

# **CHAPTER-ONE**

## **INTRODUCTION**

### **1.1 General Background**

#### **1.1.1 English Language Teaching in Nepal**

English language is spoken all over the world and it is accepted as an international language. It is the language of trade, modern science and technology and so on. English is a very important tool for accelerating the modernization process in Nepal.

English Language Teaching has its own long history in Nepal. The formal teaching and learning of English Language started with the establishment of Darbar High School in 1853 A.D. by Janga Bahadur Rana after his visit to Britain where he was highly impressed by the British Education System. But Janga Bahadur Rana did not pay much attention on mass education. Darbar High School was only meant for giving education to the children of the Ruling Rana families and their favorite people. In the course of time, the importance of English language was realized in Nepal. English language was started to be taught from grade four up to the Bachelor level as a compulsory subject. Since 2003 A.D. English is being taught as a compulsory subject from grade I in school level though it is being taught from pre-primary level in private schools. It is being taught as optional subject from the school level to college level.

Initially reading and writing were given high priority whereas other skills such as listening and speaking were ignored. English was taught through G.T. method. English language was taught by translating the target language into the mother tongue of the students. But later on, this method was realized as merely traditional, unnatural and inappropriate as that other methods like direct method, communicative method, audio-lingual method etc. were produced in the field of language teaching.

English language in Nepal does not seem to go satisfactorily till today because of the lack of professional development of the teachers. The politics of Nepal has also paralyzed English language in Nepal in one way or other. Moreover, we are still using grammar translation method which is outdated and has been severely criticized for its failure to develop communicative ability in students.

### **1.1.2 Language and Literature**

Language is a means of communication. It is a process of transmitting the message through the speakers to the receivers. People exchange their feelings and emotions through it. language helps to expose the basic needs of human beings. Language has been playing an important role in transmitting the message from history, culture and religion from one generation to another. People speak several language in the world. Among all the languages in the world today, English has been regarded as a world language. It has been the link language between the people of different nations. Nepal is not an exception for excluding English. In Nepal, English has been used as a means of interaction and medium of writing by the people since the Rana Regime.

Language is defined as “The system of human communication which consists of the structured arrangement of sounds (or their written representation) into large units eg. morphemes, words, sentences, utterances”, Richard. J. et. al (1999, p. 196). In this definition Richard clearly states that language is the system of communication. The words and sentences are systematically arranged in a language to express one’s thoughts, feelings and expressions.

Similarly, as quoted by Khadka (2005, p. 6) Sapir defines language as, “purely a human and non instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.” This definition focuses on the varieties of language. Communication is done not only through language but also through the use of gestures, tactile, olfactory etc. So, there are different methods of learning language.

The process of learning language differs from situation to situation. A child learns his/her first language automatically in natural setting. No conscious effort is required for a child to master his/her first language. The child only requires the exposure for the natural use of the language. But the second language learner requires special effort on learning the language. Second/foreign language learning requires special teaching/training in formal classroom. Literature is a medium to learn language as there is close connection between language and literature.

The term 'literature' refers to the special form of writing that includes poems, plays, stories etc. which are taken as a form of art. Literature is so vague that it is difficult to define, however, it is easy to recognize. Rai (2004, p.2) defines literature as "a special kind of writing which differs from other kinds of writing such as catalogues or timetables; the difference can be seen in purpose, elements and forms."

Here, Rai clearly differentiates literature from other kinds of writings like catalogues, operation manual of pressure cooker etc. Literature has its own purpose, elements and forms. It is a product of special language. It is different in its purpose than general writing.

As quoted in class ix Optional English Book (P. 7), Eric Partridge defines literature as "Literature lies beyond any matter of pronunciation and is confined to written language, it is the more conventional, stylized, dignified, and sometimes more beautiful form of language, it is also more rhythmical and musical form".

Here, Partridge has focused on the written form of language. Language is beautified and stylized by the elements of language like rhythm, rhyme, pattern of the words etc. Literature differs from other general writings in terms of its language.

Similarly, Long (2002, P.3) defines literature as

“the written records of the race, including all its history and sciences as well as its poems and novels; in the narrower sense literature is the artistic record of life and most of our writing is excluded from it, just as the mass of our buildings, mere shelters from storm and from cold, are excluded from architecture.”

In this definition, Long focuses on the broad aspect of literature. The language of literature is artistic. Literature is the written record of the history of human race, science etc in an artistic form . It includes history, sciences, novel, poems etc. It is the written and artistic form of language.

The above definitions of literature clarify that all the written articles are not included in literature. Literature does have certain characteristics which distinguish it from general pieces of writing like newspaper article, operational manual of a pressure cooker etc. Permanency, craftsmanship, originality, consciousness of moral values are the characteristics of literature.

Writers or poets create something to be time immemorial, something that will be read forever. Every writer longs his works to be immortal. Shakespeare has beautifully expressed the desire of permanency in his work ‘Shall I Compare Thee to a Summer’s Day?’

“So long as men can breathe and eyes can see,  
So long lives this and this give life to thee”

Here, the speaker makes his beloved immortal through his verse. His beloved lives as long as the people live in the earth. The immortality of the beloved is the result of the verse. But a newspaper or an advertisement in a newspaper does not possess such desire of permanency.

Similarly Craftsmanship refers to the technical aspect of literature. Right word in right place is the basic criterion of a good literature. The use of figurative language enables the artist to express his/her feelings effectively.

Originality in literature refers to the ways of seeing and expressing the old unalterable things in a new way. To find an original theme is an impossible task. However, a creative and original writer can see an old story in some new light.

Likewise, literature even at the lowest level contains morality. Morality can be taken as the message of the writer to the speaker. Morality in literature is expressed indirectly. The more it is expressed indirectly, the better it is accepted.

In short, literature expresses and communicates thoughts, feelings and attitudes towards life. It grows directly out of life. Literature reflects life in society: the life with all its beauties and ugliness, sorrows and happiness and problems and developments. It is the written record of man's spirit, his thoughts, emotions and aspirations. It is characterized by its artistic, its suggestive and its permanent qualities.

### **1.1.3 Teaching English Language through Literature**

The value of literature in language teaching cannot be exaggerated. There is nothing new about the idea of integrating language and literature in language teaching. Integration was significant and clear at the time when literary writings were introduced in the courses. Yet, some English language teaching experts argue that the role of literature in language teaching is hard to justify. They question whether literature has any significance in language teaching. They stress that it is better to give students a thorough grounding in language skills before they have to read literature. Rai (2004, p. 80) even writes, "supporters of literature and language teaching could not see each other eye to eye".

But other experts of English language Teaching claim that literature and language teaching is one and the same thing. Rai, (2004, p. 80) has emphasized the interrelationship between English language and literature. He writes “Teaching foreign language (e.g. English) in Nepal and in many other countries is teaching literature of that language”. He further writes “Teachers and ELT practitioners realized literature and language could support each other”. Rai clearly claims the deep relationship between language and literature. According to him, teaching language is itself teaching literature. Language supports literature and vice versa.

Similarly Jha, (1999, p. 66) writes “There is no other way of acquiring a sophisticated command of language except through assiduous study of its literature”. Here, Jha also extremely supports on the relationship between language and literature. According to him teaching literature provides refined command of language. So literature and language should be observed by the same lens.

Likewise, as cited by Singh (2004, p. 6) Nissani and Lohani write, “. . . the best road to language proficiency lies in its literature; nothing is so emotionally gripping so that it is . . . remembered for a long time”. Here, Nissani and Lohani claim literature as a vehicle to enhance proficiency in language.

Thus we can emphasize that teaching literature is a way learning language. Literature and language need to be placed side by side and taught by integrating them. The negligence of one impairs the another. The separation of one from another makes the teaching and learning activities futile.

#### **1.1.4 Literature and its Genres**

The term ‘genre’ is used to signify a literary species or a literary form. As quoted in the Optional English book grade IX, and also according to Rai (2004, p.11), literary texts are classified into the following genres:

## **A. Prose**

The term prose is used to cover every kind of writing except verse. Prose is commonly believed to be uninteresting but prose can be very lucid, interesting and poetic in the same way as some poems can be prosaic. Abrams(1999,p.255) defines prose as, “an inclusive term for all discourse, spoken or written, which is not patterned into the lines either of metric verse or of free verse”. So, prose is a discourse that primarily excludes metrical pattern. According to their characteristics prose can be classified as essay, story and novel which are described differently below:

### **a. Essay**

Abrams (1995, p. 54) defines essay as “any brief composition in prose that undertakes to discuss a matter, expresses a point of view or persuades us to accept a thesis on any subject whatever.” By analyzing this definition, we can say that essay is a kind of prose work. It is a short piece of writing on one particular subject. An essay can be written on any subject like science, culture, sports, politics etc. The writer usually tries to persuade the readers on his subject-matter. It should be neither too short nor too long like a novel.

### **b. Novel**

Abrams (1995, p. 110) defines novel as “a term applied to a great variety of writings that have in common only the attribute of being extended works of prose fiction”. So, we can claim that novel is a long narrative writing elevated in style. It consists of a large number of characters and events. Novel can be fictional or non-fictional. The fictional novels are written with imaginary characters and events. Non-fictional novels narrate the true history of someone or something. Plot, character, setting, theme etc are the characteristics of a novel.

### **c. Short Stories**

Tilak (1999, p. 194) defines short story as “a short story is a kind of prose fiction which has grown up besides the novel and which has its own important and recognized place in literature . . . requiring from half an hour to one hour for its perusal”.

So, a short story shares the characteristics of a novel. It has setting, plot, theme, characters etc like of a novel. But story is shorter than a novel. A story narrates the past events and incidents systematically. It does have moral, theme etc.

### **B. Drama**

Drama is a literary form designed for the theatre. In a drama, the actors take the roles of the characters and perform their indicated actions. They utter the written dialogues. According to Oxford English Dictionary “drama is a composition in prose or verse, adopted to be acted on the stage in which a story is related by means of dialogues and actions and is represented with accompanying gesture, costume and scenery as in real life”.

By analyzing this definition, we can conclude that a drama is written to be performed on the stage. It can be found either in prose or in verse. Plot, character, dialogue, setting, theme etc are the elements of a drama. The facial expressions, gestures and costume of the characters are vital in a drama.

### **C. Poetry**

Tilak (1999, p. 2) defines poetry as “an imaginative and emotional interpretation of life”. As quoted by Rai (2004, p. 12), Courthope defines poetry as “the art of producing pleasure by the just expression of imaginative thought and feeling in metrical language”.

By analyzing these definitions, we can say that poetry is a piece of creative writing which is generally composed in verse. Poetry is the artistic expression



of powerful feelings and emotions. Poetry is the interpretation of life. It is written about life. It is the source of pleasure. The poetic language is different from the language of prose and the language of daily use.

According to Rai (2004, p. 11) there are the following types of poetry:

I. Epics

II. Ballads

III. Lyrics

IV. Odes

V. Elegy, and

VI. Sonnet

They are explained below:

### **I. Epics**

Abrams (1995, p. 49) defines epic as “a long narrative poem on a great and serious subject related in an elevated style, and centered on a heroic or quasi-divine figure on whose actions depends the fate of a tribe, a nation or the human race” .

So, epic is a long story in verse. It is a long narrative poem. It often deals with heroic action. An epic has a broad setting often including earth, heaven and hell as in Milton’s Paradise Lost.

### **II. Ballads**

Abrams (1955, p. 13) defines ballad as “a song transmitted orally, which tells a story”. Ballad is a short story in verse. The ballad was originally oral literature. They were passed on orally from generation to generation. Ballad is often

found in a four line stanza. Ballad often deals with the theme of love, marriage, divorce, battles, supernatural elements etc.

### **III. Lyrics**

The lyric is the commonest kind of poetry of self expression. It is a poem expressing the personal feelings and emotions of the poet directly. Abrams (1996, p. 89) defines lyric as “a song rendered to the accompaniment of a lyre... It is a non narrative poem presenting a single speaker who expresses a state of mind or a process of thought and feeling.” So, a lyric is a short and musical poem. It is composed to be sung with music. The speaker in a lyric expresses his feelings directly. It deals with a single emotion.

### **IV. Odes**

Abrams (1995, p. 16) defines ode as “a long lyric poem, serious in subject, elevated in style and elaborate in its stanzaic structure”. So, an ode is a special kind of lyric. It is more dignified, serious and elaborated than the simple lyric. It is often written in metre and expresses noble sentiments in celebration of some special event. Shelley’s “Ode to the West Wind” is the best example of an ode.

### **V. Elegy**

Rai (2004, p. 21) defines Elegy as “a poem that laments on the death of some person. It is a poem of mourning that expresses the intense feelings of the poet about the loss of someone very dear to him or her”. An elegy is a poem or song of sorrow especially for a dead. It is nostalgic in its tone. It is a formal and sustained poem of lament for the death of a particular person. Thomas Gray’s “Elegy Written in a Country Churchyard” is one of the most popular elegies in English literature in which Gray expresses his nostalgic feelings at the demise of humble and rustic people.

## **VI. Sonnet**

The term 'sonnet' is derived from the Greek word 'Sonneto' meaning a sound. It is a short lyric of fourteen lines. Abrams (1995, p. 169) defines sonnet as "a lyric poem written in a single stanza; which consists of fourteen iambic pentameter lines linked by an intricate rhyme scheme". So, a sonnet has fixed form. It is written in 14 lines. It is written either in a single stanza or can be internally divided into two or three stanzas. Sonnet was first written in Italy in the 14<sup>th</sup> century by the Italian poet Petrarch. Sir Thomas Wyatt was the first English poet to write sonnets in England. William Shakespeare flourished sonnet in England. Love was the major theme of sonnet then. Later on sonnet was started to be written on different subject-matters like religion, violence etc.

### **1.1.5 Importance of Poetry**

The textbook 'New Generation English' includes all together eight poems written by the poets of the east and west including Nepal. The wide necessity of exposure needed to the students is aimed to be fulfilled by the study of such various poems. The students can experience and enjoy the experiences, culture, society, religion and so on of the different countries. They can be blown in the new word and experience through the use of language.

Poetry, as a genre of literature, is defined variously by the different scholars. According to the romantic poet William Wordsworth, "Poetry is the spontaneous overflow of powerful feelings recollected in tranquility" (Rai,2004, p. 18 ). This definition indicates that poetry is the expression of one's feelings which do not have boundary regarding the time. Similarly, Housden highlights poetry as, "Great poetry has power to start a fire in a person's life. It can alter the ways we see ourselves. It can change the way we see the world" (Roger Housden, [www.esp.schoolspeciality.com](http://www.esp.schoolspeciality.com)). Analyzing these sentences of Housden regarding poetry, we can say that poetry is a magical art. It makes us blown in the world full of dread, wonder, sorrow and

joy. Poetry uses the spell of language and makes the readers' eye open towards bigger world which they never have dared to dream of. Poetry provides better understanding of life. It teaches us about life. It makes us think in different ways than just simply speaking or talking. Poetry uses multi dimensional language. It involves the readers' senses, intelligence, emotion and imagination. The readers can dig out the meaning of a poem by analyzing the metaphor, illusion, sound, repetition, rhythm, irony, symbol, connotation and imagery which the poets frequently use in the poetry. Poetry comes after on the pages using such figures of speech.

Language used in poetry is quite magical. All the images used in the poetry are the results of the use of language. Poetic language is employed in different occasions to say quite different kinds of things. The poet can create new experiences for the readers in which the reader can participate and which gives him or her greater awareness and understanding of the world. Even painful experience is pleasurable when poetry romanticizes hard labor, poverty and even death. The primary concern of poetry is not with beauty, philosophical truth and persuasion but with experience. Beauty and philosophical truths are the aspects of experience, and the poet is often engaged with them. Poverty provides all kinds of experiences like-beauty and ugly, strange and common, noble and ignoble, actual and imaginary and so on which the readers may not have imagined in his/her life.

To sum up the need of poetry, we can claim that poetry makes us think differently about the world. It takes the readers to the world which the readers may not leave even dreamed of. Poetry lets the people see through the eyes of even their enemy. It is a form of art expressing our emotions and feelings in black and white. So, poetry is the pool of language where the students can swim and get varieties of experiences. Poetry creates excessive exposure to the students. That is why poetry is inseparable aspect of language learning.

### **1.1.6 Introduction to ‘ New Generation English’**

The textbook ‘New Generation English’ is designed and edited by E.L.T experts of the department of English Education T.U. namely Awashti, J.R. Bhattarai, G.R, and Khaniya T.R.

New Generation English has been introduced for the students of three year Bachelor’s degree in education (B.Ed) to meet the needs of Nepalese learners of English. It is an integrated course aimed at developing general proficiency in the English language with special emphasis on developing reading and writing skills. This is a general course of the English language for the first year students of three year Bachelor in Education (B.Ed). The textbook includes stories, essays, poems, and informative passages on contemporary and critical issues. The course also includes glossary, vocabulary, reading and writing components. Vocabulary covers words from different academic fields. Vocabulary section has exercises on the vocabulary item in the passages. Different types of exercises are included under this section in order to increase the students’ vocabulary level. The glossary section draws a list of difficult words from each of the reading text with their contextual dictionary meanings.

Similarly, the reading component deals with a wide variety of carefully selected materials. They include informative passages on contemporary and critical issues like 'Inclusive Education' by Khaniya, T.R. Likewise, Reading stands for the intensive reading of the texts for their full understanding. The answer questions given in the text require not only factual answers but also answers which demand critical thinking on the part of the students. In the same way, a large varieties of writing exercises like letter writing, essay writing etc are also included in the text. The detail of the contents of the textbook is given below:

## Contents

1. Letter From Foreign Grave	1
2. Writing an Essay: I'm a Real Rewriter	5
3. College Teachers	16
4. Drawing The Natural World: Plants	20
5. A Face in the Dark	25
6. Hiking	27
7. Skills in Reading and Writing	34
8. The Secret Diary of Adrian Mole Aged 13 <sup>3/4</sup>	38
9. Do Not Say	45
10. New Electronic Media	48
11. The Rescuer	51
12. Crybaby	56
13. Meet Koko	62
14. Albert Einstein	69
15. Job-hunting for the New Generation	72
16. Mother to Son	80
17. Memoirs of a Geisha	82
18. Nelson Mandela: Master of His Fate	89

19. The Strange-Looking Man	99
20. The Spanish Church	103
21. I Heard the Cock Crow	107
22. The Interpretation of Dreams	113
23. I Once Was Lost	120
24. Stopping by Woods on a Snowy Evening	125
25. How to Read a Building	127
26. Light on a Moonless Night	132
27. The Alchemist	139
28. Diesel	144
29. The Martyr	146
30. The Name Game	154
31. The Buddha's Wife	163
32. The Mummy's Curse	166
33. Inside the Glass Doors	171
34. How to Give a good Speech	176
35. My Life in the Bush of Ghosts	179
36. Electronic Democracy(E-Democracy)	184
37. The City Mouse and the Country Mouse	189
38. The Joy of Motherhood	193

39. Compose Upon Westminster Bridge	200
40. Etiquette and Culture	202
41. The Boatman's Gift	207
42. My Love Story with the City of Joy	215
43. Postmodernism is Everywhere	220
44. Arriving at Shared Ground Through Difference	224
45. A Mid-Summer Noon in the Australian Forest	227
46. Towards New Oceania	230
47. Is There a Safe Way to Drink?	242
48. Inclusive Education	247
49. A Way in the World	253
50. Marks of Beauty	261
51. Gitanjali 22	267
52. Imaginary Homeland	269

### **1.1.6 General Objectives of 'New Generation English'**

The general objectives of this textbook according to revised curriculum 2065, T.U. course of study are as follows:

- ) To enhance the students' understanding of the grammatical systems and their uses.
- ) To expand the students' repertoire of general and academic vocabulary.
- ) To familiarize students with the techniques of enriching vocabulary.



- ) To develop in students an ability to comprehend and interpret different kinds of written texts by exposing them to a wide variety of authentic contemporary reading materials.
- ) To develop in students different kinds of writing skills needed for effective communication on matters of general and academic interests.

## **1.2 Review of Related Literature**

Some researchers have carried out their researches regarding textbook analysis and course evaluation. However, a few researches have been carried out to evaluate course and textbooks of Bachelor level. The previous research works provide foundation to the present study. So, the foundation of the present study is, no doubt, drawn from the previous studies done on related subject area. The researcher studied different books, journals and studies done in other department. Some of the most worthy to be noted studies studied by the researcher are as follows:

Singh (2004) carried out a research work entitled "Comprehension of literary Text". His research has focused on competence and capability of students. Singh collected data from English Language teachers teaching in Higher Secondary Level in Siraha District. Similarly, he collected the views from 60 students of the same level to complete his research. He found that students had poor performance while reading literary texts for the first time by himself / herself. He recommended group work and pair work rather than lecture method. He also recommended silent reading for essay and fiction and loud reading for poetry and drama which could assist the students in learning language.

Likewise, Sharma (2007) carried out a research on 'An Analysis of Optional English Textbook for Grade IX; A Case of Poems'. He only studied the poems involved in the textbook. The objective of his study was to analyze the poems from different angles focusing on the figurative aspects of language

used in the poems. In his research, Sharma analyzed the poems in terms of their language, form, choice of words, rhyme, rhythm and their exercises. He found both the strengths and weakness of the poems involved in the text. He found that the exercises included in the textbook for reading skill were helpful for the target students to express their comprehension of the poems, to write the paraphrase, summary and also to develop their creative writing ability.

Gyawali (2004) carried out a research entitled 'A Study on Teaching Poetry at Secondary level'. The objective of his study was to find out an appropriate methodology to make teaching and learning activities effective while teaching poetry in secondary level. In his study, Gyawali used questionnaires to the students and teacher and also class observation of the English language teachers as the major tools of the study. Gyawali found that the majority of the teachers were not acquainted with the teaching strategy which created a lot of problems in teaching poetry although poetry had an immense impacts in learning English language skills.

Similarly, Jha (1999) carried out a research on 'Teaching of Language Through Literature'. His study concentrated on higher level. His objectives of the study was to find out the relationship between language and literature. He has found the point that literature is indispensable part of language teaching and learning. Literature develops both competence and performance in students.

Likewise, Dawadi (2004) carried out the research on "Analysis of Grade Seven English Textbook". The objective of her study was to analyze the textbook in terms of its physical and academic aspects. She came to the conclusion that the textbook is academically sounder than the physical aspects. Her study has shown that the textbook contains varieties of exercises appropriate to the mental level of the students. The textbook contains even activities related to communication. The exercises in the textbook encourage the students to work in pairs and groups.

The above mentioned researchers are related to course evaluation and textbook analysis of various levels, and classes. No research is carried out on the analysis of poems in 'New Generation English' which is a prescribed compulsory English textbook for B.Ed. first year. This research is carried out to find out the appropriateness of the poems according to the level, standard and culture of the students and also to find out the internal evaluation of the poems involved in the textbook 'New Generation English'.

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

The objectives of this research study are as follows:

- (i) To examine the quality of poems in terms of their physical as well as linguistic features and their appropriateness to the target group.
- (ii) To provide pedagogical implication.

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

The researcher has carried out a research work entitled "Analysis of Poems in New Generation English" which examines the poems included in the text in terms of their physical features and also their appropriateness for the target groups. In fact, poetry is somehow complicated genre of literature. Thus, this research will be highly beneficial to the students and English language teachers who study and teach this textbook. Moreover, this research will be helpful to the researchers in poetry, subject experts, syllabus designers, teachers of language and literature and those who were directly or indirectly involved in teaching learning process. Moreover, this research work will occupy a cozy corner in the library of Sukuna Multiple Campus.

## **CHAPTER-TWO**

### **METHODOLOGY**

The following strategies were adopted to carry out the research to fulfill the objectives of the study:

#### **2.1 Sources of Data Collection**

The study was based on both primary and secondary sources of data.

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

The researcher's knowledge and experience on the relevant field as well as the subject teachers who had been teaching the textbook under study for at least a year and the students of B.Ed. second year from different campuses affiliated to T.U. in Morang district were the Primary sources of data.

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

For the successful completion of the study, the researcher also consulted different books, journals, previous research studies and so on. More specifically; Abrams, M.H. (1995), Awasthi, J.R., Bhattarai, G.R., Upadhyaya, M.Sing, Gyawali, K.N. (2004), Tilak, Rajhukul (1990). were the secondary sources of the study.

#### **2.2 Sample Population and Sampling Procedure**

The sample population consisted 10 subject teachers who had teaching experience on the same subject for at least a year and forty students of B. Ed second year from different campuses in Morang district affiliated to T.U. Those teachers and students were selected by using judgmental / purposive sampling procedure.

## **2.3 Tools of the Study**

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

- I. Questionnaire for the teachers,
- II. Questionnaire for the students.

There were two sets of closed ended questions for the teachers and the students. The closed form of questionnaire for the teachers were consisted of three-point rating scale and for the students there were two point rating scale to get the sufficient information to analyze the poems. At the end of closed ended questionnaire, blank spaces were provided and the interviewees were requested to drop their views for their valuable suggestions. Questionnaires were distributed to the selected teachers and students. Although the instruction was clearly written in the questionnaires, they were also orally instructed well.

On the basis of collected data from the students and teachers, the poems were analyzed under the following the five subtopics.

- I. Language
- II. Sufficiency
- III. Appropriateness
- IV. Organization of the texts and exercises
- V. Relevancy

They are briefly explained below:

### **I. Language**

Under this subtitle, 'language' the researcher analyzed the language used in the poems to find out whether it was appropriate according to the level, culture, interest, and standard of the students or not.

## **II. Sufficiency**

Under this subtitle, the researcher analyzed the poems in the recommended textbook on the basis of the number of poems, the exercises, the selection of the poems, selection and relation of the poems with four language skills, availability of the teacher book etc. to find out either they were sufficient or not according to the level, interest, standard etc. of the students.

## **III. Appropriateness**

Appropriateness of the poems is another major concern of this research work. Under the subtitle 'Appropriateness' the researcher analyzed the poems in terms of grading of the poems, their motivation to the students, the given exercises, speaking and reading materials etc. to find out either they were appropriate or not to meet the objectives of the target groups.

## **IV. Organization of the Texts and Exercises**

Recommended texts and given exercises should meet certain objectives. So, there should be good combination and relation between the texts and given exercises. So, the researcher analyzed the poems to find out how the poems and the related exercises were organized and either there was good connection between the poems and given exercises or not.

## **V. Relevancy**

Under the subtitle, 'Relevancy', the researcher analyzed the poems, exercises etc. to find out whether they were relevant according to the objectives of the recommended textbook and also according to the level, standard, interest, culture etc. of the students or not.

### **2.4. Process of Data Collection**

After preparing the tools, the researcher visited to the 10 subject teachers who had experience in the relevant subject for at least a year and 40 students from

three different campuses of Morang district affiliated to TU. These students were from B. Ed. second year. These teachers and students were selected by using judgmental sampling procedure. Moreover, the researcher explained the students about the process and also about the probable difficulties about the questionnaire.

## **2.5. Limitation of the Study**

The limitations of the study were as follows:

- (i) The study was limited to the analysis of the poems in ‘ New Generation English’ in terms of their physical as well as linguistic features and their appropriateness for the target groups.
- (ii) The analysis of appropriateness for the target group was limited only to the poetry section included in the text.
- (iii) The population of the study was limited to the 40 students of different campuses studying B.Ed. 2<sup>nd</sup> year and 10 experienced teachers teaching in the same level in Morang district.

## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

#### **3.1 Introduction**

This research study is an attempt to analyze and interpret the poems included in 'New Generation English' in terms of their physical and linguistic features as well as their appropriateness to the target group. As the methodology discussed in chapter two, the researcher collected the required data from 10 different English teachers and 40 different students of B.Ed. II from different campuses of Morang district. The required data were collected with the help of questionnaires.

The analysis and interpretation of the textbook is also based on the general knowledge of the researcher. The researcher himself studied the proposed textbook keeping the theoretical framework in mind in great detail and drew out the conclusion. The researcher himself read the whole proposed textbook to analyze the physical as well as linguistic features of the poems and also to interpret the appropriateness for the target group.

#### **3.2 The Poems in 'New Generation English'**

'New Generation English' is prescribed textbook for the three-year Bachelor of Education programme under Tribhuvan University. This textbook has been prepared by a team comprised ten university teachers who have a long experience in the field of language teaching. The team has been led by Professor Jai Raj Awashi.

The poems involved in 'The New Generation English' are mentioned below:



<b>Poems</b>	<b>Poets</b>
I. Letter from Foreign Grave	D.B. Gurung
II. Do not Say	Mohamad Bin Haji Sallesh
III. Mother to Son	Langston Hughes
IV. Stopping by Woods on a Snowy Evening	Robert Frost
V. The Buddha's Wife	Ruth Silcock Pearson
VI. Composed Upon West Minister Bridge	William Wordsworth
VII. A Mid-Summer Noon in the Australia	Charles Harper
VIII. Gitanjali 22	Rabindra Nath Taigore

### **3.4 Analysis of the Poems Included in "New Generation English" According to the Collected Data**

'New Generation English' is prescribed textbook for the students of three year Bachelor's degree in education (B.Ed. I) to meet the needs of Nepalese learners of English. It is an integrated course aimed at developing general proficiency in English language. The book consists of eight poems dealing with various of themes ranging from patriotism, gender, nature, love and so on. As mentioned in chapter two, the objectives of the research were to find out the appropriateness of the poems according to the level of the students and to find out their linguistic features like use of language, symbol, etc. Moreover, the research also tried to find out some of the pedagogical implications regarding the poems mentioned in the recommended textbook. To get all these required information, the researcher set questionnaires to the teachers experienced in teaching the text and to the students of B.Ed. II year. Accordingly 10 experienced teachers of Morang district were interviewed and the opinions of 40 students from three different campuses of Morang district were collected

through the questionnaires. The results from both the teachers and students regarding the poems included in the proposed text are described under the following subtopics:

- I) Language
- II) Sufficiency
- III) Appropriateness
- IV) Organization of text and exercises
- V) Relevancy

### **I) Language**

Language is a prime concern in the course of analyzing a poem. The recommended book 'New General English' includes eight poems written by the poets of the east and the west. Some of the poem like by 'Do Not Say' by Mohamad Bin Haji Sallesh, Gitanjali 22 by R.N. Tagore, 'Buddha's Wife' by Ruth Silcock Pearson etc. are culturally dominated poems. As it is clearer to us that the culture varies from society to society. So, the language differs in these poems 'Do Not Say' is the poem filled with the Malaysian local dialects and 'Buddha's Wife' has illusions from the Hindu, Muslim and Christian religions. So, these poems have used variety of languages.

Regarding the appropriateness of the poems, the researcher focused on the language used in the poems to find out whether the language was appropriate according to the level, culture, interest and standard of the students or not. So, by observing the questionnaire, he analyzed the views of the interviewees. Out of the 10 interviewees, 6 agreed that the language used in the poems was appropriate to the learners of different interest in different social situations. Similarly, 4 interviewees disagreed that the language used in the poems was not appropriate according to the level and context of the students.

Similarly, out of the forty students, 21 agreed that the language was appropriate to enhance the language skills to the students. Likewise, 19 students disagreed

on the topic. This data regarding the appropriateness of language used in the poems can be more clarified from the following table:

**Table No. 1**

**Appropriateness of Language**

Teachers						
S.N.	Agreed	Percentage	Disagreed	Percentage	Uncertain	Percentage
1	6	60	4	40	-	-

**Table No. 1.1**

**Appropriateness of Language**

Students				
S.N.	Agreed	Percentage	Disagreed	Percentage
1	21	52.5	19	47.5

In these given tables, the appropriateness of the language in the poems included in the recommended book is highlighted. The tables show that 60 percent of the teachers and 52.5 percent of the students agreed on the appropriateness of the language used in the poems. Only 40 percent of the teachers and 47.5 percent of the students disagreed on it. This shows that the language used in the poems was not fairly appropriate according to the level, culture, standard and interest of the students.

**II) Sufficiency**

Poetry is the leading genre of literature. Unlike drama, short story, novel, and film, it has long history in English literature. So, to deal with the subtitle 'sufficiency' is appropriate to analyze the poems of the text.

Under the sub-title 'sufficiency', the researcher analyzed the text related exercise, their reading materials, sufficient number of the poems according to the level of the students, selection and relation of the text with the four language skills, etc. were sufficient in the text or not. Out of the ten teachers, only 2 agreed and 6 teachers disagreed that such materials and exercises were

sufficient in the text. Similarly, 2 teachers remained undecided. They chose the option 'uncertain'.

Similarly, out of the forty students only 16 agreed that the materials were sufficient according to the level and need of the students. Likewise 24 students disagreed that the exercise texts, reading materials were sufficient according to the level, and standard of the students. The following table more clarifies about the sufficiency of the texts, exercises, and other teaching learning materials:

**Table No. 2**  
**Sufficiency**

S.N.	Teachers					
	Agreed	Percentage	Disagreed	Percentage	Uncertain	Percentage
1	2	20%	6	60%	2	20%

**Table No. 2.1**  
**Sufficiency**

S.N.	Students			
	Agreed	Percentage	Disagreed	Percentage
1	16	40%	24	60%

These given tables highlight either the exercises, reading materials, number of poems according to the level etc. were sufficient in the recommended text or not. Among the interviewed teachers, 20 percent of them agreed and 60 percent of them disagreed whereas 20 percent of them remained undecided. Similarly, among the 40 interviewed. Students 40 percent of them agreed and 60 percent of them disagreed on the topic.

From the above given analysis, we should form a conclusion that the texts, exercises, reading materials, teaching materials etc. were not sufficiently included in the proposed text.

### III. Appropriateness

Under this subtitle 'Appropriateness' the researcher analyzed the recommended text in terms of given poems, grading of the poems, their motivation to the students, facilitating students learning process, speaking materials, language in different social situations, comprehensibility of the text, their organization etc. which should be appropriate according to the level of the students. Among the 10 interviewed teachers 5 agreed, 3 disagreed and 2 teachers remained neutral on the appropriateness of these different aspects of the texts.

Similarly, out of the 40 students, 25 students agreed on the appropriateness of the text in terms of these mentioned aspects. It is more vivid to present the data in the following tables:

**Table No. 3**  
**Appropriateness**

S.N.	Teachers					
	Agreed	%	Disagreed	%	Uncertain	%
1	5	50	3	30	2	20

**Table No. 3.1**  
**Appropriateness**

S.N.	Students			
	Agreed	%	Disagreed	%
1	25	62.5	15	37.5

The tables show that the selected poems are appropriate according to the given texts, materials, exercises, their grading etc. for the 50 percent of the teachers who were interviewed with the questionnaire. Only 30 percent of the teachers disagreed on the subject matter whereas 20 percent of the teachers remained undecided.

In the same way, out of the 40 students, 25 agreed on the appropriateness of the poems included in New Generation English in terms of the exercises, interest and level of the students etc. Similarly, 15 students disagreed on it. In percentage, 62.5 percent of the students agreed and 37.5 percent of the students disagreed.

So, from the analysis of the above data, it is concluded that the given poems, their exercises, their language, etc. are appropriate for the level and interest of the students because more 50 percent of the teachers and students agreed on it.

**(iv) Organization of the Texts and Exercises**

Well organization of the texts, exercises, vocabulary and skills developing activities cannot be excluded from a textbook. In the subtitle 'Organization of the Texts and Exercises' the researcher analyzed the connection / relation between the given texts (poems) and the exercises. Further, the researcher also analyzed the grading of the texts and exercises according to the level and interest of the students, the organization of the reading, writing, speaking and listening materials in the given texts. The whole outcome is measured in terms of the questionnaires prepared for the teachers and students.

Among the 10 teachers of Morang district, 6 teachers agreed on the topic, 3 teachers disagreed and only 1 remained neutral. Similarly, out of the 40 interviewed students, 30 students agreed and only 10 students disagreed. The data of agreed and disagreed can be presented in the following tables:

**Table No. 4**  
**Organization of the Text and Exercises**

S.N.	Teachers					
	Agreed	%	Disagreed	%	Uncertain	Uncertain
1	6	60%	3	30%	1	10%

**Table No. 4.1**  
**Organization of the Text and Exercises**

S.N.	Students			
	Agreed	Agreed %	Disagreed	Disagreed %
1	30	75	10	25%

The given tables present the views of the both the teachers and students regarding the organization of the texts and exercises in the proposed poems. Out of 10 teachers, 6 agreed that the proposed texts had well organization between the texts and given exercises. The texts and given exercises were concerned with the language skills and were apt to enhance these skills to the students. 60 percent of the teachers agreed on it and 30 percent teachers disagreed on it whereas 10 percent of the teachers remained neutral.

Likewise, the table of the students show that out of the 40 students, 30 students agreed that the texts and the exercises were well organized. Only 10 students out of 40 were disagreed. Hence the agreed percentage of the students is 75 and disagreed percentage of the students is 25.

### **V. Relevancy**

The task of the researcher in this subtitle "relevancy" was to find out either the poems included in 'New Generation English' are relevant according to the level, standard, interest, socio-cultural, background of the students or not. The major concern under the subtitle relevancy was that either the given poems were relevant according to the need of the students or not. Whether the given poems were adoptable in terms of Nepali culture or not was also another factor of this research.

To find out the relevancy of the texts, 10 teachers and 40 students as mentioned in chapter 2 were interviewed with the help of the questionnaires. Out of the 10 teachers 6 agreed, 2 disagreed and 2 remained neutral.

Similarly, regarding the relevancy of the poems, out of the 40 students, 26 agreed and 14 students disagreed. The major factor for disagreeing can be that though the poems met the level of the students, they depicted the culture of other countries too. For example, the poem 'Do Not Say is all about Malaysia and its rustic people.

The following tables show the data of agreed and disagreed teachers and students in terms of the relevancy of the given texts and exercises:

**Table No. 5**  
**Relevancy**

S.N.	Teacher's					
	Agreed	%	Disagreed	%	Uncertain	Uncertain
1	6	60%	2	20%	2	20%

**Table No. 5.1**  
**Relevancy**

S.N.	Student			
	Agreed	Agreed %	Disagreed	Disagreed %
1	26	65%	14	35%

The above given tables clarify that the selected poems exercises, vocabulary etc. were appropriate according to the level, standard and interest of the target group. The tables show that 60 percent of the teachers and 65 percent of the students agreed on the topic 'sufficiently'. Similarly, 20 percent of the teachers and 35 percent of the students disagreed that the exercises were fairly relevant to the texts and they were according to the need and interest of the students etc.



## **CHAPTER-FOUR**

### **FINDINGS AND RECOMMENDATION**

The main purpose of this research study was to analyze the physical as well as appropriateness of the poems included in the textbook 'New English Generations'. The major aspects of the research lay on the appropriateness of the poems according to the standard, culture, interest and level of the students. The peripheral features or the physical aspect of the textbook was analyzed in terms of layout, lettering and spacing, printing and binding, paper quality, pricing, pictures, and availability. To analyze the physical aspect, the researcher collected the required data from the whole of the textbook.

In this short research, it was impossible to analyze all the genres included in the textbook. So the researcher limited his study only in the poems included in the text book. The poems included in the textbook are analyzed in terms of their appropriateness to the target group. On the basis of the questionnaires prepared separately for the students and teachers, the poems were analyzed dividing specially into the five subtitles as: Language, Sufficiency, Appropriateness, Organization of the text and exercise and Relevancy

#### **4.1 Findings**

On the basis of the analysis and interpretation of the data, the findings of the study are summed up though it is a quite difficult task to judge the quality of the textbook in absolute terms. The researcher has summed up the quality of the textbook in terms of 'strengths' and 'suggestions'. The weakness of the textbook are also listed under the title 'suggestions' which are as follows:

##### **4.1.1 Strengths of the Recommended Textbook**

The strengths of the textbook found from the study have been listed in the following points below:

- ) All the poems included in the texts are from different poets from different nationalities. The poets have raised the issues related to their nation and their communities. So, they enhance different tastes to the students.
- ) The poems are inspiring and delightful for the students who are interested in learning English language.
- ) The poems are related to the lives of human beings and their experiences.
- ) The poems meet the standard and level of the students.
- ) Most of the teachers and students agreed that:
  - ) The poems are relevant to the level and standard of the students.
  - ) The poems enhance linguistic competency to the students.
  - ) There is good connection between the reading texts and exercises.
  - ) There are sufficient reading materials are included in the poems.
  - ) Both the teachers and interested students feel comfortable while teaching and learning the poems.
  - ) Vocabulary text is included to facilitate the understanding of the students.
  - ) Reading materials are organized properly.
  - ) The poems can bring change in students' language skill.
  - ) Some of the poems are very significant to realize the feelings of patriotism to the students and make the students aware about role of females in the society.

) Some of the poems realize the students about the beauty of nature.

## **4.2 Suggestions**

No textbook is totally faultless and may not be appropriate for all kinds of readers in the context of Nepal where the classrooms are mostly crowded with large number of students with different interest, socio-cultural and economic background.

The researcher drew some suggestions regarding the poems included in the textbook "New Generation English" on the basis of the analysis and interpretation of the data collected from the both teachers and students. These suggestions were drawn by analyzing the weaknesses of the proposed texts. The researcher concluded that though the recommended texts do have some weaknesses which are also indicated as suggestions in the following points:

- ) The poems in the textbook do not focus equally on the four language skills: listening, speaking, reading and writing. It would be far better if the texts focus them all.
- ) It would be better if some more poems were included to replace other types of texts because poetry is a major genre of literature which could help a lot to the students in different factors like: social, cultural, academic etc.
- ) The students would comprehend the gists of the poems if related pictures were included in the texts.
- ) Audio-visual materials of the texts would be more useful for both teachers and students. It would develop the overall aspects of the students.

- ) Had the poems been grouped together in a separate section in the textbook, it would have been easier for the both students and teachers in teaching and learning activities.
  
- ) More than 50 percent teachers and students are disagreed on the subtitle 'Sufficiency'. So, it would be better to include more texts and exercises in the recommended sector.

## References

- Abrams, M.H. (1995). *A glossary of literary terms*. New Delhi: India Private Limited
- Awasthi, J.R, Bhattarai, G.R, and Khaniya, T.R (Eds.) (2009), *New Generation English*. Vidyarthi Prakasan, Kathmandu.
- Awasthi, J.R, Bhattarai, G.R, Upadhyaya, M. Singh, N.K. (Eds.) (2008), *Optional English Grade IX*. Janak Education Material Centres, Bhaktapur.
- Dawadi, S. (2004). *A study on textbook: English for grade VII*. An unpublished M.Ed. thesis, T.U., Kirtipur.
- Gyawali, K.N. (2004), *A Study on teaching at secondary level*. An unpublished M. Ed Thesis, T.U, Kathmandu.
- Jha, S.K, (1990), *Teaching of English through literature*. An unpublished M.Ed. thesis, T.U, Kathmandu.
- Khadka, J.B, (2005), *Teaching drama at secondary level: Problems and prospects*. An unpublished M.Ed. Thesis, T.U, Kathmandu.
- Long, W.J, (2002), *English Literature*, Kalyani Publishers, New Delhi.
- Rai, B.S, (2004), *Teaching English Literature*, Bhudipuram Prakashan, Kathmandu.
- Richard. J.et.al, (1983), *Language and communication*, Longman: New York.
- Sapir, E. (1978) *Language: An introduction to the study of speech*. Granoda Publishing: London.
- Sharma, G.P, (2007) *An Analysis of optional English textbook for grade IX: A case of Poems*. An unpublished thesis, T.U, Kathmandu.

Sharma, U.N. (2007) *ELT Methods and practices; Kritipur*, Kathmandu, Atal Academic Centre.

Singh, S.K, (2005) *A story on teaching literature of higher secondary level; An unpublished M.Ed Thesis*, T.U, Kathmandu.

Tilak, Raghukul, (1990) *Literary form, trends and movements: Rama Brothers*, New Delhi.



8. They are organized appropriately.
  - i. Agree
  - ii. Disagree
9. There is good connection between the reading texts and exercises.
  - i. Agree
  - ii. Disagree
10. The book contains lot of poems to develop students' knowledge regarding language.
  - i. Agree
  - ii. Disagree
11. The poems can be paraphrase into simple English.
  - i. Agree
  - ii. Disagree
12. The poems can bring change in our language skill.
  - i. Agree
  - ii. Disagree
13. There are less number of poems in the text according to the level of the students.
  - i. Agree
  - ii. Disagree



**APPENDIX-II**  
**QUESTIONNAIRE FOR THE TEACHERS**

Name of the Teacher.....

Name of the Campus.....

Qualification..... Experience..... Training.....

\*You are requested to give your opinion based on the poems involved in New Generation English for each of the following questions:

1. The contents of the textbook are relevant to the students' need.  
a. Agree      b. Disagree      c. Uncertain
2. The presentation of the subject matter is easily understandable.  
a. Agree      b. Disagree      c. Uncertain
3. The reading texts are interesting to both the groups i.e. students and teachers.  
a. Agree      b. Disagree      c. Uncertain
4. The reading texts are selected and graded very well.  
a. Agree      b. Disagree      c. Uncertain
5. You feel comfortable while teaching the poems.  
a. Agree      b. Disagree      c. Uncertain
6. Students read them with great interest.  
a. Agree      b. Disagree      c. Uncertain
7. The given poems are suitable according to the level of students.  
a. Agree      b. Disagree      c. Uncertain
8. The reading materials of the texts are sufficient to increase general knowledge.  
a. Agree      b. Disagree      c. Uncertain

9. There is a good connection between the reading texts and exercises.  
a. Agree      b. Disagree      c. Uncertain
10. The poems contain lot of texts to develop students' linguistic competence.  
a. Agree      b. Disagree      c. Uncertain
11. The poems correspond to learners' needs.  
a. Agree      b. Disagree      c. Uncertain
12. They have a clear role as a support for learning.  
a. Agree      b. Disagree      c. Uncertain
13. The poems included in the textbook are authentic rather than artificial.  
a. Agree      b. Disagree      c. Uncertain
14. They are sufficiently transparent to motivate both students and teachers.  
a. Agree      b. Disagree      c. Uncertain
15. They are adoptable in terms of Nepali culture.  
a. Agree      b. Disagree      c. Uncertain
16. The poems contain appropriate language for different social situation.  
a. Agree      b. Disagree      c. Uncertain
17. There are sufficient reading materials involved.  
a. Agree      b. Disagree      c. Uncertain
18. There are listening skills involved, are 'recording' or 'artificial'.  
a. Agree      b. Disagree      c. Uncertain
19. There are speaking materials involved.  
a. Agree      b. Disagree      c. Uncertain
20. The reading materials match the aim and objective of language learning program.  
a. Agree      b. Disagree      c. Uncertain

21. They facilitate students' learning process.  
a. Agree      b. Disagree      c. Uncertain
22. There is good relationship of tests and exercises.  
a. Agree      b. Disagree      c. Uncertain
23. Vocabulary list/index is included.  
a. Agree      b. Disagree      c. Uncertain
24. The reading materials are too culturally biased or specific.  
a. Agree      b. Disagree      c. Uncertain
25. Do the reading materials represent minority groups and/or woman in negative way?  
a. Agree      b. Disagree      c. Uncertain
26. They represent a 'balance' picture of a particular country/society?  
a. Agree      b. Disagree      c. Uncertain
27. Do reading materials contain visual materials (photographs-charts, diagrams)?  
a. Agree      b. Disagree      c. Uncertain
28. Teachers' book is in print or locally available.  
a. Agree      b. Disagree      c. Uncertain
29. It is essential to possess audio/video materials in order to use the textbook successfully?  
a. Agree      b. Disagree      c. Uncertain
30. The given poems have simple and understandable language for the students.  
a. Agree      b. Disagree      c. Uncertain