THE EFFECTIVENESS OF DISCUSSION TECHNIQUE IN TEACHING POETRY

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Viplav Wali

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2015

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DECLARATION

I hereby declare that to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2071/10/27   _____

Viplav Wali

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Viplav Wali** has prepared this thesis entitled '**The Effectiveness of Discussion Technique in Teaching Poetry'** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: 2071/10/27   _____

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Date: 2071/10/27

DEDICATION

Dedicated

To

My Parents (Mr.Durga Bahadur Wali and Mrs. Sheela Wali).

ACKNOWLEDGEMENTS

ABSTRACT

This research is the study of **"The Effectiveness of Discussion Technique in Teaching Poetry"** which tries to find out the effectiveness of discussion technique in teaching poetry. Both primary and secondary sources of data were used while carrying out this research work. All the data were collected through the text item prepared for pre-test and post-test. For the primary sources of data, thirty students of Grade 10 of Joseph Boarding school of Kapan were selected by using simple random sampling procedure. The experimental group was taught by using discussion technique and the controlled group was taught using this technique. From this study it is found that the discussion technique was necessary in teaching poetry. The use of discussion technique helped to enhance the level of understanding of what Students read. While teaching poetry the teacher discusses about the topic, picture and signpost questions as well.

This thesis includes four chapters. The first chapter deals with the introduction of the study. The introduction consists of general background, review of the related literature, objectives of the study and signification of study. The second chapter mainly concerned with the methodology used in this study, Source of data collection, population of study, sampling procedure, tools of data collection, process of data collection and limitation of study. Similarly the third chapter of this study consists of the analysis and interpretation data. The fourth chapter includes findings and recommendation. Finally, the reference and appendices which are necessary for the validations of the research are also presented.

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LIST OF ABBREVIATIONS AND SYMBOLS

%	Percent
A.M.	Average Marks
CUP	Cambridge University Press
e.g.	Example
et. al.	And other people
etc.	Etcetera
F.M.	Full Marks
i.e.	That is
M. Ed.	Master of Education
O.M.	Obtained Marks
S.N.	Serial Number
T.M.	Total Marks
T.U.	Tribhuvan University
UNESCO	United Nations Educational and Cultural Organization.

CHAPTER-ONE
INTRODUCTION

This is the research work entitle the "**Effectiveness of Discussion Technique in Teaching Poetry."**This introduction part deals with general background, Review of the related literature, objectives of study and significance of the study.

1.1 General Background

English language teaching includes teaching of language aspects and language skills. The purpose of learning a language is to enable the students to communicate in that language. It is essential, therefore, that every second of every language class is directed to equip students with language skills they really need. Basically, there are four language skills in existence namely listening, speaking, reading, writing and they are used interactively to accomplish certain commutative functions.

The skills and language work should be connected properly for successful language learning. There is discussion among language skills in a certain language related tasks or study habits, the four language skills are further classified into two categories as receptive and productive skills. Here, listening and reading are considered as receptive skills; on the other hand, speaking and writing are productive skills.

Thus, four language skills are inextricably and integrated. Perfect and complete language learning refers to the language learning and acquiring these skills. Since the research is based on effectiveness of discussion technique in teaching poetry, the focus is given on reading skills and tried to be discussed ineptly.

Crystal (1999, p. 112) says:

> Language is voluntary vocal system of human communication which
> has the unique structure due to its structure and organizational patterns.
> The classical or structural linguistics is described the concept of
> organization of a language in different ways than the present once
> language is playing an important role in transmitting the massage from
> the history, culture and religion from one generation to another.

In this regard Kelly (1996) and Howatt (1984) state, many current issues in language teaching are not particularly new. Today's controversies reflect contemporary response to questions that has been asked often through the history of language teaching (as cited in Richards and Rodgers, 2003, p.17).We can hardly imagine the world without language.

Language is the most powerful tool to express ideas, feelings and thoughts. Human Beings are the only processors of language.

English language becomes indispensable vehicle to the transmission of modern civilization.

Kachru (1983,p.13) states, if the spread of English continues at current rate , by 2000 its non- native speakers will outnumber its native speakers(as cited in Harmer,2008. p.13).Since English is the language of world, teaching of English takes place all around the world. The world is entertained the taste of speaking English for many decades in the field of international business, educational sector etc. The value of English language is so much that everybody of the world wants to learn English language.

In this regard Crystal (1999) writes, English is either dominant or well establish in all six continents. It is the main language of books newspapers, airports' air traffic control, international business academic conference, science technology,

medicine, diplomacy sports, international competitions, pop music and advertising.

Harmer (2008, p.13) states:

> English is also, of course, a mother tongue for many people in the World, though, as we shall see such native speakers increasingly out-number by people who have English as a second or third language and use it for international communication.

According to Lewis and Hill (1992) English is powerful because:

a) You can use the English when you are traveling.

b) You can understand films and T.V. Program.

c) It helps to get a good job.

d) You need it if you want to study at a university.

e) People do business in English all over the world.

f.) It is an international language for most people.

g) Read English literature in the original language.

English accept as a Lingua Franca all over the world .It has been gateway of knowledge. So, among the various language speak in the world the English language occupies the principle roles for international communication though there are some other international languages such as, French, Russian, and Arabic and so on.

It is a global language which occupies a dominant position in the world. Millions of people learn English day by day. So, the scope of the English is widening in great speed. Now there may arisequestions like why has English get so much popularity? .The answer is easy because many important books,

magazines and newspaper are written in English. On the other hand, most of the scientists, experts, authors and professors use English to share their ideas.

To conclude we can say that teaching English is cry of the day as there is no other language, easy to learn for us as a Internationally accepted lingua-franca.

1.1.5 A Brief Account of ELT Method, Approach and Techniques

English is taught through different approaches, methods and techniques.

There is no universal rule to select appropriate, method and technique. According to subject method and level of students, the teacher should select appropriate approach, method and technique.

Languages teaching are the science and the art. To be a good language teacher the language teacher must have science, that is knowledge and art that is skill. Skill must be taught selecting appropriate approach, method and techniques.

Anthony (1963) states "An approach is a level at which assumptions and beliefs about language and language learning are specified . . . An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic it describes the nature of the subject matter to be taught (cited in Richards and Rodgers 2003 p. 19).

From this definition an approach refers to theories of learning that serves as the sources of practice and principles in language teaching. At the level of approach, we are hence concerned with theoretical principles, with respect to language theory; we are concerned with a model of a language competence and account of the basic features of linguistic organization. Language use with respect of learning theoretical; we are believed to promote successful language learning. Teachers may develop their own teaching procedures informed by a particular theory of their learning.

An approach refers to a general view of how teaching should be carried out. It is concerned with the theories about the nature of language and language

4

learning that serves as the source of practices and principles in language teaching. There are mainly three different theoretical views of language and nature of language which are given below:

a) Structural View

This is the most traditional view which states that language is a system of structurally related elements for the coding of meaning.

Richards and Rodgers (2003, p.10) states, the target of language is seen to be the mastery of elements of this system, which are generally defined in terms of chronological unit, grammatical unit and lexical items.

b) Functional View

This view holds that language is a vehicle for the expression of the functional meaning. This view of language emphasizes the communicative or functional aspect of language.

c) Interactional View

This view of language holds that language is for social interaction. Interaction theories focus on the patterns of movie, acts interaction etc.

Anthony (1963, p.63-67) ". . .Method is an overall plan for the orderly presentation of language materials ,no part of which contradicts and all of which is based upon the selected approach .So, method is a procedural (as cited in Richards and Rodgers 2003 p.19)

Among the various approaches, the behaviorist approach is related to structuralism in linguistics and empiricism in philosophy. The focus of this approach is stimulus response chain in learning.

In this regard Brown (2003, p.22) says that "Organism can be conditioned to respond in desired way gives the correct degree of reinforcement. Thus, the

behaviorist hold believes on human beings learn the behavior in the same way as an animal do."(p.22)

Another approach is Natives approach which is outcome of the shortcoming of the behaviorist approach. The main focus of approach is the use of introspection, insight and intuition in language learning. According to this approach, the language learning is the matter of using logic and insight. In other words learning is the creative tasks which are the result of intuition but not the matter of habit formation. One of the major approaches in ELT is the communicative approach which is considered as the current trend in ELT.

Method is generalized as a set of classroom especially on for accomplishing a linguistic activity, method tends to be primary concerned with teacher and students roles and behavior. Richards and Rodgers (2003 p.28) state that some method are totally dependent on the teachers as a source of knowledge and directions: others see the teacher's role as catalyst guide and model for learning (p.28).

1.1.1.1 Language Teaching Techniques

What a language teacher does in the classroom to develop the learners' comprehension is the technique. It means concrete manifestation of method in actual classroom to expose and help the learners to develop their comprehension is called technique.

Anthony (1963) States:

> A technique is implementation which actually takes place in the
>
> classroom. It is a particular trick stratagem, contrivance that uses to
>
> accompany in immediate objectives. Techniques must be consistent
>
> with the method and therefore in harmony with the approaches as well.
>
> (Cited in Richards and Rodgers. 2003, p.19)

Therefore to teach the language items the teachers should choose the appropriate technique depending on the objectives, learner's level, environment etc. A single technique which is appropriate to teach items in one environment or classroom situation may not be benefit to teach another language item in the same or different situation.

In conclusion, an approach is axiomatic; a method of procedural and a technique is implementation device of language teaching. A method grows out of a selected approach and a technique grows out of a selected method. There can be many methods within an approach and in the same way, many techniques within and a method.

Generally there are two types of techniques. They are:

    a. Learner- centered Techniques
    b. Teacher- centered Techniques

a) Learner - Centered Technique

The main focus is in learning by doing where the teacher speaks less and keeps the students busy in some tasks .It focuses on the process rather than produce. Unlike the teacher centered technique, the main focus of student- centered technique is on learners. The teacher encourages the students to participate actively in classroom activities. The teacher sets tasks for the students and encourages them to complete them .If they find the task difficult he helps them. The role of teacher is facilitator rather than a controller in student- centered techniques.

Learner centered techniques are as follows:

    – Individual techniques
    - Group work
    - Pair works
    - Project Work
    - Strip story
    - Role play

- Simulation

- Discovery

- Discussion techniques

b) Teacher- Centered Techniques

This technique focuses on product rather than process. He actively presents the lesson. The students listen to him quietly and no group discussion or pair discussion takes place inside the classroom. The techniques focusing on the activities of the teacher while teaching in the classroom is known as teacher-centered techniques. He/she is authority in the classroom. The teacher uses these techniques thinking that these will help the students to memorize the lesson taught to them. Some of the examples of the teacher- centered techniques are as follows.

- Lecture

- Demonstration

- Illustration

- Explanation

1.1.1.2 Concept of Discussion Techniques

The discussion technique is type of technique in which the teachers and students or students and students interact with each other on particular subject matter. Under discussion technique, we have two main techniques.

a. Round table discussion

b. Classroom discussion

Byrne (1991, p.59) states, one is the same as we had with conversation not all the students will be able to join in. That is why you should normally do discussion in group so that everyone gets a chance and wants to join in. Class discussion is very useful and important.

So, discussion is a collaborative exchange of thought and ideas between two or more people in a certain issue.

Advantage of Discussion Techniques

The advantage of discussion techniques are listed below:

a) They can build confidence.
b) They can develop creativity.
c) Students can express their feeling freely.

Disadvantage of Discussion Techniques

The disadvantage of discussion techniques are listed below:

a) It creates noise in the classroom.
b) It cannot be applicable to all subject matters.
c) If students feel shy, discussion technique becomes useless.

1.1.1.3 Importance of Discussion Techniques

The discussion technique is important because in this technique the teacher discusses about topic, about picture, about theme so that teaching reading becomes meaningful. Reading is not barking at word, rather it is an understanding of a given text. It also enhances the creativity and self confidence of the learner because they themselves involve in teaching and learning and they get chances to share their ideas and feelings to each other.

It is the discussion technique which plays vital role in teaching Poetry. It helps students to develop their reading, understanding, in a meaningful way rather than mechanical way. It is also a collective effort of the learner rather than being a spoon fed by the teacher. Therefore teaching Poetry should be conducted through discussion technique.

1.1.2 Teaching Languages Skills

Language is a means of human communication system and skills refer to the ability to do something well language skills refer to the ways or manner of using the language. Listening, Speaking, Reading, Writing are the four language skill.

So, learning a language means learning of these four skills .Listening and Reading involves receiving messages and are often referred to as a receptive skills speaking and writing are often referred to as a productive skills . Sometimes the productive skills are called the active skills and the receptive skills are called the passive skills. Which is not always true Listening and speaking visually happens simultaneously or go hand by hand and reading and writing also go simultaneously.

So, listening and speaking are called primary skill and reading and writing are called secondary language skill. Harmer (2008p.265)"If skill used in multiple layered in this way, it would make no sense to teach each skill in isolation".

Listening and speaking visually happen simultaneously or go hand by hand and reading and writing also go simultaneously. Language learning stars from listening and speaking.

1.1.2.1 Teaching Poetry

Poetry is a collective name given for poems in general. Like all literature, poetry is not constrained to a particular type, we come across different styles of expressing emotions. According to William Wordsworth "Poetry is the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquility."

Poetry is a major form of literature which is in a position to sub-ordinate medium to transmute emotions. It appeals to the highest faculty of man that is, his soul. It evokes emotions and brings up pictures through effective

descriptions. Seen in this light, a poem can be defined as a piece of writing in which, the words are specifically chosen for the ideas and images they are capable of etching in the minds of their readers.

What differentiate poetry from prose is the style of writing and the arrangement of words. While prose consists of a set of sentences, a poem makes use of rhythmically arranged sentences - often placed one below the other - for effect. Poetry uses different techniques like meter, rhyme, and sound devices to reveal the deeper aspects of the experiences of the poet. It is also used as a measure to reinforce the theme.

Teaching is interactive phenomenon's based on purpose of interacting with materials that are supposed to be selected. The purpose of teaching poetry is to help students develop good reading strategy. The purpose of teaching poetry depends on the need of reader. Teaching is purposeful and the teacher has to arouse interest and provide the purpose.

To make teaching activity meaningful, it should be done purposefully. There may be different purpose of teaching; the main purpose of teaching can be mentioned as follows:

- Teaching for information
- Teaching for pleasure
- Teaching for particular reason
- Teaching for knowledge
- Teaching for curiosity
- Teaching for language learning.

To conclude, teaching has been defined in many ways. Teaching generally means understanding or making sense of a given poetry. It s the total understanding of a message in poetry .Teaching of poetry is an important genera of teaching, learning foreign language.

1.1.2.2. Types of Poetry

Poetry is a major form of literature which is in a position to sub-ordinate medium to transmute emotions. It appeals to the highest faculty of man that is, his soul. It evokes emotions and brings up pictures through effective descriptions.

a) Descriptive Poetry

As the name suggests, descriptive poems are centered around the object of interest and they serve a didactic purpose. Descriptive poems compel the reader to visualize the object, place or person of interest as pictured by the poet himself. An Example: Smoke ~ Henry David Thoreau

b) Reflective Poetry

Reflective poems contain some explicit or implicit generalization about life, by the poet. Simply put, it is a mere reflection of the state of mind of the poet put forth in a poetic manner. An Example: Human Seasons ~ John Keats

c) Narrative Poetry

The poet narrates a story through the use of poetic diction. It is considered to be one of the oldest form of poetry and it often focuses on the pros and cons of life. An Example: An excerpt from The Charge of the Light Brigade ~ Alfred Lord Tennyson

d) Lyric Poetry

A lyric is a short poem which has the characteristics of a song. It pertains to a single mood or feeling and is more personal in nature. An example: An excerpt from A Red, Red Rose ~ Robert Burns

e) Sonnet

A sonnet is a relatively short poem consisting of merely fourteen lines. It is

known to follow a strict pattern of rhyme. It is divided into two parts - the octave and the concluding sestet. This separation marks the end or break in thought. It is further classified into Petrarchan, Shakespearean and Miltonic sonnets. An example: Sonnet 116 ~ Shakespeare

f) Elegy

The tone of this type of poem is often set in melancholy and is known to be a funeral song. Most of the elegies are pastoral in nature that is, it is the lament of a poet mourning the loss of another fellow poet.
An example: An excerpt from Lycidas ~ John Milton

g) Ode

This type of poem is a direct address to a particular person or a thing. It is relatively elaborate in its structure. It is divided into three parts namely, the strophe, antistrophe and the epode. Odes have a serious overtone, with the strophe and the antistrophe looking at the subject from conflicting perspectives, while the epode tries to resolve the underlying issues. An example: An excerpt from Ode on a Grecian Urn ~ John Keats

h) Ballad

A ballad is a type of a narrative poem which deals with a heroic theme. A ballad has musical quality and it has a set theme and fixed metrical form. The modern ballads have taken on the form of single spirited poems with short stanzas that narrate a popular story graphically. An example: An excerpt from The Walrus and the Carpenter ~ Lewis Carroll

i) Epic

It is a heroic poem that deals with the ethos of the period. There are two types of epic, one that is concerned with growth while the other with art. Epics are generally grander in their portrayal of the style and their theme. It is an account of the life and works of a heroic or mythological person. An example: An

excerpt from Paradise Lost ~ Milton

j) Limericks

A limerick is a humorous or a nonsensical poem consisting of a stanza made up of five lines. It is a folk form and is essentially transgressive and bordering on obscene. An example: There was a Young Lady of Lucca ~ Edward Lear

These are by no means, all types of poetry forms used. But these are the basics. Most poets use these forms and structures while writing their poems. The form and structure of the poem, ideally should not limit the thought or the idea conveyed by the poet. However, these styles of writing help make the poem more musical in its flow.

1.1.3 Experimental Research

Experimental is a systematic and logical method of testing certain hypothesis or verifying existing body of knowledge. It comprises of both pre-test and post-test and random assignment of subjects. It is hypothetic deductive study since, fact has to be deducted study since, fact has to be deducted by testing or verifying hypothesis for which artificial situation is created. To capture the initial distinction between the groups pre-test is administered in this resource. Deliberate manipulation of variable is done to see the impact of treatment.

The main purpose of experimental research is to find out the cause, effect relationship between the dependent and independent variables. A change that is attributed by introducing the independent variables is the key measures in an experimental researcher.

According to Best and Kahn (2006, p.164) "Experimenters manipulate certain stimuli treatments or environment conditions and observe the conditioner behavior of the subject is affected or changed". An experimental study can be carried out either in a natural or control environment. Some sorts of

intervention are introduced by the researcher in a controlled study but natural study goes on without any disturbance. Intervention in this research plays a vital role as it is used to study its impact.

In Short experimental research refers the types of research in which sampling population will be divided into two groups that is experimental and control group. Experimental group receives special treatment and another group does not receive special treatment. After some days, post-test will be administered to both groups and effectiveness of special treatment is measured.

1.1.3.1 Design of Experimental Research

According to Best Kahn (2006, p.177) have divided the have divided the experimental design into three categories .They are as follows:

a) Quasi -Experimental Design

When the sampling population is large, in this situation quasi experimental design is used because they are not possibility for randomization.

b) Pre Experimental Design

In this design there is either no control group or no way of equality the groups that are used

c) True Experimental Design

In this research the group is divided into two parts, that is experimental group and control group. Sampling population is divided by using random sampling procedures.

1.1.3.2 True Experimental Design

According to Best and Kahn (2006 p.179) says "In a true experimental the equivalence of the experimental and control group is provided by random

assignment of subject to experimental and control treatments". There are three other designs of true experimental designs. They are as follows:

a) The Post-test only, Equivalent Groups Design

R	X	O_1
R	C	O_2

This is the design where two groups' i.e, experimental and control are equated by random assignment. In this design the researcher first divides sampling population into two group one group receives special treatment whereas another does not. After treatment a post test is administered to both the groups and effectiveness of the special is measured.

b) The Pre-test / Post-test Equivalent Groups Design

R	O_1	X	O_2	O_1	O_3=Pre-test
R	O_3	C	O_4	O_2	O_4=Post-test

In this design, the researcher divides the population into two groups and administers the pre-test to both groups before the treatment. After pretest one group is taught with special treatments while another is not. After treatments post-test is administered and the difference between the groups is obtained. This design is different from the first one only in terms of the pre-test administered to the subjects.

C) The Solomon four Groups Design

R	O_1	X	O_2
R	O_3	C	O_4
		X	O_5
		C	O_6

The subjects are randomly assigned into four groups in this design. Out of four, two groups receive special treatment but two groups do not, pre-test is administered to one control and one experimental group whereas post-test is

administered to all the groups. This is the combination of the design mentioned above.

1.1.4 Importance of Teaching Reading Poetry

According to Hedge (2003, p.143) the importance of teaching reading component of an English language course can be mentioned in a following manner.

- It helps to develop the ability to read a wide range of poetry in English.
- Teaching Poetry builds knowledge of language which will facilitate reading ability.
- It develops the ability to adopt the reading style according to reading purpose.
- It enhances an awareness of the structure of written poerty in English.

1.2 Review of the Related Literature

Numbers of research studies have been carried out to find out effectiveness of current method and techniques in teaching reading in the part of English education T.U. Such kinds of research studies have been carried out in other universities of Nepal as well. I have carried to review some of the researches related to study as follows:

Bhattarai (2009) conducted a research on "The teaching poetry through discussion". The main objectives of this study were to find out the effectiveness of interaction technique in teaching poetry. His Study found that teaching poetry through interaction was relatively more effective than the conversational way of teaching poetry.

According to Rai (2010) carried out "The effectiveness of simulation Technique in teaching language function" The main objective of this study was to find out the effectiveness of simulation technique in teaching language function. The primary sources of data were twenty students of grade 11, they were selected by using simple random sampling procedure. The students were

divided into two group's i.e. Experimental group and control group. It was found that there was the effectiveness of simulation techniques in teaching language students who were taught by using simulation technique found better then learning language without simulation technique.

It seems that most of them are related to find out effectiveness of different method and techniques, but none of the studies have carried out to find out the effectiveness of interaction technique in teaching poetry till now. In this regard, the present study will be different than others because it attempts to explore the effectiveness of discussion in teaching poetry.

It seems that most of these which I studied are related to find out the effectiveness of different methods and techniques in teaching poetry. But none of the studies have been carried out to find out the effectiveness of question-answer techniques in teaching poetry till now. In this way my research work is different from that of other mentioned above.

1.3 Objectives of the Study

The objectives of the study will be as follows:

a) To explore the effectiveness of discussion technique in teaching poetry.
b) To suggest some pedagogical implication.

1.4 Significance of the Study

This study will be beneficial to those who are in the field of language teaching especially in ELT. It plays the central role of teacher, supervisors, students, researcher and the person who have interest in the field of language teaching.

This study provides the information about the effectiveness of discussion technique in the teaching poetry. Discussion technique plays significant role in teaching poetry because it helps students to make sharp their mind. If the teacher implements discussion technique in the classroom regularly the students study poetry in advance. Moreover the discussion technique becomes

fruitful if the teacher uses this technique inside the classroom and develops the creativity.

This study will be beneficial to those who are in the field of language teaching especially in ELT. It plays the central role of teachers, supervisors, students, researcher and the person who have interest in the field of language teaching.

CHAPTER-TWO
METHODOLOGY

To meet the objectives of this study the following methodology was used:

2.1 Sources of Data Collection

In order to carry out this research work, the researchers were made use of both the primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data of this study were collected from the students of grade 10 of Joseph Boarding school, Kapan by administrating pre-test and post -test. Therefore, those students were primary sources of this research.

2.1.2 Secondary Sources of Data

Secondary sources for this research were related books i.e., Grellet(1981), Ur(1988),Byrne(1991),Nunan(1993),crystal(1999),Richards and Rodgers(2003),Best and Kahn(2006), Harmer(2008),Kumar(2006).Journals of NELTA, other journals,reports, articles, information related to the topic were used as the secondary sources of data.

2.2 Population of Study

The total population of the study was the 30 students of grade 10 of Joseph Boarding school, Kapan.

2.3 Sampling Procedures

The whole population is very difficult to use while collecting data. So, the researcher purposively selected Joseph boarding school of Kathmandu district as the research area of this study area. In the same way grade 10 was selected than 30 students of the class were selected using simple random sampling

procedure. And 30 students were divided into control and experimental group. Pre -test was administrated to find out the existing proficiency level of the students. The experimental group received special treatment but the controlled group was taught using usual research. After some days, post-test was taken and scores obtained in pre-test and post-test were compared to determine the effectiveness of discussion technique in teaching poetry.

2.3 Tools for Data Collection

The main tolls for data collection , the researcher basically used test items, the item was taken to assess the teaching poetry selected for data collection which was followed by variety of question like opposite in meaning ,true and false, fill in the blanks, short answer question, similar meaning items. The poetry was followed by 20 objectives question and 5 subjective questions. So, the poetry was carried 30 marks.

The same test items used for both pre-test and post-test. Lesson plans and teaching materials   other supporting tools .The following types of test items were used for the collection of primary data.

Table No. 1

Test Items for Pre-test and Post-test

S.N.	Types of test item	Marks
1	True and false	5
2	Fill in the blanks	5
3	Opposite in meaning	5
4	Short answer question	10
5	Similar meaning item	5
	Total	30

2.5 Process of Data Collection

1. First of all, the researcher prepared a set of test items.

2. The researcher went to the field and built rapport with the school administration, teacher and students.

3. Then, the researcher selected 30 students of Grade 10 by using simple random sampling procedure and pre-test was administered to find out their existing level of proficiency. The test paper was of take 30 marks and the time given to them to show the paper was of 25 minutes.

4. After taking the pre-test, I divided the students into experimental and control group .the experimental group named as group 'A' and control group as 'B'.

5. The teaching items were the same for the both groups and the techniques were different. Group 'A' was taught by using discussion techniques and group 'B' was taught different technique.

6. Each group was taught 6 days pre-week and 1 period was of 25 minutes the total period of teaching was of 3 weeks.

7. At the end of the teaching the post-test was administrated and the scores obtained in pre-test and post-test was compared to determine the effectiveness of discussion techniques of teaching poetry.

2.6 Limitation of Study

The basic limitations of the study were as follows:

1. It was limited in teaching of teaching poetry only.
2. It was limited to only 30 students of class 10.
3. The teaching learning activities was limited only for 3 weeks.
4. The research tool was only test items.

5.   The primary data of this study was collected only form the written test.

6.   This study was limited to teaching poetry through discussion.

CHAPTER-THREE
ANALYSIS AND INTERPRATATION

This chapter deals with the analysis and interpretation of the data collected from primary source. The main objective of this study was to find out the effectiveness of discussion technique in teaching poetry. The poetry was the main tools to collect the data. The pre-test and post-test were administered to both groups (i.e. experimental and controlled). The same materials and time were used while teaching lecture technique. The record of student's performance is tabulated and analyzed from various angles to find the effectiveness of discussion technique in teaching poetry. The primary source of this research was the students of Grade 10 of Joseph boarding School, Kapan. The poetries were the main tool to collect the data. The pre-test were administered to both groups(i.e. experimental and controlled). The only difference in teaching is that the experimental groups were taught using discussion technique and control groups were taught using lecture technique. The record of student's performance is tabulated and analyzed from various angles to find the effectiveness of discussion technique in teaching poetry. The data have been categorized under the following heading:

1)   Holistic comparison
2)   Item wise comparison
        The result in opposite meaning
        The result in fill in the gaps
        The in answer to the question
        The result in answer to the question
        The result in true or false
        The result in similar meaning item

3)   Group wise comparison

3.1 Holistic Comparison

In holistic comparison, the average marks obtained by the students of both the groups in all the test items are compared. The average marks and percentage in all the test is shown I the given table.

Table No.2

Comparison of Average Scores of Group A and Group B

S. N.	Text items	Group A			Group B		
		Pretest	Posttest	D	Pretest	Posttest	D
1	'Similar Meaning' Item	2.33	3.93	1.60	2.06	3.40	1.34
2	'Opposite in Meaning' Item	2.93	4.13	1.20	3.00	3.73	0.73
3	'Fill in the Gap' Item	2.87	3.80	0.93	2.27	3.60	1.33
4	'True or false' Item	3.00	4.40	1.40	2.20	3.93	1.73
5	'Answer to the Question' Item	3.87	6.46	2.59	4.00	6.26	2.26
	Total	15.00	22.72	7.72	13.53	20.92	7.39
	Percentage	37.50	56.80	19.30	33.82	52.30	18.47

The above table shows that the difference in average score in the test items of group 'A' was 7.72(19.30%)where the difference of group 'B' was 7.39(i.e. 18.47%) group 'B' obtained less than group 'A'. The difference between 'A' and 'B' was 0.33(4.27%). It showed that experimental group learned better than the controlled group. So, the effectiveness of the discussion technique in teaching poetry was provided.

3.2 Item Wise Comparison

Under this section all the test items were compared separately. The average score by the students in each test items compared and analyzed. There were five test items in the question paper. The analysis of each of them was presented separately below.

3.2.1 The Result in 'Similar Meaning' Item

This test item consisted of 5 questions. The scores obtained by the students in this test items were presented below.

Table No.3

The Result in Similar Meaning Item

Group	Obtain marks in pre-test	Obtain marks post-test	D	D%
A	2.26	3.73	1.60	32.00
B	2.06	3.40	1.47	29.33

The result in 'similar Meaning' item:

The above table showed that group 'A' had average score of 2.26 in pre-test and 3.73 in post-test. The increment in average marks was 1.60 (i.e,32.00%) likewise group 'B' had average score of 2.06 in pre-test and 3.40 in post-test. The increment in average marks was 1.47(i.e,29.33%). The result in this test item shows that group 'A' had done more progress than group 'B'.

3.2.2. The Result in 'Opposite in Meaning' Item

This test item consisted of 5 marks. The average score in this test items presented in the given table.

Table No.4

The Result in Opposite in Meaning Item

Group	Obtained marks in pre-test	Obtained mark in post-test	Difference (D)	D%
A	2.93	4.33	1.53	30.66%
B	2.40	3.77	1.46	29.33%

The above table showed that group 'A' had average score of 2.93 in pre-test and 4.33 in post test. The difference between the scores in pre-test and post-test was 1.53 (30.66% Group 'B' had average score 3.40 in pre-test and 3.77in post-test. The difference between the scores I pre-test and post-test was 1.46 (29.33%). This result showed that the experimental group'A'

3.2.3 The Result in 'Fill in the Gaps item'

This test item also consisted of 5 different questions. The total marks of this test items were 5.The average scores in this test item is presented in the given table.

Table No.5

The Result in Fill in the Gaps Item

S.N.	Obtain marks in pre-test	Obtain marks post-test	D(difference)	D%
A	2.87	3.80	1.07	21.33
B	2.53	3.33	1.00	20.00

The above table shows that group A had average score of 2.87 in Pre-test and 3.80 in post-test. The difference between the score in pre-test and post-test was 1.07(i.e. 21.33%). Similar group 'B' had average 2.53 in pre-test and post-test 3.33 in post-test. The difference between the score was 1.00(20.00%). The result shows the group 'A' made a bit more progress than the controlled group 'B'.

3.2.4 The Result in 'True or False' Item

This test item consisted of 5 different questions. The full mark of this item was 5. The average score in this test items is presented in the given table.

Table No.6

The Result in 'True or False' Item

Group	Average score in pre-test	Average Scores in post-test	D	D%
A	3.00	4.33	1.53	30.67
B	2.20	3.53	1.26	25.33

The above table shows that the average score of group 'A' was 3.00 in pre-test and 4.33 in post-test. This group had increased its marks by 1.53(30.67%).Similarly the average score of group 'B' was 2.20 in pre-test and 3.53 in post-test . This group had increased its marks by 1.26(25.33%). This result showed that group 'A' had made progress than group 'B' in this test item.

3.2.4 The Result in 'Answer to Question' Item

This test item also consisted of 5 different questions. They carried the full marks 20. The marks obtained by the students in this test items were presented below.

Table No.7

The Result in Answer to Question Item

Group	Obtained marks in pre-test	Obtained marks post-test	Difference	D%
A	4.67	6.80	2.40	22.67
B	5.60	7.13	1.93	19.33

The above table shows that the average score of group 'A' was 4.67 in pre-test and average score of group 'A' was 6.80 in post-test. The difference between

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the score in pre-test and post-test was 2.40(22.67%). Likewise the average score of group 'B' was 5.60 in pre-test and 7.13 in post-test. This group had increased its marks by 1.93(19.33%). This result showed that group 'A' had better progress in this test than group 'B'

3.3 Group Wise Comparison:

There are two groups in experimental research i.e. Experimental and controlled groups, under this section the average score of pre-test and post-test of both groups were compared.

Table No.8

Group Wise Comparison

Group	A	B	Difference	D%
Average score in pre-test	15.73	14.76	0.97	9.8%
Average score in post-test	22.99	21.16	1.83	21.12%

The above table shows the difference in average score in two groups. The average score of groups in pre-test was 15.73 whereas the average score of group 'B' in pre-test was 14.76. The difference between 'A' and 'B' was 0.97(i.e.9.80%). It shows that there was not great difference in pretest but the average score of group 'A' in post-test was 22.99 and the average score of group 'B' in post-test was 21.16.The difference between group 'A' and group 'B' in post-test was 1.83(21.12%) shows that the experimental group understood teaching poetry better than the controlled groups.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

In this chapter findings of the study have been presented. The main aim of this study was to find out the effectiveness of discussion technique in teaching poetry. The researcher selected a boarding school of Kathmandudistrict and 30 students of grade 10 of that school. At first pre-test was administered to the students and they were divided into two groups. Both the groups were taught separately for three weeks. The only difference in the teaching was one group (i.e,Group 'A')was taught using discussion technique and another was not. After 3 weeks teaching, a post-test was administered and the findings of than study were drawn comparing the result of pre-test and post-test of both the groups.

4.1 Findings

After analyzing and interpreting the data obtained the following findings have been drawn:

1) The use of discussion technique in teaching poetry was found effective. The experimental group made better progress than the controlled group. The increment in average score of group 'A' was 8.86(i.e,29.93%), where as the increment of group 'B' was 7.5(i.e,27.32%). So, use of discussion technique was found better in teaching poetry.

2) The increment in average score of group 'A' in 'opposite meaning' item was 1.53(i.e,30.66%) and increment of group 'B' was 1.46(i.e,29.33 %). In this test item experimental group had done better than controlled group.

3) The increment in average score of group 'A' in 'Fill in the gaps' item was 1.07(i.e,21.33%) and increment of group 'B' was 1.00(i.e,20.00%). In this test item experimental group had done than controlled group.

4) In the same way, group 'A' had greater increment in average score in 'Answer to the Question' item than group 'B' by 0.27. It means group 'A' made increment of 2.40(i.e.22.67%) whereas group 'B' made increment of 2.93(i.e.19.33%) in question to answer item.

5) The average score of group 'A' in True or False' item had increased 1.53(i.e,30.67%) whereas the increment of group 'B' was 1.26(i.e,35.33%). In true or false item experimental group had done better than controlled group.

6) The average score of group 'A' in 'similar meaning' item had increased by 1.60(i.e,32.00%) whereas the average score of group 'B' had increased by 1.47(i.e,29.33%) Group 'A' was found better than Group 'B' in this test item too.

7) Both the groups made progress in post-test. The performance of the students of experimental group which was taught using discussion technique was found a bit better than the students of controlled group.

4.2 Recommendations

On the basis of the findings, the following recommendations are made.

1) As the research showed the students who were taught using discussion technique in the classroom obtained greater marks than other students. The teachers, especially who intends to teaching poetry, should make the use of discussion technique in the classroom.

2) The poetry made the provision of the use of discussion technique in teaching poetry, if they did so, the teacher would be encouraged to use it in the classroom for better understanding of learners.

3) The syllabus designers and methodologists were also suggested to design syllabus and selected the method of teaching poetry encouraging

the use of discussion technique in the classroom because if the discussion technique used, it could help the students to learn better.

4)   Since the students level of understanding in teaching poetry was increased when we used discussion technique in the classroom, the used of discussion technique in teaching poetry should be encouraged.

This is the research limited to only 30 students of a Boarding school of Kathmandu district. So the finding of this research may not be applicable for all the schools and institutions. This research is also limited to teaching poetry only. Therefore, the result of the research may not be fruitful in teaching other aspects or skills of the language. The other research in the other areas of language can be carried out of test the validity of this research.

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Appendix I

The Test Items for Pre-test and Post-test

Student's Name: ....   **Full Marks: 30**

Roll No: ....   **Pass Marks: 12**

Read the following poem and answer the questions:

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place, brother,

Where the World can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune,

And it's a difficult tune to learn.

But we can learn, brother, you and I.

There's no such tune as a black tune.

There's only music, brother,

And it's music we're going to sing

Here the rainbow ends.

Richard Rime

(A) From the poem find words which are Opposite in Meaning to the following words: **(5*1=5)**

a. End:-………………………………

b. Sad:-………………………………..

c. Known:-………………………………...

d. White:-………………………………

e. Difficult:-………………………………

(B) Fill in the Gaps with suitable words from the above poem.   (5*1=5)

1) The poem is an …..for brotherhood.

2) It is a song of …........................... between...............................

3) The world is divided into …..and there is

…....................................between them.

4) But the poet hopes that there will be a place where people will

…....................... together.

5) It is a sad poem but ends with a hopeful……………………….

(C) Answer the following Questions.   (5*2=10)

a) What are the boys and girls doing?

………………………………………………………………………………

………………………………………………………………………………

b) What do you think the poem could be about?

…………………………………………………………………………………..

………………………………………………………………………………….

c) What is happening in the picture?

………………………………………………………………………………

………………………………………………………………………………

d) Who does the word 'brother' refers to?

…………………………………………………………………………………..

…………………………………………………………………………………...

e) Why does the poet say that to learn to sing together is difficult?

………………………………………………………………………………

………………………………………………………………………………

(D) Decide Whether the Statements are True or False.   (5*1=5)

a. The poem was written by a black poet.

b. He does not like white people.

c. The poem is about the racial harmony.

d. The poet wants people of different races.

e. The word, 'brother' refers to the black people.

(E) Find words from the poem that are Similar in Meaning to the following words: **(5*1=5)**

a. Start:-…………………………………..

b. Hatred:-………………………………….

c. Peace:-……………………………………

d. Tune:-……………………………………

e. Sad:-…………………………………...

…..Sampling Performance

The Test Items for Pre-test and Post-test

Students Name :....Opt 'A'..............   **Full Marks: 30**

Roll No: ....   **Pass Marks: 12**

Read the following poem and answer the questions:

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place, brother,

Where the World can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune,

And it's a difficult tune to learn.

But we can learn, brother, you and I.

There's no such tune as a black tune.

There's only music, brother,

And it's music we're going to sing

Here the rainbow ends.

Richard Rime

(A) From the poem find words which are Opposite in Meaning to the following words: **(5*1=5)**

 a. End:-………………………………

 b. Sad:-………………………………..

 c. Known:-………………………………...

 d. White:-…………………………………

 e. Difficult:-………………………………

(B) Fill in the Gaps with suitable words from the above poem.   (5*1=5)

1) The poem is an …..for brotherhood.

2) It is a song of …........................... between................................

3) The world is divided into …..and there is

…....................................between them.

4) But the poet hopes that there will be a place where people will

…....................... together.

5) It is a sad poem but ends with a hopeful……………………….

(C) Answer the following Questions.   (5*2=10)

a) What are the boys and girls doing?

………………………………………………………………………………

………………………………………………………………………………

b) What do you think the poem could be about?

…………………………………………………………………………………..

………………………………………………………………………………….

c) What is happening in the picture?

………………………………………………………………………………

………………………………………………………………………………

d) Who does the word 'brother' refers to?

…………………………………………………………………………………..

…………………………………………………………………………………...

e) Why does the poet say that to learn to sing together is difficult?

………………………………………………………………………………

………………………………………………………………………………

(D) Decide Whether the Statements are True or False.   (5*1=5)

a. The poem was written by a black poet.

b. He does not like white people.

c. The poem is about the racial harmony.

d. The poet wants people of different races.

e. The word, 'brother' refers to the black people.

(E) Find words from the poem that are Similar in Meaning to the following words: **(5*1=5)**

a. Start:-…………………………………..

b. Hatred:-………………………………….

c. Peace:-……………………………………

d. Tune:-……………………………………

e. Sad:-…………………………………...

…......Sampling Performance

The Test Items for Pre-test and Post-test

Students Name: Opt. 'B'.................   **Full Marks: 30**

Roll No: ....   **Pass Marks: 12**

Read the following poem and answer the questions:

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place, brother,

Where the World can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune,

And it's a difficult tune to learn.

But we can learn, brother, you and I.

There's no such tune as a black tune.

There's only music, brother,

And it's music we're going to sing

Here the rainbow ends.

Richard Rime

(A) From the poem find words which are Opposite in Meaning to the following words: **(5*1=5)**

 a. End:-…………………………….
 b. Sad:-…………………………………..
 c. Known:-…………………………………...
 d. White:-…………………………………
 e. Difficult:-………………………………

(B) Fill in the Gaps with suitable words from the above poem.   (5*1=5)

1) The poem is an …..for brotherhood.

2) It is a song of …........................... between................................

3) The world is divided into …..and there is

…....................................between them.

4) But the poet hopes that there will be a place where people will

…........................ together.

5) It is a sad poem but ends with a hopeful…………………….

(C) Answer the following Questions.   (5*2=10)

a) What are the boys and girls doing?

…………………………………………………………………………………

…………………………………………………………………………………

b) What do you think the poem could be about?

…………………………………………………………………………………..

………………………………………………………………………………….

c) What is happening in the picture?

…………………………………………………………………………………

…………………………………………………………………………………

d) Who does the word 'brother' refers to?

…………………………………………………………………………………..

…………………………………………………………………………………...

e) Why does the poet say that to learn to sing together is difficult?

…………………………………………………………………………………

…………………………………………………………………………………

(D) Decide Whether the Statements are True or False.   (5*1=5)

a. The poem was written by a black poet.

b. He does not like white people.

c. The poem is about the racial harmony.

d. The poet wants people of different races.

e. The word, 'brother' refers to the black people.

(E) Find words from the poem that are Similar in Meaning to the following words: **(5*1=5)**

a. Start:-…………………………………..

b. Hatred:-………………………………….

c. Peace:-……………………………………

d. Tune:-……………………………………

e. Sad:-…………………………………..

….   Sampling Performance

The Test Items for Pre-test and Post-test

Student's Name:-'A'.................   **Full Marks: 30**

Roll No: ....   **Pass Marks: 12**

Read the following poem and answer the questions:

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place, brother,

Where the World can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune,

And it's a difficult tune to learn.

But we can learn, brother, you and I.

There's no such tune as a black tune.

There's only music, brother,

And it's music we're going to sing

Here the rainbow ends.

Richard Rime

(A) From the poem find words which are Opposite in Meaning to the following words: **(5*1=5)**

a. End:-……………………………….

b. Sad:-…………………………………..

c. Known:-………………………………...

d. White:-…………………………………

e. Difficult:-………………………………

(B) Fill in the Gaps with suitable words from the above poem.   (5*1=5)

1) The poem is an …...............................for brotherhood.

2) It is a song of …........................ between................................

3) The world is divided into …..and there is …...................................between them.

4) But the poet hopes that there will be a place where people will …....................... together.

5) It is a sad poem but ends with a hopeful……………………….

(C) Answer the following Questions.   (5*2=10)

a) What are the boys and girls doing?

……………………………………………………………………………

……………………………………………………………………………

b) What do you think the poem could be about?

…………………………………………………………………………..

………………………………………………………………………….

c) What is happening in the picture?

……………………………………………………………………………

……………………………………………………………………………

d) Who does the word 'brother' refers to?

…………………………………………………………………………..

…………………………………………………………………………...

e) Why does the poet say that to learn to sing together is difficult?

……………………………………………………………………………

……………………………………………………………………………

(D) Decide Whether the Statements are True or False.   (5*1=5)

a. The poem was written by a black poet.

b. He does not like white people.

c. The poem is about the racial harmony.

d. The poet wants people of different races.

e. The word, 'brother' refers to the black people.

(E) Find words from the poem that are Similar in Meaning to the following words: **(5*1=5)**

a. Start:-…………………………………..

b. Hatred:-………………………………….

c. Peace:-……………………………………

d. Tune:-……………………………………

…...Sampling Performances

The Test Items for Pre-test and Post-test

Students Name: .....'B'.............   **Full Marks: 30**

Roll No: ....   **Pass Marks: 12**

Read the following poem and answer the questions:

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place, brother,

Where the World can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune,

And it's a difficult tune to learn.

But we can learn, brother, you and I.

There's no such tune as a black tune.

There's only music, brother,

And it's music we're going to sing

Here the rainbow ends.

Richard Rime

(A) From the poem find words which are Opposite in Meaning to the following words: **(5*1=5)**

 a. End:-………………………………

 b. Sad:-……………………………..

 c. Known:-………………………….....

 d. White:-…………………………….

 e. Difficult:-……………………………

(B) Fill in the Gaps with suitable words from the above poem.   (5*1=5)

1) The poem is an …..for brotherhood.

2) It is a song of …........................... between................................

3) The world is divided into …..and there is

…....................................between them.

4) But the poet hopes that there will be a place where people will

…....................... together.

5) It is a sad poem but ends with a hopeful……………………….

(C) Answer the following Questions.   (5*2=10)

a) What are the boys and girls doing?

…………………………………………………………………………………

…………………………………………………………………………………

b) What do you think the poem could be about?

…………………………………………………………………………………..

………………………………………………………………………………….

c) What is happening in the picture?

…………………………………………………………………………………

…………………………………………………………………………………

d) Who does the word 'brother' refers to?

…………………………………………………………………………………..

…………………………………………………………………………………...

e) Why does the poet say that to learn to sing together is difficult?

…………………………………………………………………………………

…………………………………………………………………………………

(D) Decide Whether the Statements are True or False.   (5*1=5)

a. The poem was written by a black poet.

b. He does not like white people.

c. The poem is about the racial harmony.

d. The poet wants people of different races.

e. The word, 'brother' refers to the black people.

(E) Find words from the poem that are Similar in Meaning to the following words: (5*1=5)

a. Start:-……………………………..

b. Hatred:-………………………………

c. Peace:-…………………………………

d. Tune:-…………………………………

e. Sad:-…………………………………...

Lesson Plan No. 1(Group A)

School:- Joseph Boarding school   Class:-10

Subject:-English   Time:-25 minutes

Teaching Item:-Where the Mind is without fear

1. Specific Objective:

At the end of the poem, the students will be able to write answer of the questions given below:

> What happens if the mind is full of fear?
>
> Why is the world broken into the fragments?

2. Teaching Materials:

Picture of poem and card having some answer and questions.

3. Warming up:

> The teacher will use a riddle to attract the attention of the students.
>
> What is the meaning of the picture?

4. Presentation and Practice:

> Before teaching the poem the teacher will ask questions about the reading poem.
>
> What does the poet wish for his country?
>
> How many different races can you recognize?
>
> Why is the world broken up into fragments?

Students will answer after the discussing in groups. Within a group there will be five students. Students will discuss in group about the poem and the teacher will teach poem if they find difficulties, the teacher will help them. Them the teacher will ask to students to read the poem silently.

5. Evaluation:

The teacher will evaluate students by asking following questions.

In what situations is knowledge not free?

6. Homework:

Answer the following questions:

a. How many different races can you recognize?

Lesson Plan No. 1(Group B)

School:-Joseph Boarding school   Class:-10

Subject:-English   Time:-25 minutes

Teaching Item:-Where the Mind is without fear

1. Specific Objective:

At the end of the poem, the students will be able to write answer of the questions given below:

What happens if the mind is full of fear?

Why is the world broken into the fragments?

2. Teaching Materials:

Usual class room material

3. Warming up:

The teacher will use a riddle to attract the attention of the students.

What is the meaning of the picture?

4. Presentation and Practice:

The teacher will teach the reading poem by explaining line by line. If the students find difficulties in words the teacher will help them. Again, the students will be asked to read the poem silently.

5. Evaluation :

The teacher will evaluate students by asking following questions.

In what situations is knowledge not free?

6. Homework:

Answer the following questions:

a. How many different races can you recognize?

Lesson Plan No. 2(Group A)

School:-Joseph Boarding school   Class:-10

Subject:-English   Time:-25 minutes

Teaching Item:-Knowledge

1. Specific Objective:

At the end of the poem, the students will be able to write answer of the
questions given below:

        What does the poet wants us to plant in our minds?

        What does the first picture shows?

2. Teaching Materials:

Picture of map and card having some answer and questions.

3. Warming up:

        The teacher will use a riddle to attract the attention of the students.

        What does the second picture suggest?

4. Presentation and Practice:

        Before teaching the poem the teacher will ask questions about the
reading poem.

        What is the relationship between two pictures?

        What does 'a know nothing' means?

        Why does the poet call the reader a 'farmer'?

Students will answer after the discussing in groups. Within a group there will
be five students. Students will discuss in group about the poem and the teacher
will teach poem if they find difficulties, the teacher will help them. Them the
teacher will ask to students to read the poem silently.

5. Evaluation :

The teacher will evaluate students by asking following questions.

What does she think we can learn about?

6. Homework:

Answer the following questions:

      a. What does ' spring' means when the poet says, 'Plant in the spring'?

Lesson Plan No. 2(Group B)

School:-Joseph Boarding school   Class:-10

Subject:-English   Time:-25 minutes

Teaching Item:-Knowledge

1. Specific Objective:

At the end of the poem, the students will be able to write answer of the
questions given below:

       What does the poet wants us to plant in our minds?

       What does the first picture shows?

2. Teaching Materials:

Usual classroom materials

3. Warming up:

       The teacher will tell a poem to attract the attention of the students.

       What does the second picture suggest?

4. Presentation and Practice:

The teacher will teach the reading poem by explaining line by line. If the
students find difficulty in words the teacher will help them. Again the students
will be asked the poem silently.

       What is the relationship between two pictures?

       What does 'a know nothing' means?

       Why does the poet call the reader a 'farmer'?

5. Evaluation :

The teacher will evaluate students by asking following questions.

What does she think we can learn about?

6. Homework:

Complete the description of question no.14p.78.

       a. What does ' spring' means when the poet says, 'Plant in the spring'?

Appendix IV

Rank of the Students According to Pre-test

S.N.	Student's Name	F.M.	O.M
1.	Safala Shrestha	30	15
2.	Roshan Pandey	30	15
3.	Amrita Oli	30	12
4.	Binaya Shrestha	30	15
5.	Manish Chaudary	30	15
6.	Punam Yadav	30	13
7.	Rita Thapa	30	15
8.	Raj P. Yadav	30	16
9.	Mira Shrestha	30	14
10	Binod Adhikari	30	17
11.	Mahendra K.C.	30	15
12.	Bikash Pandey	30	17
13.	Prana Pantha	30	16
14.	Madhu Sudan Dawadi	30	17
15.	Kirshna Shahi	30	18
16.	Rajendra Dahal	30	13
17.	Sima Gaire	30	15
18.	Ambika Adhikari	30	15
19.	Satya Singh	30	14
20.	Mukesh Sharma	30	18
21.	Bipana K.C	30	14

22.	Mira Lama	30	16
23.	Sneha Pun	30	13
24.	Mohan Maharjan	30	16
25.	Mahaedra Basnet	30	16
26.	Sagar Parajui	30	14
27.	Jetendra Dhakal	30	15
28.	Ram Hari Thapa	30	13
29.	Bibas Parajuli	30	17
30.	Aarati Shaha	30	18

Pre-test Result of Group 'A'

S.N.	Student's Name	F.M.	O.M
1.	Safala Shrestha	30	15
2.	Roshan Pandey	30	15
3.	Amrita Oli	30	12
4.	Binaya Shrestha	30	15
5.	Manish Chaudary	30	15
6.	Punam Yadav	30	13
7.	Rita Thapa	30	15
8.	Raj P. Yadav	30	16
9.	Mira Shrestha	30	14
10	Binod Adhikari	30	17
11.	Mahendra K.C.	30	15
12.	Bikash Pandey	30	17
13.	Prana Pantha	30	16
14.	Madhu Sudan Dawadi	30	17
15.	Kirshna Shahi	30	18

Pre-test Result of Group 'B'

S.N.	Student's Name	F.M.	O.M
1.	Rajendra Dahal	30	13
2.	Sima Gaire	30	15
3.	Ambika Adhikari	30	15
4.	Satya Singh	30	14
5.	Mukesh Sharma	30	18
6.	Bipana K.C	30	14
7.	Mira Lama	30	16
8.	Sneha Pun	30	13
9.	Mohan Maharjan	30	16
10	Mahaedra Basnet	30	16
11.	Sagar Parajui	30	14
12.	Jetendra Dhakal	30	15
13.	Ram Hari Thapa	30	13
14.	Bibas Parajuli	30	17
15.	Aarati Shaha	30	18

Post-test Result of Group 'A' (Experimental Group)

S.N.	Student's Name	F.M.	O.M
1.	Safala Shrestha	30	24
2.	Roshan Pandey	30	23
3.	Amrita Oli	30	21
4.	Binaya Shrestha	30	25
5.	Manish Chaudary	30	23
6.	Punam Yadav	30	A
7.	Rita Thapa	30	24
8.	Raj P. Yadav	30	24
9.	Mira Shrestha	30	24
10	Binod Adhikari	30	27
11.	Mahendra K.C.	30	24
12.	Bikash Pandey	30	27
13.	Prana Pantha	30	24
14.	Madhu Sudan Dawadi	30	25
15.	Kirshna Shahi	30	26

Post-test Result of Group 'B' (Controlled Group)

S.N.	Student's Name	F.M.	O.M
1.	Rajendra Dahal	30	22
2.	Sima Gaire	30	21
3.	Ambika Adhikari	30	24
4.	Satya Singh	30	27
5.	Mukesh Sharma	30	A
6.	Bipana K.C	30	22
7.	Mira Lama	30	24
8.	Sneha Pun	30	18
9.	Mohan Maharjan	30	23
10	Mahaedra Basnet	30	25
11.	Sagar Parajui	30	21
12.	Jetendra Dhakal	30	22
13.	Ram Hari Thapa	30	23
14.	Bibas Parajuli	30	22
15.	Aarati Shaha	30	24

APPENDIX V

Item wise Table and Post-test Result

The Result of Opposite Meaning Item (Group A)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Safala Shrestha	3	5	2	40
2.	Roshan Pandey	2	4	2	40
3.	Amrita Oli	2	5	3	60
4.	Binaya Shrestha	3	4	1	20
5.	Manish Chaudary	2	4	2	40
6.	Punam Yadav	2	A	-	-
7.	Rita Thapa	3	5	2	40
8.	Raj P. Yadav	3	4	1	20
9.	Mira Shrestha	2	4	2	40
10	Binod Adhikari	3	5	2	40
11.	Mahendra K.C.	3	5	2	40
12.	Bikash Pandey	4	5	1	20
13.	Prana Pantha	4	5	1	20
14.	Madhu Sudan Dawadi	4	5	1	20
15.	Kirshna Shahi	4	5	1	20
T.M		44	65	23	460
A.M		2.93	4.33	1.53	30.66

The Result of Opposite Meaning Item (Group B)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Rajendra Dahal	3	5	2	40
2.	Sima Gaire	3	5	2	40
3.	Ambika Adhikari	2	5	3	60
4.	Satya Singh	1	5	4	80
5.	Mukesh Sharma	4	A	-	-
6.	Bipana K.C	2	3	1	20
7.	Mira Lama	3	4	1	20
8.	Sneha Pun	2	3	1	20
9.	Mohan Maharjan	2	3	1	20
10	Mahaedra Basnet	2	4	2	40
11.	Sagar Parajui	2	3	1	20
12.	Jetendra Dhakal	3	5	2	40
13.	Ram Hari Thapa	2	4	2	40
14.	Bibas Parajuli	2	2	0	
15.	Aarati Shaha	3	3	0	0
T.M		36	54	22	440
A.M		2.40	3.77	1.46	29.33

The Result in Fill the Groups Item (Group A)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Safala Shrestha	2	3	1	20
2.	Roshan Pandey	2	3	1	20
3.	Amrita Oli	2	3	1	20
4.	Binaya Shrestha	3	4	1	20
5.	Manish Chaudary	3	4	1	20
6.	Punam Yadav	2	A	-	-
7.	Rita Thapa	4	5	1	20
8.	Raj P. Yadav	2	4	2	40
9.	Mira Shrestha	3	4	1	20
10	Binod Adhikari	3	4	1	20
11.	Mahendra K.C.	3	4	1	20
12.	Bikash Pandey	4	5	1	20
13.	Prana Pantha	3	5	2	40
14.	Madhu Sudan Dawadi	3	4	1	20
15.	Kirshna Shahi	4	5	1	20
T.M		43	57	16	320
A.M		2.87	3.80	1.07	21.33

The Result in Fill the Groups Item (Group B)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Rajendra Dahal	2	4	2	40
2.	Sima Gaire	2	2	0	0
3.	Ambika Adhikari	3	4	1	20
4.	Satya Singh	3	4	1	20
5.	Mukesh Sharma	3	A	-	-
6.	Bipana K.C	2	3	1	20
7.	Mira Lama	3	3	0	0
8.	Sneha Pun	3	4	1	20
9.	Mohan Maharjan	3	4	1	20
10	Mahaedra Basnet	3	4	1	20
11.	Sagar Parajui	3	4	1	20
12.	Jetendra Dhakal	2	3	1	20
13.	Ram Hari Thapa	2	3	1	20
14.	Bibas Parajuli	2	4	2	40
15.	Aarati Shaha	2	4	2	40
T.M		38	50	15	300
A.M		2.53	3.33	1.00	20.00

The Result in Answer to Question Item (Group A)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Safala Shrestha	4	8	4	40
2.	Roshan Pandey	4	7	3	30
3.	Amrita Oli	5	7	2	20
4.	Binaya Shrestha	4	8	4	40
5.	Manish Chaudary	5	8	3	30
6.	Punam Yadav	4	A	-	-
7.	Rita Thapa	4	6	2	20
8.	Raj P. Yadav	4	6	2	20
9.	Mira Shrestha	5	8	3	30
10	Binod Adhikari	6	8	2	20
11.	Mahendra K.C.	4	6	2	20
12.	Bikash Pandey	4	8	4	40
13.	Prana Pantha	5	8	3	30
14.	Madhu Sudan Dawadi	6	7	1	10
15.	Kirshna Shahi	6	7	1	10
T.M		70	102	36	340
A.M		4.67	6.80	2.40	22.67

The Result in Answer to Question Item (Group B)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Rajendra Dahal	4	6	2	20
2.	Sima Gaire	5	8	3	30
3.	Ambika Adhikari	4	6	2	20
4.	Satya Singh	6	8	2	20
5.	Mukesh Sharma	6	A	-	-
6.	Bipana K.C	6	8	2	20
7.	Mira Lama	6	9	3	30
8.	Sneha Pun	5	7	2	20
9.	Mohan Maharjan	5	8	3	30
10	Mahaedra Basnet	6	8	2	20
11.	Sagar Parajui	5	7	2	20
12.	Jetendra Dhakal	6	7	1	10
13.	Ram Hari Thapa	5	8	3	30
14.	Bibas Parajuli	7	8	1	10
15.	Aarati Shaha	8	9	1	10
T.M		84	107	29	290
A.M		5.60	7.13	1.93	19.33

The Result in True or False Item (Group A)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Safala Shrestha	3	4	1	20
2.	Roshan Pandey	4	5	1	20
3.	Amrita Oli	2	4	2	40
4.	Binaya Shrestha	4	5	1	20
5.	Manish Chaudary	3	4	1	20
6.	Punam Yadav	3	A	-	-
7.	Rita Thapa	2	4	2	40
8.	Raj P. Yadav	3	5	2	40
9.	Mira Shrestha	2	4	2	40
10	Binod Adhikari	4	5	1	20
11.	Mahendra K.C.	3	5	2	40
12.	Bikash Pandey	3	5	2	40
13.	Prana Pantha	3	5	2	40
14.	Madhu Sudan Dawadi	3	5	2	40
15.	Kirshna Shahi	3	5	2	40
T.M		45	65	23	460
A.M		3.00	4.33	1.53	30.67

The Result in True or False Item (Group B)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Rajendra Dahal	2	4	2	40
2.	Sima Gaire	2	2	0	0
3.	Ambika Adhikari	3	5	2	40
4.	Satya Singh	2	3	1	20
5.	Mukesh Sharma	3	A	-	-
6.	Bipana K.C	2	3	1	20
7.	Mira Lama	3	4	1	20
8.	Sneha Pun	1	1	0	0
9.	Mohan Maharjan	3	4	1	20
10	Mahaedra Basnet	3	5	2	40
11.	Sagar Parajui	2	4	2	40
12.	Jetendra Dhakal	2	4	2	40
13.	Ram Hari Thapa	2	4	2	40
14.	Bibas Parajuli	4	5	1	20
15.	Aarati Shaha	3	5	2	40
T.M		33	53	19	380
A.M		2.20	3.53	1.26	35.33

The Result in Similar Meaning Item (Group A)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Safala Shrestha	3	4	1	20
2.	Roshan Pandey	3	4	1	20
3.	Amrita Oli	1	2	1	20
4.	Binaya Shrestha	3	4	1	20
5.	Manish Chaudary	2	3	1	20
6.	Punam Yadav	2	A	-	-
7.	Rita Thapa	2	4	2	40
8.	Raj P. Yadav	4	5	1	20
9.	Mira Shrestha	2	4	2	40
10	Binod Adhikari	1	5	4	80
11.	Mahendra K.C.	3	4	1	20
12.	Bikash Pandey	2	4	2	40
13.	Prana Pantha	2	5	3	60
14.	Madhu Sudan Dawadi	2	4	2	40
15.	Kirshna Shahi	2	4	2	40
T.M		34	56	24	480
A.M		2.26	3.73	1.60	32.00

The Result in Similar Meaning Item (Group B)

S.N.	Student's Name	Pre-test	Post-test	D	D%
1.	Rajendra Dahal	2	3	1	20
2.	Sima Gaire	2	4	2	40
3.	Ambika Adhikari	3	4	1	20
4.	Satya Singh	2	4	2	40
5.	Mukesh Sharma	2	A	-	-
6.	Bipana K.C	2	5	3	60
7.	Mira Lama	1	4	3	60
8.	Sneha Pun	2	3	1	20
9.	Mohan Maharjan	3	4	1	20
10	Mahaedra Basnet	2	4	2	40
11.	Sagar Parajui	2	3	1	20
12.	Jetendra Dhakal	2	3	1	20
13.	Ram Hari Thapa	2	4	2	40
14.	Bibas Parajuli	2	3	1	20
15.	Aarati Shaha	2	3	1	20
T.M		31	51	22	440
A.M		2.06	3.40	1.47	29.33

Appendix II

.....Sampling Performance

The Test Items for Pre-test and Post-test

Students Name :....Opt 'A'..............   **Full Marks: 30**

Roll No: ....   **Pass Marks: 12**

Read the following poem and answer the questions:

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place, brother,

Where the World can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune,

And it's a difficult tune to learn.

But we can learn, brother, you and I.

There's no such tune as a black tune.

There's only music, brother,

And it's music we're going to sing

Here the rainbow ends.

Richard Rime

(A) From the poem find words which are Opposite in Meaning to the following words: **(5*1=5)**

a. End:-......*start*.......... ✓

b. Sad:-......*happy*.......... ✓

c. Known:-....*unknown*.... ✓

d. White:-......*black*.......... ✓   ④

e. Difficult:-......*more*.......... ✗

(B) Fill in the Gaps with suitable words from the above poem. (5*1=5)

1) The poem is an ....*appeal*................................for brotherhood. ✓

2) It is a song of ....*love*............ between....*people*.............. ✓

3) The world is divided into ....*mass*.....................and there is ✗
.....*love*.................between them.

4) But the poet hopes that there will be a place where people will ✓ ④
....*marry*........ together.

5) It is a sad poem but ends with a hopeful....*note*.............. ✓

(C) Answer the following Questions. (5*2=10)

a) What are the boys and girls doing?

The boys and girls are making a circle
as a token of harmony and peace. ②

b) What do you think the poem could be about?

The poem could be about the need of
racial harmony. ②

c) What is happening in the picture?

Some are engaged in war where as others
are singing. ✗

d) Who does the word 'brother' refers to?

The word brother refers to ✗
mr. shahi.

e) Why does the poet say that to learn to sing together is difficult?

The poet say that to learn to sing ✗
together is difficult because they are dumb.

(D) Decide Whether the Statements are True or False. (5*1=5)

a. The poem was written by a black poet. ✓ ✓

b. He does not like white people. ✗ ✓

c. The poem is about the racial harmony. ✓ ✓ ③

d. The poet wants people of different races. ✗ ✗

e. The word, 'brother' refers to the black people. ✓ ✗

(E) Find words from the poem that are similar in meaning to the following words:

(5*1=5) ✓

a. Start:-........begin....................
b. Hatred:-........hard................✗....
c. Peace:-:.....silence.................✓
d. Tune:-........Sing..................✗...
e. Sad:-........bad....................✗...

②

Appendix II

.........Sampling Performance

The Test Items for Pre-test and Post-test

Students Name: Opt. 'B'.................   Full Marks: 30

Roll No: ....   Pass Marks: 12

Read the following poem and answer the questions:

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place. brother,

Where the World can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune.

And it's a difficult tune to learn.

But we can learn, brother. you and I.

There's no such tune as a black tune.

There's only music, brother,

And it's music we're going to sing

Here the rainbow ends.

Richard Rime

(A) From the poem find words which are Opposite in Meaning to the following words: (5*1=5)

a. End:-.......*Start*................. ✓

b. Sad:-.......*happy*................. ✓   ②

c. Known:-.....*dont know*...... ✗

d. White:-...... clear ...... ⚡
e. Difficult:-..... hard ...... ✗

(B)Fill in the Gaps with suitable words from the above poem.   (5*1=5)

1) The poem is an ...... appeal .... for brotherhood. ✓
2) It is a song of .... love .... between..... people .... ✓
3) The world is divided into ...... black & white ...... and there is ✓
..... hatred ....between them.
4) But the poet hopes that there will be a place where people will ✗ ③
..... stay ...... together.
5) It is a sad poem but ends with a hopeful.... application ✗

(C)Answer the following Questions.   (5*2=10)

a) What are the boys and girls doing?
The boys and girls are making a circle
as a taken of harmony and peace ✓ ②

b) What do you think the poem could be about?
The poem could be about the need of
racial harmony

c) What is happening in the picture?
Some are engaged in war where as
others are singing and dancing ✓ ②

d) Who does the word 'brother' refers to?
The word 'brother' prefers to the white people. ①

e) Why does the poet say that to learn to sing together is difficult?
The poet says that to learn to sing together
is difficult became he is black. there is serious
discrimination among people on the ground of race.

(D) Decide Whether the Statements are True or False.   (5*1=5)

a. The poem was written by a black poet. True ✓
b. He does not like white people. false ✓ ②

c. The poem is about the racial harmony. false ✗

d. The poet wants people of different races. false ✗

e. The word, 'brother' refers to the black people. True ✗

(E) Find words from the poem that are Similar in Meaning to the following words: (5*1=5)

a. Start:- being ✗

b. Hatred:- hard ✗

c. Peace:- silence ✓

d. Tune:- music ✓

e. Sad:- bad ✗

②

APPENDIX III

.... **Sampling Performance**

The Test Items for Pre-test and Post-test

Student's Name:-'A'................

Roll No: ....

Full Marks: 30

Pass Marks: 12

Read the following poem and answer the questions:

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place. brother,

Where the World can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song. brother,

Because we don't know the tune.

And it's a difficult tune to learn.

But we can learn, brother. you and I.

There's no such tune as a black tune.

There's only music, brother,

And it's music we're going to sing

Here the rainbow ends.

Richard Rime

(A) From the poem find words which are Opposite in Meaning to the

following words: (5*1=5)

a. End:-.... _Start_ ....

b. Sad:-._happy_ ....

c. Known:-.... _unknown_ ....

③

d. White:- ...black...............

e. Difficult:- ...easy............... (2)

(B)Fill in the Gaps with suitable words from the above poem.   **(5*1=5)**

1) The poem is an ....appeal................for brotherhood.

2) It is a song of ....love.......... between....people...........

3) The world is divided into ..black..and..white...and there is

......hatred.............between them.

4) But the poet hopes that there will be a place where people will

......live......... together.   (5)

5) It is a sad poem but ends with a hopeful......note...........

(C)Answer the following Questions.   **(5*2=10)**

a) What are the boys and girls doing?

...The..boys..and....girls..are..making..a..circle (2)

..as..a..token..of.....harmony...and..peace........

b) What do you think the poem could be about?

..The....poem..could..be......about.....the...need..... (2)

..of...racial..harmony..............................

c) What is happening in the picture?

..Some...are engaged..in..war....where..as..others.. (2)

...are...singing and...dancing..........................

d) Who does the word 'brother' refers to?

.Brother....refers...to...the...white..people...... (2)

....

e) Why does the poet say that to learn to sing together is difficult?

..The..poet..said..that..to..learn..to..sing.....X..

..together..is..difficult..because..she..is..silence.

(D) Decide Whether the Statements are True or False.   **(5*1=5)**

a. The poem was written by a black poet. ✓

b. He does not like white people. ✗   (2)

c. The poem is about the racial harmony. ✓

d. The poet wants people of different races. ✓

e. The word, 'brother' refers to the black people. ✗

(E) Find words from the poem that are Similar in Meaning to the following words: (5*1=5)

a. Start:- *begin* ✓

b. Hatred:- *Rejected*

c. Peace:- *silence* ✓

d. Tune:- *music* ✓

e. Sad:- *bad* ✗

④

Appendix III

......Sampling Performances

The Test Items for Pre-test and Post-test

Students Name: ......'B'.............   **Full Marks: 30**

Roll No: ....   **Pass Marks: 12**

Read the following poem and answer the questions:

Where the Rainbow Ends!

Where the rainbow ends

There's going to be a place, brother,

Where the World can sing all sorts of songs

And we're going to sing together, brother,

You and I, though you're white and I'm not.

It's going to be a sad song, brother,

Because we don't know the tune,

And it's a difficult tune to learn.

But we can learn, brother, you and I.

There's no such tune as a black tune.

There's only music, brother.

And it's music we're going to sing

Here the rainbow ends.

Richard Rime

(A) From the poem find words which are Opposite in Meaning to the following words: (5*1=5)

a. End:- .....*start*..................... ✓

b. Sad:- ....*happy*................. ✓

c. Known:- ......*on know*............. ✗

d. White:- black ✓ ①
e. Difficult:- hard ✗

(B)Fill in the Gaps with suitable words from the above poem.   (5*1=5)

1) The poem is an ....sad...........for brotherhood. ✗
2) It is a song of ......love.......... between......people....✓
3) The world is divided into ....black White......and there is ✓
..........hatred..........between them.
4) But the poet hopes that there will be a place where people will ✓ ④
.....live........... together.
5) It is a sad poem but ends with a hopeful.....note..........✓

(C)Answer the following Questions.   (5*2=10)

a) What are the boys and girls doing?
The boys and girls are making a circle ②
as a token of hormony and peace

b) What do you think the poem could be about?
The peom could be about need of racial ②
harmony and peace

c) What is happening in the picture?
Some are engaged in war where as ②
others are singing and dancing.

d) Who does the word 'brother' refers to?
brother refer to White people ①
....

e) Why does the poet say that to learn to sing together is difficult?
The poet Says that to learn to sing togethe
is difficult became he is black, there is
serious discrimination among people on the ground
(D) Decide Whether the Statements are True or False.   (5*1=5) of race.

a. The poem was written by a black poet. True ✓
b. He does not like white people. false ②

c. The poem is about the racial harmony. True ✓

d. The poet wants people of different races. False ✓

e. The word, 'brother' refers to the black people. True ✗

(E) Find words from the poem that are Similar in Meaning to the

following words: (5*1=5)

a. Start:- begin ✓

b. Hatred:- hard ✗

c. Peace:- silence ✓

d. Tune:- music ✓

e. Sad:- bad ✗