section deals with the analysis of the data collected in terms of relevance of teaching poetry in higher secondary level. The relevance are found from the responses of English language teachers, students of higher secondary school of Surkhet district and other secondary resources of data, books, journals, unpublished thesis and other references. The researcher found the following relevancies of teaching poetry in secondary level.

Table No. 35

Relevance of Teaching Poetry

S.N.	Reasons	Yes		No	
		Yes	Percent	No	Percent
1.	Motivating material	40	100	x	x
2.	To develop vocabulary power	38	95	2	5
3.	For didactic purpose and pleasure	32	80	8	20
4.	For aesthetic purpose	26	65	14	35
5.	For poetic elements	28	70	12	30
6.	To know the deviated language	36	90	4	10
7.	To develop the skill of dictionary use	34	85	6	15
8.	Access to cultural background	38	95	2	5
9.	To know the literary language	28	70	12	30
10.	For past events, life style and writing style of the poet	28	70	12	30
11.	For intensive and extensive reading power of the students	36	90	4	10
12.	To develop language skills	40	100	x	x
13.	To learn more contents through small text	34	85	6	15
14.	To develop the interpretive ability and analytic power	30	75	10	25
15.	To develop the creativity of the students	34	85	6	15
16.	For expanding students' language awareness	40	100	x	x

It has been found that teaching poetry plays an important role to motivate the students. The students are well-motivated in the class when the teacher taught

poem in the class than any other text. A poem may elicit a powerful emotional response from students. The majority of the teacher i.e. one hundred percent opined on the support of this relevance. The newly constructed style, words, rhyme, rhythm and emotion of the poet are so interesting to the students that they were well-motivated.

Ninety five percent teachers opined that teaching poetry helped the students to develop the vocabulary power. In the poem there are many new words, phrases and literary terms. So, they try to get the meaning of the words and try to find new contextual use. So, it definitely develops the vocabulary power of the students.

Literary text always provides at least moral lesson as well as pleasure. The poem also provides moral lesson as well as pleasure to the students. Eighty percent of the teachers' view was that because of romance, satire, parody, irony, serious subject, fun and lyric, the poetry contains the pleasure giving subject matter. So, students were overjoyed in the class. In this way, the majority of teachers were on the favor of this relevance.

It has been found that sixty-five percent teachers supported literary text is not studied only for external benefits but also for aesthetic purpose. They opined that poetry is studied for poetry's fake. So, many students also took it as only for pleasure.

Seventy percent of teachers viewed that while teaching poetry it is essential to know the poetic elements. So, they usually teach elements of the poetry, in the class. They strongly favored that poetry teaching also made aware about the poetic elements to the students.

It has been found that the majority of teachers, i.e. ninety percent opined that poetry teaching made students aware about the deviated language. It is because poetry is literary form though language which is used in poetry is different than other text because of disorder, grammatical rules, rhyme, rhythm, meter, etc. So the teachers were strongly in the favor of this relevance.

It has been found that the eighty-five percent of teachers viewed that poetry teaching develops the skill of dictionary use of the students. More they read new poem, more they come across with the difficult words and phrases and they use the dictionary. It certainly develops the skill of dictionary use. Thus, the majority of teachers were on the favor of this relevance.

Poetry can provide students with access to the culture of the people whose language they are studying. It is because literature reflects the mirror of the society. Poetry is an authentic text which reflects the cultures of different societies. Moreover, students find different norms and values of different societies. Ninety five percent teachers viewed that poetry provides the cultural background to the students.

The language which is used in the form of literature is different with the language we use in our daily life. In literature, especially poetry, there is no rule in grammar, different symbols are used, figure of speech, personification, satire, metaphor, simile and metonymy are used which make the language different. The majority i.e. seventy percent teachers opined their view on the favor of this relevance to teach poetry.

It has been found that the teachers opined positively on the favor of relevance of teaching poetry for past events, life style of foreign people and writing style as well. The poets are always from different culture, who mainly reflect past events, life style of the people they assimilate their own lifestyle. Thus, while

teaching poetry students certainly know about these things. Thus, the majority of English teachers, i.e. seventy percent supported this relevance for the students while teaching poetry.

It has been found that the teachers strongly supported that students certainly improve the intensive and extensive reading power after reading poetry. According to the teachers, students not only learn the structure and vocabularies in the poetry but also they get pleasure. They go on reading the text to get pleasure and amusement. Thus, the majority of teachers i.e. ninety percent express their view on the support of this relevance.

It has been found that teaching poetry helps to develop the language skills of the students. They opined that by reading poetry, they can develop the four skills of language i.e. speaking, reading, writing and listening. Moreover, they develop the vocabulary power and creative writing and analysis power simultaneously. Thus, almost all the teachers i.e. hundred percent and students opined their positive view on this relevance of teaching poetry in the language class.

Actually, the poem contains very small text but contains more elements. It has been found that the majority of teachers and students i.e. eighty-five percent viewed that they got this relevance of teaching poetry. Most of the students do not feel bore while teaching poetry. They will get more knowledge even from the small text.

More the students read the new poem more they know new words, styles, emotions, culture and life style and use their own way. More the students get new knowledge more they develop the interpretive and analytic ability in their life. The majority of teachers i.e. seventy-five percent were in the favor that teaching poetry helps to develop the interpretive and analytic ability of the

students. By reading poem students analyze the poem in different ways which develops their skills to interpret the text from different point of view and with different styles.

Teaching poetry helps to develop the creativity of the student. Poetry reflects different types of images which encourage the students to think about the new subject matter and to express it in their own words and styles. Eighty five percent teachers opined their strong view on the favor of this relevance while teaching poetry in the classroom.

Teaching literature in the language classroom identifies 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 to be more sensitive to some of the overall features of English. Any opposing view was not found against the relevance of teaching poetry.

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS

4.1. Findings

In the process of study, the sample Higher Secondary Schools, teachers and students were visited to administer the questionnaire, to observe the classes and to take interview. The strategies and problems were identified and relevance of teaching poetry in Higher Secondary Level was found out. The findings are as follows:

1. The great number of the teachers i.e. ninety percent teach poem from general background information, introduce the poet, describe literary movement, describe the language of the poem, ask about the title from the students, describe the language of the poem and they teach vocabulary. But they do not encourage the students to predict the theme. They never ask about the pictures, describe the historical background and they never ask any students about the poem for guessing answers, etc. Thus, the pre-teaching activities performed by the teachers are found medium, neither perfect nor so poor.

2. It has been found that the great number of teachers read the poem as a whole and explained the meaning fifty percent in English, ten percent in Nepali and forty percent in English and Nepali. Only thirty percent teachers translate the whole poem. Eighty five percent teachers give the figurative meaning sixty-five percent teachers give the critical appreciation of the poem. Cent percent teachers always give the central idea of the poem at the end of the lesson. Forty percent of the teachers focus on single and sixty percent teachers always focus on more ideas. Further, seventy-five percent teachers always focus on more language skills whereas twenty-five percent teachers focus on single skill of

language. Moreover, eighty percent teachers always ask the students to read the poem aloud with the rhyme and rhythm. But five percent teachers do not focus on figurative meaning, fifteen percent never give critical appreciation and five percent each neither focus on language skills nor ask the students to read the poem with rhyme and rhythm while reading poem. This shows that most of the teachers are applying good strategies. Only less number of teachers are there using poor strategies.

3. It has been found that the great majority i.e. eighty percent of teachers ask the students to read the poem, ask some questions for their answers, provide feedback and give different kinds of writing exercises. But they are found not asking the students to perform different kinds of activities like acting, conversation, discussion, creating new poem, and reading the poem with good tune by the teachers. Thus, this shows that the post-reading activities of the teachers are poor.

4. It has been found that some teachers i.e. twenty percent try to apply student-centered method but they mainly use teacher-centered method. They somehow motivate the class but there is lack of students' participation in the class.

5. It has been found that the teachers somehow apply the pre-reading activities while-reading activities and post-reading activities but in reality many teachers face the problem of describing cultural background of the poet and poem because of foreign socio-culture. It has not been given sufficiently in the book. They also face the problem of figurative meaning, far-fetched images and symbolic meaning.

6. It has been found that the teachers face the problem of teaching literary terms in the poem, deviated language, finding poet's mood or intention, to

find multiple hidden meanings, problem of finding contextual meaning, students' low base, literary trends, poor linguistic competence of students, mother tongue interference of the students, Nepa-English, difficult to teach rhythmic features, lack of teaching materials, teachers' training, rote learning system, giving central idea and critical appreciation are the main problems.

7. Teachers are not totally perfect to apply all the strategies while teaching poem in the class. They are very poor in performing student-centered activities i.e. pair work, group work, role plays, miming creating poems in the class, asking them to create poems.

8. The students with poor base, poor language competence and creative activities are facing problems to read and get the meaning of the poems.

9. The teachers rarely use the teaching materials while teaching poetry. It has been found that there is no trend of using teaching materials.

10. It has been found that teachers rarely relate the students' experience with the situation of the poem.

11. It has been found that there is no any practice of teaching poetry creatively.

12. It has been found that poetry teaching consumes much time because of its different aspects.

13. Students are found very enthusiastic to read poetry but feel difficulty to understand and interpret because of literary terms, figures of speech and different symbols.

14. It has been found that almost all the students are dependent upon teachers' notes and references.

15. It has been found that poetry teaching in Higher Secondary Level has many relevancies which are as follows :

      i.   To motivate the students

      ii.   To develop vocabulary power.

      iii.   To get didactic knowledge and pleasure

      iv.   For aesthetic purpose.

      v.   To get knowledge of poetic elements

      vi.   To get knowledge of deviated language

      vii.   To develop the skill of dictionary use.

      viii.   To get cultural background

      ix.   To find literary language

      x.   To get historical knowledge of life style of foreigners and poet's writing style.

      xi.   For intensive and extensive reading poem of the students.

      xii.   To develop language skills.

      xiii.   To learn more content through small text.

      xiv.   To develop the creativity of the students.

      xv.   To develop the interpretative ability and analytic power.

      xvi.   For expanding students' language awareness.

4.2 Recommendations

The recommendations made by the researcher are as follows:

1. The researcher recommends to the English language teachers of higher secondary level to study the course of study of English well implemented by HSEB and prepare well before going to the real class.

2. The teachers should start the class with the motivation, description of historical background and some questions about the literary movement and poet.

3. The teachers should apply student-centered method and put some questions about subject matter for their answers including the description of the title.

4. The teachers should discuss about the figure of speech, deviated language and rhyming pattern of the poem.

5. The vocabulary teaching is obligatory. So, the teachers need to teach them.

6. The teachers should read the poem aloud with rhyme and rhythm and they need to ask the students to follow.

7. The teachers should not translate the whole poem into Nepali. They need to translate in simple English. If it is necessary, they may translate only difficult words and literary terms.

8. The teachers should ask the students to guess the themes first. If they cannot, the teachers should explain the central idea.

9. The teachers should ask the students about critical appreciation first. If the students are unable, they need to give the appreciation.

10. Teachers should encourage the students to relate the symbolic meaning from their side. If they cannot, they should explain them.

11. The teachers should encourage the students to do exercises from the related topic and there should be feedback giving process.

12. The teaching poetry should focus on the varieties of language skills.

13. In post-reading activities the students should be participated in different activities i.e. role play, conversation, discussion, miming and creating new poems in the class as well as homework.

14. The teachers should apply student-centered method and they should play the role of facilitator but not the dictator and the English should be used as a medium of instruction and teaching process should be fun.

15. The teachers should use different types of relevant teaching materials while teaching poetry in the classroom.

16. The English language teachers should be hard working to lessen the problems. More they prepare well about poem more they can teach easily and effectively.

17. HSEB should manage/provide the training and orientation to the English language teachers of Higher Secondary Level about teaching literary genres in the language classroom in the collaboration and cooperation of Ministry of Education.

18. The Curriculum Development Center should include poem written in English and Nepalese culture.

19. The teachers' manuals, textbooks and other reference books should be easily available in the market. It should be managed by the CDC.

20. Because of part time-teachers there is no sense of responsibility. So, the HSEB should manage the post for teachers and relevant salary should be given by the government.

21. The school administration should manage the relevant number of students so that teachers can provide equal care to each and every student.

22. The facilities should be given to the teachers.

23. The teachers should maintain the objectives of teaching English in Higher Secondary Level.

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Appendix-I

Questionnaire and Interview Schedule to the English Teachers

Name of the teacher: **Qualification:**

School:

Experience:

Please read the following questions and give your answers

Q.N.(1) Do you like to teach poem in the class? Give reasons.

 ……………………………………………………………….

Q.N.(2) Do you start teaching poem from its general background discussing
     with students? Give reasons.

………………………………………………………………….

Q.N.(3) Do you give the introduction of the poet? Give reasons.

………………………………………………………………………….

Q.N.(4) Do you discuss with the students about what literary movement it
     belongs to? Give reasons.

………………………………………………………………………….

Q.N.(5) Do you describe the language of the poem (Unusual language, words,
     phrases, rhyming scheme, pun ,ambiguities, figure of speech, symbolic
     meaning, alliteration and assonance)? Give reasons.

………………………………………………………………………….

Q.N. (6) Do you relate the topic with the students experience? Give reasons.

………………………………………………………………………….

Q.N. (7) Do you describe the title or ask the students to predict the theme of the
     poem from its title? Give reasons.

………………………………………………………………………….

Q.N.(8) Do you describe the lines or ask the students to suggest the subject or
     theme of the poem ? Give reasons.

………………………………………………………………………….

Q.N.(9) Do you ask the students to discuss or describe picture or photograph?
Give reasons.

…………………………………………………………………………

Q.N.(10) Dou you ask the students what they would do and how they would
respond in the similar situation as in the poem? Give reasons.

…………………………………………………………………………

Q.N.(11) Do you give the summary of the poem before teaching it? Give
reasons.

…………………………………………………………………………

Q.N.(12) Do you read the poem as a whole and explain the meaning? Give
reasons.

…………………………………………………………………………

Q.N.(13) Do you read the poem and explain the meaning in Nepali or English?
Give reasons.

…………………………………………………………………………

Q.N.(14) Do you translate not the whole poem but only the difficult words?
Give reasons.

…………………………………………………………………………

Q.N.(15) Do you give the figurative meaning of the poem? Give reasons.

…………………………………………………………………………

Q.N.(16) Do you give the critical appreciation of the poem to the student? Give
reasons.

…………………………………………………………………………

Q.N.(17) Do you give the central idea of the poem at the end of the lesson?
Give reasons.

…………………………………………………………………………

Q.N.(18) Do you focus on single central idea , or more? Give reasons.

…………………………………………………………………………

Q.N.(19) which skill of the language do you focus more while teaching poetry
in the class room? Give reasons.

…………………………………………………………………………….

Q.N.(20) Do you ask the students to read the poem aloud with clear rhyme and
rhythm? Give reasons.

…………………………………………………………………………….

Q.N.(21) Is teaching poem more difficult than teaching any other text? Give
reasons.

…………………………………………………………………………….

Q.N.(22) Is teaching poem difficult? What are the causes behind it? Give
reasons.

…………………………………………………………………………….

Q.N. (23) What problems do you face while teaching poetry in the classroom?
Give reasons.

…………………………………………………………………………….

Q.N. (24) Are your students well motivated and curious when you teach poem
in the class? Give reasons.

………………………………………………………………………

Q.N. (25) If not what are the causes behind it? Give reasons.

…………………………………………………………………………….

Q.N. (26) What skills in language do your students develop by reading poetry?

………………………………………………………………………

Q.N. (27) Do you think that poetry motivate the students in the language
classroom? Give
reasons.…………………………………………………………………

Q.N. (28) Does the poem develop the language skill of the students? Give
reasons.…………………………………………………………….

Q.N. (29) Does the poetry of 10 +2 level bridge the curriculum of secondary

   level to advance level? Give

   reasons.…………………………………………………………………

Q.N. (30) Does the poetry develop the vocabulary power of the students? Give

   reasons...…………………………………………………………………

Q.N. (31) Does the language of the poetry differ with the language of other

   Literary genres? Give

   reasons.…………………………………………………………………

Q.N. (32) Does it provide more content through small text? Give reasons.

…………………………………………………………………………

Q.N. (33) Does it develop the creativity of the students? Give reasons.

   ………………………………………………………………………….

Q.N. (34) Does it provide moral lesson and pleasure? Give reasons.

   ………………………………………………………………

Q.N. (35) Does it increase the interpretative and analytic power of the students?

   Give reasons.

   ………………………………………………………….

Q.N. (36) Does it develop the intensive and extensive reading power of the

   students? Give reasons.

   ………………………………………………………………………….

Q.N. (37) Does it develop the cultural awareness of the students? Give reasons.

   …………………………………………………………………………

Q.N. (38) Does it improve the skills of dictionary use? Give reasons.

………………………………………………………………………….

Appendix-II

QUESTIONS FOR THE STUDENTS

Name of the student: **School:**

Class: **Age:**

Students are required to give their answers according to their experience:

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

Q.N.(1) Do you get enjoyment when your teacher taught poem in the class ?

    i) Always   ii) Sometimes   iii) Never

Q.N.(3) Do your teachers introduce the poet ?

    i) Always   ii) Sometimes   iii) Never

Q.N.(2) Do your teachers start teaching poem from some general background?

    i) Always   ii) Sometimes   iii) Never

Q.N (4) Do your teachers ask some questions about the poem before teaching

    it?

    i) Always   ii) Sometimes   iii) Never

Q.N.(5) Do your teachers describe the literary movement ?

    i) Always   ii) Sometimes   iii) Never

Q.N.(6) Do your teachers explain the unusual languages?

    i) Always   ii) Sometimes   iii) Never

Q.N.(7) Do your teachers ask you to predict the theme or about the title?

    i) Always   ii) Sometimes   iii) Never

Q.N.(8) Do your teachers describe the lines ? or ask the students to suggest the

    subject or theme of the poem?

    i) Always   ii) Sometimes   iii) Never

Q.N. (9) Do your teachers ask the students to discuss or describe the pictures or

    photographs?

    i) Always   ii) Sometimes   iii) Never

Q.N.(10) Do your teachers give the summary of the poem before teaching it ?

     i) Always   ii) Sometimes   iii) Never

Q.N.(11) Do your teachers read the poem as a whole and explain the meaning ?

     i) Always   ii) Sometimes   iii) Never

Q.N.(12) Do your teachers explain the meaning in Nepali or English?

     i) Always   ii) Sometimes   iii) Never

Q.N.(13) Do your teachers give the figurative meaning of the poem?

     i) Always   ii) Sometimes   iii) Never

Q.N.(14) Do your teachers translate not the whole poem but only the difficult words?

     i) Always   ii) Sometimes   iii) Never

Q.N.(15) Do your teachers give the critical appreciation of the poem?

     i) Always   ii) Sometimes   iii) Never

Q.N.(16) Do your teachers give the central idea of the poem at the end of the lesson?

     i) Always   ii) Sometimes   iii) Never

Q.N.(17) Are you well-motivated in the class when your teachers teach poem?

     i) Always   ii) Sometimes   iii) Never

Q.N.(18) Do your teachers focus on single idea or more?

     i) Always   ii) Sometimes   iii) Never

Q.N.(19) Do you like your teachers' ways of teaching poem in the class?

     i) Always   ii) Sometimes   iii) Never

Q.N.(20) Do you read poem outside your course book?

     i) Always   ii) Sometimes   iii) Never

Q.N.(21) Which skill or skills of language can your develop by reading poem?

    …………………………………………………………………………..

Q.N.(22) Which poem of your book is very interesting , and why?

    …………………………………………………………………………..

Q.N.(23) Is learning poem is difficult than other texts ? If yes, please, point out the causes of difficult?

……………………………………………………………………………………

Q.N.(24) Is reading poem helpful to learn English language? If yes, how?

Please give your answer

………………………………………………………………………………..

Q.N.(25) Do your teachers ask you to write the poem at end of the class?

 ……………………………………………………………………………….

Q.N. (26) Do you like to write poem? If not, why? Give reasons.

…………………………………………………………………………………

Q.N. (27) Do you think that poetry motivates you in the language

Class room?

…………………………………………………………..

Q.N. (28) Does the poem develop the language skill?

…………………………………………………………………………………

Q.N. (29) Does the poetry of 10 +2 level bridge the curriculum of secondary level to advance level?

……………………………………………………….....................................

Q.N. (30) Does the poetry develop the vocabulary power?

…………………………………………………………………………………

Q.N. (31) Does the language of the poetry differ with the language of other literary genres?

…………………………………………………….......................................

 Q.N. (32) Does it provide more content through small text?

…………………………………………………………………………………

Q.N. (33) Does it develop your creativity?

…………………………………………………………………………………

Q.N. (34) Does it provide moral lesson and pleasure?

……………………………………………………………………………………

Q.N. (35) Does it increase your interpretative and analytic power?

……………………………………………………………………………………………

Q.N. (36) Does it develop your intensive and extensive reading power?

…………………………………………………………………………………..

Q.N. (37) Does it develop your cultural awareness?

………………………………………………………………………………….

Q.N. (38) Does it improve your skills of dictionary use?

………………………………………………………………………………

Thanks!!!

Appendix-III

Class Observation Form

Name of the Teacher: **Qualification:**

Experience: **Topic:**   **School:**

1. Activities	Yes	No	Remarks
❖ Motivation ❖ Historical and cultural background ❖ Giving some general background of the poem ❖ Giving introduction of the poet ❖ Describing the title of the poem or asking from the students ❖ Asking some questions about the poem for guessing answers ❖ Asking the students for guessing the subject matter ❖ Describe the languages ❖ Relating the topic with the students' experience ❖ Asking the students the theme of the poem ❖ Teaching vocabularies			
2. While – Teaching activities	Yes	No	Remarks
⟩ Reading the poem and asking the students to follow ⟩ Reading the poem line by line and describing the meaning ⟩ Reading the poem verse by verse and explaining the meaning ⟩ Translating the poem in English ⟩ Translating not the whole poem but only the difficult words ⟩ Giving the figurative meaning of the poem ⟩ Giving the critical appreciation of the poem ⟩ Giving the central idea of the poem ⟩ Giving the summary of the poem ⟩ Giving different analytical meaning			
3. Post- reading activities	Yes	No	Remarks
➤ Asking the students for reading the poem ➤ Reading the poem with good tune by the teacher ➤ Asking some questions for answer ➤ Providing feedbacks			

➢ Giving different kinds of writing exercises ➢ Creating the new poem by the teacher in the class ➢ Asking the students for re-writing the poem as a different form of discourse ➢ Asking the students for writing poem by giving situation or hints ➢ Asking them to mime some situations			

Appendix-VII

List of English language teachers undertaken for the study

S.N.	Name of Teachers	Qualification	Subject	Name of the School
1.	Agni K.C.	M.Ed.	English	Shree Krishna Sanskrit Higher S. School, Itram, Surkhet
2.	Jeevan Upadhyaya	M.Ed.	English	''
3.	Bimal Nepali	M.A., B.Ed.	English	Jana H. S. School, Birendranagar, Surkhet
4.	Raju Chitrakar	M.A./B.Ed.	English	''
5.	Shiva Khadka	M.Ed.	English	''
6.	Bhawana Basnet	M.Ed.	English	''
7.	Bom Bahadur K.C.	M.Ed.	English	Janasewa Higher Secondary School, Sahare, Surkhet
8.	Bhanu Prasad Sharma	M.Ed.	English	Suryajyoti Higher Secondary School, Mehalkuna, Surkhet
9.	Padamraj Poudel	M.Ed.	English	''
10.	Dipendra Bhushal	M.A.	English	Eager Bridge Higher Secondary School, Birendranagar, Surkhet
11.	Mahendra Budhathoki	M.A., B.Ed.	English	''
12.	Santosh Bhandari	M.A.	English	''
13.	Dipendra K.C.	M.Ed.	English	Ammarjyoti Higher Secondary School, Neware, Surkhet
14.	Purna Bahadur Kandel	M.A./ B.Ed.	English	''
15.	Khagendra Thapa	M.A., B.Ed.	English	''
16.	Netramani Chalise	M.A., B.Ed.	English	''
17.	Dilli Bhandari	M.Ed.	English	Bidhyapur H.S., Surkhet
18.	Deepak Sapkota	M.Ed.	English	''
19.	Chakrapani Sapkota	B.Ed., M.Ed.	Eng/Curr.	''

S.N.	Name of Teachers	Qualification	Subject	Name of the School
20.	Tirtha Timilsina	M.Ed.	English	Bidhyajyoti H.S.S, Babiyachaur, Surkhet
21.	Deepak Shahi	M.A.	English	,,
22.	Gokul Pandey	M.A.	English	Suryaprakash H.S.S. Palainte, Surkhet
23.	Hikmat Bahadur Oli	M.Ed.	English	SOS H.G. M. School, Surkhet
24.	Mukund Giri	M.A./B.Ed.	English	,,
25.	Kali Prasad Pandey	M.A./B.Ed.	English	Birendranagar Multiple Campus, Surkhet
26.	Dr. Sharad Chandra Kashyap	Ph.D.	English	,,
27.	Lal Bahadur Khadka	M.Ed.	English	Shikhar H.S.S. Ramghat, Surkhet
28.	Karna Bahadur Rawat	M.Ed.	English	Janasewa H.S.S. Ghushra, Surkhet
29.	Khadga Thapa Magar	M.Ed.	English	,,
30.	Khagendra Pd. Bhattarai	M.Ed.	English	Shiva H.S.S. Latikoili, Surkhet
31.	Ramanda Yadav	M.A./M.Ed.	English	,,
32.	Ram Bahadur B.K.	M.Ed.	English	Ne. Ra. H.S.S. Badakholi, Surkhet
33.	Purna Bahadur Kandel	M.A./ B.Ed.	English	Ammar Jyoti
34.	Lok Bahadur Khatri	M.Ed.	English	Jana Sewa, H.S.S. Sahare
35.	Govinda Adhikari	M.Ed.	English	Ananda H.S.S. Gumi, Surkhet
36.	Youbraj Chapai	B.Ed.	English	,,
37.	Krishna Chapai	M.Ed.	English	,,
38.	Ram Bahadur Shahi	M.Ed.	Enlgish	Bhairav H.S.S. Bhairavsthan, Surkhet
39.	Dipendra Lamsal	M.Ed.	English	Sharada H.S.S. Chhinchu, Surkhet
40.	Yadu Gyawali	M.Ed.	English	Usha Bal Vatika H.S.S. Surkhet

Appendix - VIII

List of visited Higher Secondary Schools

1. Ammar Jyoti Higher Secondary School, Surkhet

2. Birendranagar Multiple Campus, Surkhet

3. Jana Higher Secondary School, Surkhet

4. Krishana General Secondary School, Itram, Surkhet

5. Eager Bridge Higher Secondary School, Latikoili, Surkhet

6. SOS Hermann G. Meinor Secondary School, Kalagaun, Surkhet

7. Surya Prakash Higher Secondary School, Palainte, Surkhet

8. Surya Jyoti Higher Secondary Schoool, Mehelkuna, Surkhet

9. Nepal Rastriya Higher Secondary School, Badakholi, Surkhet

10. Janasewa Higher Secondary School, Ghushra, Surkhet

11. Bhairab Higher Secondary School, Bhairabsthan, Surkhet

12. Sharada Higher Secondary School, Chhinchu, Surkhet

13. Shiva Higher Secondary School, Latikoili, Surkhet

14. Jeevan Jyoti Higher Secondary School, Baddichaur, Surkhet

15. Bidhaya Jyoti Higher Secondary School, Babiyachaur, Surkhet

16. Usha Bal Vatika Higher Secondary School, Birendranagar, Surkhet

17. Shikhar Higher Secondary School, Ramghat, Surkhet

18. Ananda Higher Secondary School, Gumi, Surkhet

19. Janasewa Higher Secondary School, Sahare, Surkhet

20. Birendra Multiple Campus, Birendranagar, Surkhet

Appendix - IX

List of Higher Secondary Schools and Students

Group A : Shree Ammar Higher Secondary School, Neware, Surkhet

1. Maya Regmi
2. Bishnu Rokaya
3. Bhim Bhadur Pun Magar
4. Hira Kumari Thapa
5. Laxman Dhakal
6. Dil Kumari Upadhyaya
7. Khadka Rana
8. Kriti Subedi
9. Khaga Raj Budha
10. Madhuban B.C.

Group B: Shree Jana Higher S. School, Birendranagr, Surkhet

1. Dipendra Magarati
2. Parvati Nepali
3. Shuveksha Pandey
4. Samikshaya Bhattarai
5. Peking Acharya
6. Anjana Nepali
7. Santosh Chaudhary
8. Yam Prasad Lamichhane
9. Rupesh Pokhrel
10. Sushmita Singh

Group C : SOS Herman G. Meinor H. S. School, Kalagaun, Surkhet

1. Sita Pun
2. Shova Mahatara
3. Barsha Upadhyaya
4. Gaurav Gurung
5. Ganesh Raj Joshi
6. Tularam B.K.
7. Shova Giri
8. Suraj Gurung
9. Ushan Thapa
10. Parash Singh

Group D : Shree Janasewa Higher Seocndary School, Ghushra, Surkhet

1. Mangali Chaudhary
2. Narendra B.C.
3. Sabita Oli
4. Dev Prasad Bhattarai
5. Yam Bahadur Oli
6. Shanti B.C.
7. Chandra B.C.
8. Nanda B.K.
9. Kamala Sharma
10. Bhakta Bahadur Mahatara

Group E : Usha Val Vitika Higher Secondary School, Surkhet

1. Yamuna K.C.
2. Bishnu Phadera
3. Dev Prasad Subedi
4. Yagya Bahadur Rana
5. Priti Mallah
6. Laxmi Bhandari
7. Sumnima Singh
8. Sudikshya Thani
9. Janaki Gurung
10. Sunita Malla

Group F: Shree Sharada Higher Secondary School, Chhinchu, Surkhet

1. Dharma Raj Kandel
2. Deepak Chapai
3. Jopendra B.C.
4. Manjuri K.C.
5. Sindhu Paudel
6. Jagat Subedi
7. Hridaya Shahi
8. Purna Bhadur Ramtel
9. Hari Maya Tiwari
10. Shiva Raj Regmi

Group G : Bhairav Hgiher Secondary School, Bhairabsthan, Surkhet

1. Kali Bahadur Malla
2. Rojina Lamsal
3. Junga Bhadur Thami Magar
4. Shikha Pokhrel
5. Asmita Regmi
6. Ram Subedi
7. Roshani Thapa
8. Binod Chaudhary
9. Kamal Dhaulakoti
10. Sunita Gaha

Group H : Shree Krishana General H S. School, Itram, Surkhet

1. Everest Bahadur Singh Thakuri
2. Nirmala Sunar
3. Basudev Giri
4. Nanda Bahadur Basnet
5. Nabin B.C.
6. Rupak Budha
7. Upendra Bahadur Bhandari
8. Sunil Gurung
9. Kamalkant Gharti Magar
10. Kaushik G.M.

Group I : Shree Shiva Higher Secondary School, Latikoili, Surkhet

1. Ramesh Bhandari
2. Manu Chaudhary
3. Navin B.C
4. Gita Neupane
5. Hari Sherestha
6. Pawan Khatri
7. Ram Bahadur Thapa
8. Pushpa Yogi
9. Rabin Chaudhary
10. Krishna Thapa

Group J : Shree Suryaprakash H. Secondary School, Palainte, Surkhet

1. Topendra Prasad Paudel
2. Gokarna Thapa
3. Shova Paudel
4. Ramhari Basnet
5. Krishna Bahadur B.K.
6. Gopal Shrestha
7. Kaushila Neupane
8. Gita Thapa
9. Bimal Khadka
10. Rita Dhakal