TECHNIQUES USED BY TRAINED AND UNTRAINED TEACHERS IN TEACHING POETRY

A Thesis submitted to the Department of English Education
In Partial Fulfilment of the Master of Education in English

Submitted by
ChetanaKumariRegmi

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
Nepal
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DECLARATION

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

Date: 22/12/2015

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. ChetanaKumariRegmi**has completed the research of her M.Ed. thesis entitled **"Techniques used by Trained and Untrained teachers in Teaching Poetry"** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

To

My parents and teachers who devoted their life to make me what I am today

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ChetanaKumariRegmi

ABSTRACT

This thesis entitled **Techniques used by Trained and Untrained teachers in Teaching Poetry** is an attempt to find out the strategies in teaching and learning poetry at secondary level. This study has tried to compare the strategies used by trained and untrained teachers at secondary level. Questionnaire and class observation were used as the tools to collect the data. The researcher purposively selected ten secondary schools. All together thirty students and ten teachers were selected from ten schools using purposive non-random sampling procedure. The researcher used class observations check list. The researcher observed the three classeseach of ten teachers while they taught poetry and filled up the class observation from. It was found that trained teacher used most of the techniques more frequently than the untrained teachers. It was also found that some of the techniques were used by both types of teachers in all classes while teaching poetry. In this way some of the techniques not used by any teachers for example: asking for choral reading, introducing rhetorical devices and introducing tone of the poem.

This study consists of five chapters. Chapter one is introduction which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly chapter two deals with the review of related literature and conceptual framework. It encompasses review of theoretical and empirical literature, implications of the review for the study and conceptual framework. Chapter three includes methods and procedures used in the study which includes methods and designs, population, sample and sampling strategies study area/field, data collection tools and data collection procedures. Similarly, Chapter four entails analysis and interpretation of the result and summary of the findings. Chapter five includes conclusion and recommendations. Finally, this chapter is followed by references and appendices.

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LIST OF ACRONYMS AND ABBREVIATIONS

P	=	Page
TL	=	Target language
ELT	=	English Language Teaching
T	=	Trained Teacher
UT	=	Untrained Teacher
O	=	Observation
No	=	Number
TU	=	Tribhuvan University
NNEC	=	Nepal National Education Commission
NESP	=	National Education System Plan
GT	=	Grammar Translation
i.e.	=	That is
TPR	=	Total Physical Response

CHAPTER ONE
INTRODUCTION

The present study is onTechniques used by Trained and Untrained Teachers in Teaching Poetry. The main purpose of this study is to find out the techniques used by trained and untrained teachers in teaching poetry. It consists of five interrelated chapters. The introduction part consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms.

1.1Background of the study

Poetry is a literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm. While teaching a poem we are teaching a lot of language elements of the language at a time. Firstly, it is a piece of language composed artistically where the words are ordered in a different artistic manner. We can teach vocabulary, structure and language functions through a piece of poetry. It is pedagogically useful and necessary to provide students with 'deviant' use of language in this way poetry is important for language development.

Hall (1960, p.158) defines "language is the institution where by humans communicate and interact with each other by means of habitually used oral auditory or arbitrary symbols" .This definition of language givesemphasis on the oral mode of communication. To sum up, language is a means of sharing thoughts, ideas and feelings of human experience either in spoken or written form .Literature is the exploration of feelings in a garland form. Poetryit helps to develop vocabulary power and grammatical ability. By teaching poetry teachers motivate pupils and it makes familiar with the real world and different places. Poems are very much important in language classrooms as they are motivating material, encourage language acquisition and expand student's language awareness.

1.2 Statement of the problem

The present study is related to numerous stakeholders who are concerned with the education system in general and teaching and learning process in particular. Teachers and students are regarded as the integral and most responsible factors that directly affect and are affected by the outcomes of their endeavours. This bilingual coordination of the two distinct but mutually interdependent agents, determines the prosperity of the educational system as a whole. In other words teachers and students are the most triggering indicators that shoulder which responsibility of teaching learning process conducted in language classes.

If we observe the ELT classes in Nepal we still find the use of teacher centered techniques such as lecture, explanation and demonstration etc. In such ELT classes teachers do not respect their profession, they have negative attitude towards their profession. Nepal is poor and therefore is unable to provide sufficient teaching materials, and infra-structure. Our classrooms are large in the size and English teachers do not update with the latest technology. English teachers are using native language while teaching English In this way poetry is taught without understanding psychology of students and not using proper teaching materials. It is used to teach in old method (translation method). Thus, because of lack of training most of the teachers fail to make good use of poetry in English language classes.

1.3 Objectives of the study

The objectives of the study were as follows:

(a) To find out techniques used by trained and untrained teachers in teaching poetry.
(b) To compare the use of different techniques used by trained and untrained teachers.
(c) To suggest pedagogical implication based on findings.

1.4 ResearchQuestions

This research were try to answer the following questions.

a) What are the techniques used by trained and untrained teachers to teach poems?
b) Which techniques are most widely used in teaching poetry?
c) How trained and untrained teachers use different techniques in teaching poetry?

1.5 Significance of the Study

The present researcher study is significant for those people who are directly and indirectly involved in teaching the English language particularly for the teachers, curriculum designers examiners and so on. In the sense that after knowing the techniques used by trained and untrained teachers in teaching poetry. They will be recommended to follow the technique to teach the learner by ignoring the traditional technique. My study will be beneficial to both trained and untrained teachers. It will be equally beneficial to secondary level students and who love poems.

Similarly, curriculum designers will include the trained and untrained teacher in teaching poetry as a way of technique in the curriculum. In same way it will be equally helpful for the learners, language trainers, researchers as well as those people who are involved in English language teaching.

Likewise, this study will be helpful for language teachers, learners and the linguists. The findings and recommendations of this study will be beneficial to the real classroom teaching. Moreover the findings of the research study will also be beneficial to the syllabus designers, textbook writers and subject experts as they can gain a lot of information from this study.

1.6 Delimitations of the study

The proposed study will have the following delimitations

1) This study was limited to ten secondary schools.
2) It was limited to the data collected from ten teachers.
3) This study was observedtwo classes of each teacher regarding teaching poetry.
4) This research was based on data elicited class observation.
5) This study waslimited to the techniques used by trained and untrained teachers in teaching poetry.

1.7 Operational Definition of key Terms

Pre Teaching Activities : Pre teaching is the stage the teacher can prepare and motivate the students for learning

While Teaching Activities : In while teaching stage students understand the text from different perspectives.

Post Teaching Activities : In this stage, engage students in the higher level of cognition and awareness.

CHAPTERTWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

We can find a number of research works carried out to identify the techniques used by trained and untrained teachers in teaching poetry. This chapter consists of related theoretical and empirical literature, implication of the review and conceptual framework of the study.

2.1 Review of Related Literature

Theoretical ideas/principles or guidelines are the main basis which provided the space to stand and see what and how something has already been done. In this research, I have reviewed the different types of techniques used by trained and untrained teachers in teaching poetry. I will also try to see the certain parameters to measure the activities of techniques used in poetry. They are given below.

2.1.1 English Language Teaching

English is an international language and is taught all around the world. The world has understood the taste of using English for many decades in several sectors so is the case with teaching as well. In Nepal, English has been used as a means of instruction and medium of writing by the people from educated and elite circle since Rana Regime (cited in Thapalia, 2071). Highlighting the professional status of language teaching Richards and Rodgers (2001) mention:

> Language teaching come into its own as a profession in the twentieth century. The whole foundation of current language teaching was developed during the early part of the twentieth century, as applied linguistic and other sought develop principles and producers for the design of teaching methods and materials drawing in the developing fields of linguists and psychology to

support a succession of proposal for what were thought to be more effective and theoretically sound teaching method.

For themwe use language in terms of four skills, i.e listening, speaking, reading and writing. These four language skills may rarely work in isolation. They are integrated to make communication meaningful and effective. These four skills are divided into two categories. i.e. receptive and productive skills. Similarly, language aspects are also the crucial things that pray a vital role in using language those aspects are vocabulary, pronunciation etc.

Several methods and techniques are introduced like Communicative Approach, Natural Approach, G.T Method, Direct Method etc. There are different terminologies in which teaching English is taking place like teaching English as a second Language (TESL), Teaching English as a foreign language (TEFL), Teaching English for speakers of other Languages (TESOL), English for specific purpose (ESP) and so on. In Nepal, teaching of English Language does not seem to have gone satisfactorily because of the lack of it's professional development.

2.1.2 History of ELT in Nepal

Regarding the English Language teaching in Nepal, we have to track back to the Rana Regime. The first Rana prime minister JungaBahadurRana visited England and he observed the importance of the English language at different level of schools and universities. Then he established a school where English language was started to be taught at Thapathali Durbar in 1910 A.D. The opening of Trichandra College in 1975 A.D. marks the formal beginning of English in higher education in Nepal. Nepal National Education Commission (NNEC) was formed in 2010 A.D. and Tribhuwan University was established in 2013 A.D. Similarly, the National Educational system plan (NESP) strongly prioritized and developed a curriculum of the English language teaching and learning in faculty of education.

Similarly, In Nepal formal English Language teaching programme started with the establishment of Durbar high school. Because of it's increasing popularity and used in science technology, medicine, business, airport diplomacy, conferences, sports and advertisement etc. Almost every country including Nepal started teaching and learning. It has gained the status of international language. It is used as a lingua franca to have smooth communication between two language speakers. It is an inevitable means to link with outer world too. So, the government of Nepal has designed its curriculum to teach English as a compulsory subject from one to Bachelor's level.

2.1.3 Literature in English Language Teaching

Literature is the exploration of feelings in a garland form that may consist of only happy, or only sorrow, or mixture of both tired in a thread of words style, culture etc. has its own value. It carries the real life having different events, language forms and style of speaking. According to Lazar (2009, p.24) "Literature is useful tool for students to draw their own personal feelings, experiences and opinions. It helps students to become more actively involved both intellectually and emotionally in learning English and hence aids acquisition. Talking about the importance of literature,Povey (1972, p.187) says," Literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax" (as cited in Brumfit and Carter 1987,p. 191)

So, literature is a full-fledged discipline of language. Literature has mainly four genres to be completed innately. They are poetry, prose, fiction and drama. Each discipline has its own essential quality (things) in the essential qualities of poetry, fiction and drama are meditation persuasion, narration and interaction respectively.

Literature increases the interest of students towards abstract and intangible aspects of life. It stretches students imagination, widens their insights, deepens

their experiences and heightens their awareness. A language learner cannot be a competent learner unless he/she knows the culture and literature of its native speakers. To learn a language competitively, one should be familiar with the culture and literature of the target language.

In conclusion all the teachers, linguists, ELT experts and students are in favor of the use of literacy text in the classroom. Therefore, it can be said that literature is a vehicle for carrying various contextual syntactic structures, various commutative activities and language used in a variety of cultural settings. Thus, using literature in language teaching assists the learners to learn both language usage and language use creating language awareness.

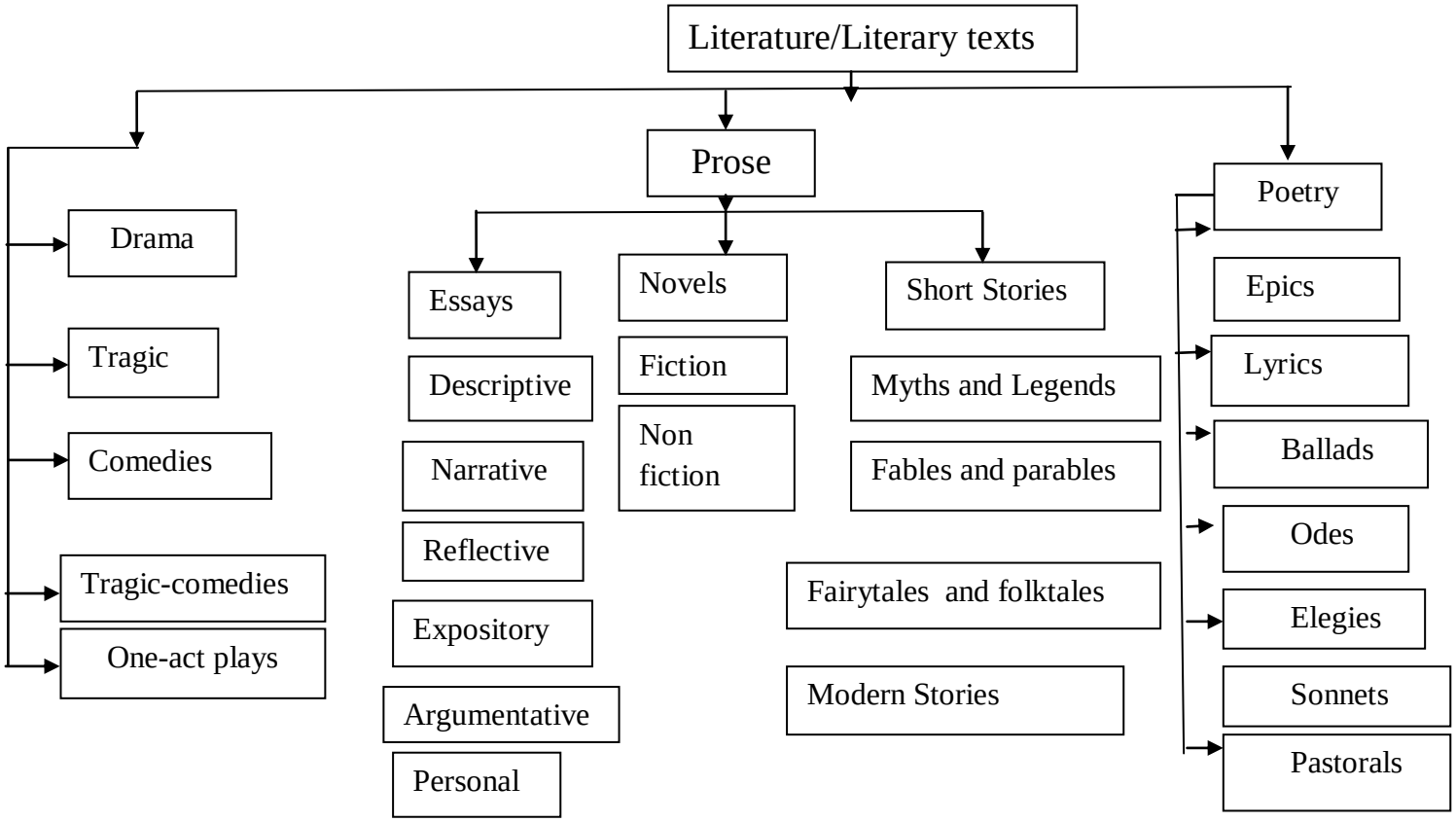
Literature develops language skills in students. Literature helps to develop students all four language skills, i.e. listening, speaking, reading and writing, while studying literature, the students automatically practice the language skills. They listen to different texts, listening cassettes, speaking more about the subject matter interestingly, reading more texts and writing appreciation, analyzing and interpreting the text. As a result language skills develop naturally.

2.1.4 Types of Literature

It is hard to find out exact classification of literary texts. There are four genre of literature i.e. poetry, prose, fiction and drama. In this classification stories and novels are included under fiction and essays are included under prose. Sometimes literary texts are divided in to three categories and some other have divided them into four categories.

The classification of poetry, prose and drama been shown as follows.

Classification of Literary Texts



2.1.5 Teacher Training

The term training refers to organized activity aimed at imparting information and instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or experiences acquired by one that trains. It can be conducted in group or individually. It is essential to develop trainee or trainers inner capacity.

Teacher training refers to the training given to the teachers for their professional development by their trainer or experts. Teacher role is the supreme to achieve the desired end in the hands of an incompetent teacher who cannot deliver the goods. Because of all the factors which influence the quality of education and it’s contribution to the national development. The

quality,competence and character of teachers are undoubtedly the most significant. To get positive result training plays a vital role.

Nepal started providing training to teachers from 1948 with the establishment of Basic Education Training center in Kathmandu which later discontinued its functions after the recommendation of Nepal National Education planning Commission (NNEPC) in 1954 for the establishment of college of Education in 1956 to provide two years and four years teacher education programs to the prescriptive lower secondary and secondary teachers in Nepal. Concurrently, Normal school ran a ten month teacher training program use for primary school teacher which later converted into Primary School Teacher Training Center (PSTTC) in 1963 and the trainer were however it was not introduced in the higher education until 1918 when Trichandra College, the first college in the Kingdom was established. (Source: www.doe.gov.np)

> The trainer role is not simply to teach the content of innovation but to maximize the potential for ownership of the innovation of teachers. When teachers are given training in a new approach or method. It is extremely important to make them feel the method/ approach, benefit them make sense to them and motivate them to make challenges involve. Teachers ultimately implement the innovation at the level of classroom, so if they don't feel sense of ownership and therefore satisfaction the new pedagogy will remain an idea and obligation or a misunderstood something (Source: www.neltachautari.com)

Teacher training essentially concerns knowledge of the topic to be taught and of the methodology for teaching it. It emphasizes classroom skills and techniques. Teacher training is done with experts it is top-down approach. It is based on the skills techniques and based on the short term. It makes the

teachers aware about child psychology, instructional tools, evaluation tools and so on. Such type of programs may be used to help to tackle inadequacies of pre-service training to support the implementation of new changes in the curriculum or to promote teachers continuing professional development. They can also provide opportunities for teachers to shape experiences and learn from each other. Teacher training plays an essential role in supporting the quality of teaching and learning in schools. Successful teacher training is necessary for the best student outcomes. Thus teachers have primary role and a significant affect on student achievement, student learning performance.

> Trained teachers know how to deal with the psychology of the students and make their teaching effective. They are conscious of various maxims, techniques etc. All the campuses under the Department of English Education are producing lots of trained teachers. On the other hand untrained teachers on subject matter, they are more competent then trained teachers in the field of literature but do not know how to go effectively. They do not belong to Education Faculty (Source: www.doe.gov.np)

Similarly, training is teaching or developing in oneself or others any skills or knowledge that relate to specific useful competencies. Training has specific goals of improving ones capabilities, capacity, productivity and performance. The need of continue training beyond initial qualification to maintain upgrade and update skills through working life. People with in many professions and occupations may refer to this sort of training as professional development

2.1.6 Types of poetry

One of the important genres of literature that plays vital role in language development is poetry. There are different forms of poetry according to their nature. They are described as follows.

(a) Sonnets

Literally sonnet means a 'Little sound' or 'song' a lyric poem of 14 lines, a sonnet usually is in iambic pentameter with considerable variations in the rhyme scheme. A sonnet expresses different aspect of a single thought mood or feeling sometimes resolved or summed up in the last lines of the poem. Sonnets have a remarkable change both in English and other languages. They have been adapted to "remarkable variety of experiment and development and an astonishing range of feeling and themes the two basic sonnets forms are:

i. The petrarchan or Italian Sonnet
ii. The English Sonnet

(b) Elegy

An elegy has it's origin in classical Greek and Roman literature. Classical elegies were written in elegiac meter and addressed various subjects, including love, death, war and similar themes. The term 'elegy' denotes "a formal and sustained lament in verse for the death of a particular person, usually ending in a consolation" (Abrams, 1993, pp.49-50)

English literature is rich in the elegies that have been songs of lament for specific people. For instance, Tenny son's. In memorian, Arnolde'sThyrsis, Auden's. In memoryofW.B- to name only a few. Tears Idle Tears by Lord Tennyson, Gauri by MahadevGhimireetc are the example of elegy which are compared in the death of friend and wife respectively.

(c) Odes

A long and lyric poem that is serious in subject and elaborate in its stanzic structure. Odes are of two types; the public and the private. The public odes are written for ceremonial occasions such as funerals and state events and the private meditative and reflective (Abrams,1993,p.137). The Greek poet, pinder

(522-442 BC) the first to write an ode in the Pindaric form pinder odes were encomiastic; that is they were written to praise and glorify someone.

(d) Ballad

A ballad as defined by Abrams (1993) is "a song transmitted orally, which tells a story". Ballads are thus the narrative species of folk songs, which originate, and are commutative orally, among illiterate or only partly literate people. In all probability the initial version of a ballad was composed by a single author, but he or she is unknown and since each singer who learns and repeats an oral ballad is apt to introduce changes in both the text and the tune, it exists in many variant forms. Ballads can be divided into two broad types; the folk or traditional ballad and the literally ballad.

(e) Epic

They are long narrative poem, serious in subject and elevated in style centered in a heroic or divine figure and the action depend on tribe or nation or human race. For example, spenser's "The faerie queen", Milton's paradise lost pastoral and 'sakuntala' by Devkota

(f) Lyric

The poem that can sung is a lyric. It is a non narrative poem which present a single character and expresses the state of mind or processes of thought or feelings, "To a sky lark" by shelly, "To his coy mistress" by Marwell are the examples of lyrics.

(g) Pastorals

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

2.1.7 Teaching Poetry in Language Class

There is no hard and fast method for the teaching of poetry. It depends on the level of the learners and the aims of teaching. Poetry is important in the classroom because it brings the students into contact with the human nature.

Wordsworth (1825) defines poetry as "the spontaneous overflow of powerful feelings, it takes its from emotion recollected in tranquility" (as cited in Saud, 2002). Poetry is one of the literary texts in which the words are used specially to express the author's emotions, feelings and thoughts. Linguistic structures are often violated in poetry. It follows the metrical composition like rhythm, rhyme, meter tone etc. It has its special rhetorical devices like simile, metaphor, irony, paradon and so on. It is characterized as a deviated form of the norms of language. It recognizes syntax, invents its own vocabulary, freely mixed registers and creates its own punctuation. Poetry helps the students be aware of the fact that language is not always governed by the rigid body of rules. It helps to develop students' interpretative abilities and creativity.

Poetry is useful tool to develop critical imaginative and creative thinking it also develops vocabulary in learners. Teaching poems does not mean that to ask the learners to recite the poem. But it means helping them to understand the language used in them lexis used there. We can teach vocabulary structure and language functions through a piece of poetry. It also helps to encourage the learners to read the poem in a poetic way. Teaching poetry follows a systematic way of classroom activities. The learners should understand the rhyme and rhythm used in the poem, they should able to read and do the related activities after they taught. Finally they should the able to develop their imagination about new poem.

2.1.8 Techniques of Teaching Poetry

There is no hard and fast method for the teaching of poetry. It depends on the level of the learners and aims of teaching. But, poetry is defined variously by

various literary figures. It is the art of producing pleasure by the expressions of imagination thoughts and feelings in metrical language. It is rich source of enjoyment. So, poetry is the most delightful and perfect from of utterance that human word can reach.

The term technique is a particular way of doing something specially one in which we have to learn special skills or the skill which is able to do something practical. Different techniques are used in language teaching according to the time and demand. There are two types of techniques: Teacher centered (demonstrate, explanation, illustration, lecturing) and student centered (individual work, group work, drama, pair work, project work, role play and discovery)

Collieand Slatergives the following activity before a poem is read or listened to for the first time, it is often very important to plan a warm-up activity to arouse the learners curiosity and involve them up the poem's themes. After that the teacher and reads the poem, difficult words are given initial meaning through mine or manner of delivery. The teacher gives the gist questions to accompany the first listening. The teacher reads with plenty of expression and eye contact and the teacher reads it once more. Then the teacher ask to discuss what they mean or agree with statements made. This activity is way of getting the students to examine the poem in some detail on their own. This situation is informal and discussion is student-centered the students gives open-ended nature of comments. At the end follow-up could include the teacher returns to the theme and asks the students to imagine what is going on. Another task is to arrange the lines is a way that suggests some kind of progression. At last the teacher encourage students to justify the position they have taken and students to list as many qualities as they can which mark collection of sentences as a poem at last the teacher could add the point of definition of his or her.

According to Lazar (1993), various techniques are usedat pre teaching phase of teaching poetry

He states that this stage of reading practice is primarily intended to stimulating student interest in the text; giving background information about the poem; describe pictures or photographs relevant to the theme of the poem, introducing the author, explaining the title; students are given different lines from the poem and asked to suggest the subject of theme of the poem. Does this change when they have the other lines read aloud to the class; students are asked what they would do and are asked what they would respond, if they were in a situation similar to the one in the poem. In this way, the teacher providing the necessary historical and cultural background. A range of activities are possible at this stage so that the students can be engaged in various prepared for actual reading stage. The sole purpose of the task and activities is to arouse interest in students motivate them and prepare them for the text they are going to read different kinds of pre-reading activities are: students read/listen to a text which describes the historical or cultural background to the poem: listen to the text about the authors life which may deepen their understanding of the themes of them poem; discuss what are appropriate behaviours feelings in their cultural society compare this with the emotions in the poem more literacy minded students could be given information about the genre of the poem or the library movement to which the author belongs before reading it. Such activities are helpful to activate the prior knowledge of the students about the topic. These many helping student's with the language of the poem. If theme is unusual language in the poem students could be asked to work in activities exploring more normative uses of languages; to guide students towards an understanding of more symbolic meaning in the poem, students could be asked to free associate round some of those words in the poem which carry powerful symbolic connotations the teacher pre-teachers any words, phrases or grammatical constructions that appear in the poem. So only effective and interesting activities should be selected for pre-reading phase; So that these

would motivate, activate and facilitate learners to read and work honestly in the actual reading phase of poetry.

While reading activities

While reading is the stage for actual reading. At this stage, students are given a jumbled version of the poem and asked to put it together again; jumbling up verses works particularly narrative; certain words are removed from the poem, and students have to fill in the gaps- either by themselves or using a list of words provided read only one verse at a time and then try to predict what's coming next. Students underline all the words connected with a particular lexical set and then speculate on their metaphorical or symbolic meaning; decide which definitions if a particular word in the dictionary is the one that best fits the meaning of the word in the poem; students answer comprehension questions about the meaning of certain words in the poem, and asking to explain the theme.

Post reading activities

Post-reading activities engage students in the higher level of awareness and cognition. This emphasize analytical as well as critical work so that readers can make explicit impressions about the content, context and language of the text. A number of follow up activities which are related to while reading tasks, are used in this stage. Students are asking to compare the language the poem with general language giving different interpretation and asking to find out the correct one; asking students for choral reading performing different activities like role play; asking own opinion about the poem; asking students to do the activities given to the text. In this way, post reading stage is important for elaborating, clarifying, connecting and contextualizing the text that students have read in the while reading stage.

2.1.9 Advantages of using poetry in language class

Poems are very important in language class. Poetry, among branches of literature, poetry is different from the other piece of composition owing to its playful, musical and expressive qualities. The main advantages of poetry in the classroom may be that it brings the students into contact with the human nature and also with feelings and aspirations of great soul. It helps the students enrich their emotional life and develop an aesthetic sense in the. We saw that poetry recognized mixes registers and creates it's own punctuation. Poetry draws creativity on a full range of archaisms and dialects and generates vivid new metaphors. Poetry is helps to learn the language by appreciate subject matter, image that present the experience, rhyme, rhythm and enjoy their lessons. It helps to develop literal comprehension. Poetry point out the characteristics features of literature. In language classroom it develops four language skills listening speaking, reading and writing. It helps to get greater variety then longer texts.This indicates that poetry makes learners familiar with empty and transfer of perspective.

2.2 Review of Related Empirical literature

Much has already been done is the field of teaching techniques of poetry at secondary level. Each and every research work requires the knowledge of previous background to the targeted objectives and to validate the study. Here, this section is an attempt to review the related studies, articles and students have been reviewed considering them as related literature and also as evidence to the present study.

Phuyal (2001) carried out a research entitled "The activities used in teaching poetry". The primary objective of this study was to explore the activities used while teaching poetry in "New Generation English". Eight B.Ed colleges of Kathmandu district were selected on the basis of judgmental sampling. The data were collected through questionnaire and checklist observation. It was found that (a) around (90%) ninety percent of the teachers stimulated their

students in pre reading activities. (b) The great majority of the students i.e. 95% had interest on reading poetry. They were of the opinion that English is very important language without the knowledge of which they cannot achieve better opportunities in the present scenario.

Adhikari (2003) conducted a research study on the title "Techniques used in teaching poetry". The objectives of his study were of find out the techniques used in teaching poetry in grade XI and to compare the teaching techniques used in urban and rural areas. The researcher used the probability sampling procedure to sample the population. He concluded that in general the teachers applied translation explanation recitation group work, pair work and discovery technique while teaching poems and in both urban and rural areas the teachers read the poem aloud and asked the students to follow in pre-teaching stage as well as in both urban and rural areas the teachers asked students to recite the poems that showed the students were made habituated to read out the poem.

Timsina (2007) also carried out a complete research study on the tittle. "A story on teaching poetry in higher secondary level". His objectives of the study were to analyze the strategies and complexities of teaching poetry in higher secondary level and to find out the contribution of poetry in developing language skills and aspects for this he randomly selected seven higher secondary schools from Udayapur district. He concluded that teaching learning process was completely teacher centered and majority of teachers taught vocabularies described the little and explained the picture used in the poem. He also concluded that teaching poetry was an essential way of developing creativity of the students.

Bhandari (2008) carried out a survey research entitled "Reading comprehension of poetry and prose by B.Ed. students. The primary objective of this study was to identify the main causes of difficulty to understand poetry and prose. Five sample campuses of Kailali district were selected on the basis of random and non-random sampling. The data were collected through questionnaire. His

findings were that (a) the students were found to have better comprehension ability in prose texts than is poetry (b) poetry is found as more difficult genre, sentences structure and vocabularies are the prime factors of difficulty both in poetry and prose. (c) 62% of the students were found interested in prose and 38% of the students are found interested in poetry 40% of the teachers were interested in teaching poetry and 60% of them are interested in teaching prose.

Bhattarai (2010) carried out a survey research entitled "Teaching poetry through interaction". The primary objective of this study is to find out the effectiveness of interaction technique in teaching poetry.Grade nine studying of Bhu.Pu. Sainik Rising school in Palpa district were selected on the purposively through questionnaire. It was found that teaching poetry through interaction was relatively more effective than the conventional way of teaching poetry. The results showed that the students belonging to the experimental group performed better than the students belonging to the control group.

Silwal (2010) conducted a study entitled "Teaching Reading Comprehension by trained and untrained teachers". It aimed to identify the techniques used by trained and untrained teachers in teaching reading comprehension in grade seven. Both the primary and secondary sources of data were used while carrying out the research. The data were collected through in-depth observation and checklist. For the primary sources of data were collected by observing the eighty classes of ten trained teachers and untrained teachers each. The major findings of this research were trained teachers often used the technique 'checking comprehension by yes-No questions' while observing the classes, the researcher found the use of the many cross questions to check reading comprehension in the trained teacher's classes. The technique locate special grammatical features was used by trained teachers more than untrained teaches Teaching grammatical teachers through the inductive method was used the most by the trained teachers in the classroom where as 'Teaching grammatical features through deductive method was used most by the untrained teachers.

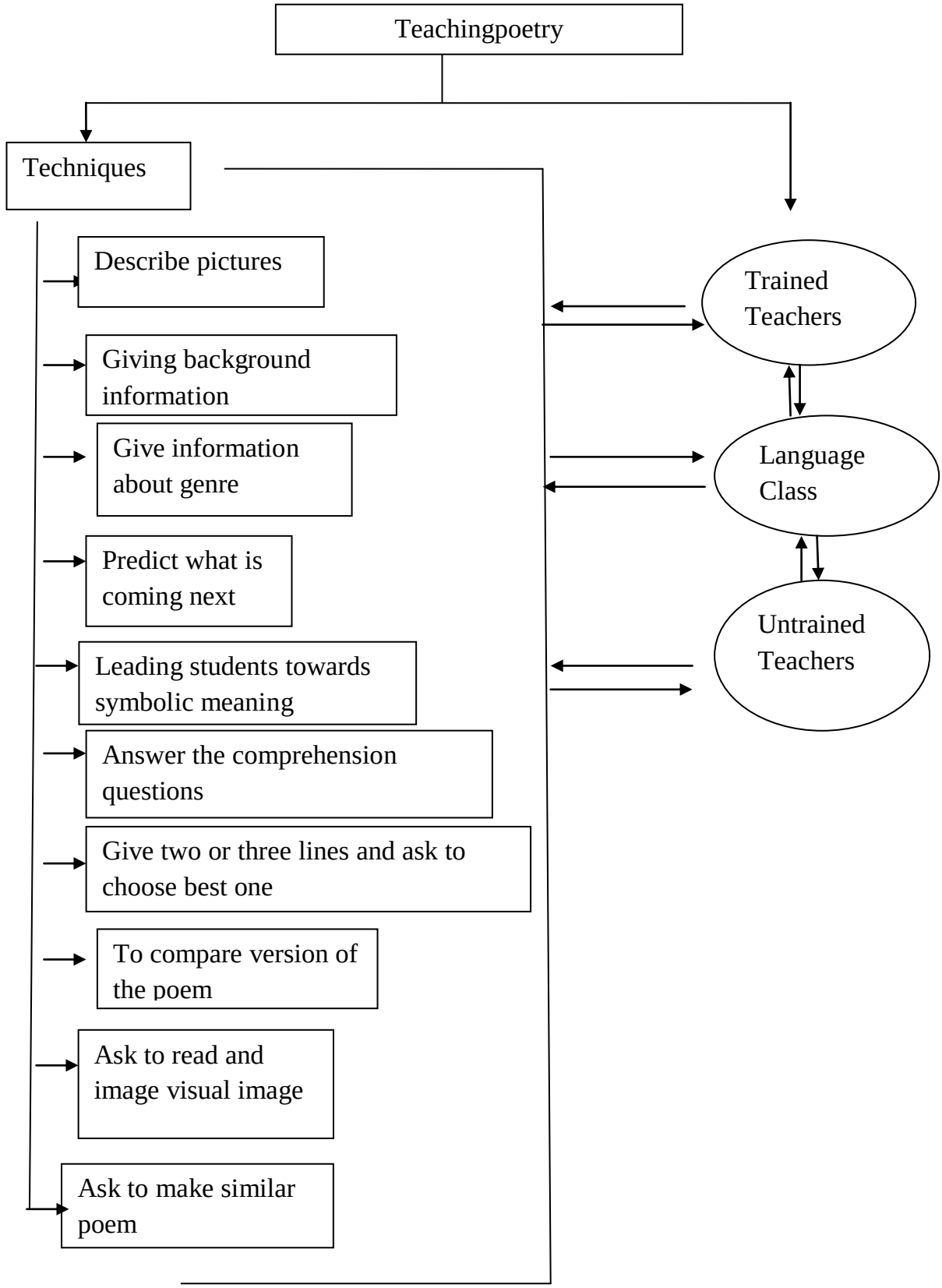
2.3 Implications of the Review for the Study

Theoretical and empirical literatures are the basic foundation of this research study. They have provided me the area for the study on which the researcher has strongly stood. I have received several meaningful inputs about the area of strategies used in techniques used by trained and untrained teachers in teaching poetry. When I would thoroughly go both the areas of genre of literature, would get the direction where and how the researcher should go for the research study. Therefore, what can be said about the reviewing the theoretical and empirical literature is they are the path finder for the new area of this research work.Phuyal's (2001) study about the activities used in teaching poetry has however, the implication on the present study in a sense that through the teachers stimulated their students in pre-reading activities. Thesis study also emphasizes on the fact that learner should need appropriate activities for teaching poetry for developing second language.Bhandari's(2008) study also implies that the better performance can the achieved by the students depending on the strategies which they adopt while teaching learning activities of poetry and prose and give more emphasis from high school level because of the weak performance of the students in it. We can benefit by using student centered technique.

In this way Bhattarai (2010) study also implies that the experimental group performed comparatively better in the text than the control group. Therefore, the interaction technique is more effective than conventional technique of teaching poetry. This study also emphasizes students learn more by the collective effort rather than being a spoon fed from the teachers. Teacher can used experimental method in language class.Hence this research work is different from the aforementioned researches in a sense that it will uncover the techniques used by trained and untrained teachers is teaching poetry.

2.4 Conceptual Framework

This study on Techniques used by Trained and Untrained teachers in teaching poetry was based on following conceptual frame work.



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

In this section, I have described the research design on which this research was based on, methods and procedures that were employed to carry out this research, population, sample and sampling strategy, study area/ field data collection, tools and techniques, data collection procedures and data analysis and interpretation procedures.

3.1 Design of the Study

A research design is a plan structure and strategy of investigation to obtain answer of the research questions. It tells to the researcher within which frame work the research activity will be conducted in order to collect required information. It also suggests how the collected information will be gathered and analyzed. Regarding it, Kumar (2077, p. 84) says "A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically".

This study was based on survey design. I used survey research design to complete my research on techniques used by trained and untrained teachers in teaching poetry. I visited the determined field to collect the required data, survey research is carried out in large number of population in order to find the techniques of teaching poetry as certain events, issue or situation, survey research study was selected me to meet the objectives of the study.

According to Kerlinger, (1986) Survey research is a kind of research which studies large and small populations or universe by selecting and studying sample chosen from the population to discover the relative incidence distribution and interrelationship of social and psychological variables." Nunan, (1992,p.140) writes “Surveys are the most commonly used descriptive method in educational research, any may lose in scope from large scale governmental investigations through to small scale studies carried out by single

researcher. The purpose of survey research is generally to obtain snapshot of condition, attitudes and event at single point of time. Nunan (1992,p.141) has suggested eight step procedure of survey method research.

Step 1: Define objectives. - What do we want to find out?

Step 2: Identify target population. - Who do we want to about?

Step 3: Literature reviews. - What have other said/ discovered about the issue?

Step 4: Determine sample - How many subjects should we survey, and how will identify these?

Step 5:Identify survey instruments - How will the data will be collected: questionnaire/ interview?

Step 6: Deign survey procedure - How will the data collection actually be carried out?

Step 7: Identify analytical procedure - How will the data be assembled and analyzed?

Step 8: determine reporting procedure - How will be written up and presented?

The above discussion is one of the important research methods used is educational investigations. It is mainly carried out to find out teaching techniques used by trained teachers in language classroom. The finding of survey is generalized able to whole groups. Therefore, I selected this design to investigate for my present study.

3.2 Population and sample and Sampling Strategies

The selected ten secondary level English teachers were the population of the study. In order to achieve the objectives of the study, I selected ten English teachers (5 trained and 5 Untrained) teaching at secondary level l as the sample of the study.

To meet the objectives of this research study I used purposive non-random sampling procedure. I selected 10 school of secondary level.

3.3 Study Area

This study was carried out with in Kailali district since very broad area could not be accessed within this small scale study.

3.4 Data CollectionTools

The researcher used in-depth study of classroom observation. I observed the classes of 10 teachers and tick the checklist form. Both the teachers were provided class observation of pre-teaching activities, while teaching activities and post teaching activities. The activities were based on the techniques they used to meet the objectives of poetry. The main aim of doing class observation was to verify whether the teacher filled the questionnaire as they actually do in the classroom or not, whether they make use of various techniques or not.

3.5 Data Collection procedure

I visited the selected schools and established rapport. I informed them about the purpose of my study and its importance too. After getting permission I motivatedthem and request to sit at the back of the classroom. Then the researcher made them clear about the purpose and instructed them clearly about the class observation. The researcher collected the data from them that I need and thanks the school administration students and English teacher.

3.6Data Analysis and Interpretation procedure

The collected data through class observation were analyzed using descriptive method and simple statistical tools.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF THE RESULT

This chapter deals with the analysis and interpretation of the collected data obtained through primary sources. The main aim of this study was to find out techniques used by trained and untrained teachers in teaching poetry. The analysis and interpretation of data is based on the objectives of the study and items incorporated in the observation checklist to achieve the objectives. This chapter also includes the summary of the findings.

4.1 Analysis of Data and Interpretation of Results

In order to collect the data and to derive the findings related to the techniques used by trained and untrained teachers in teaching poetry, I designed a set of an observation checklist. Ten secondary level teachers from 10 different schools, were selected three classes of each teacher were observed making the total 30 classes. On the basis of the information obtained from the classroom observation, the results were derived and have been presented and described descriptively and in para orthographic texts as necessary.

4.1.1 Pre Teaching Activities Used by Teachers

Pre teaching activities are used to motivate the students for the lesson and to create a context of the poem. Different pre-teaching activities are used by teachers in different context.

The following table shows the use of pre-teaching techniques by trained and untrained teachers.

Table No. 1

Pre-Teaching Activities Used by Teachers

S.N	Techniques/Activities	No. of Trained Teachers	No. of Untrained Teachers	Total
1	Stimulating students	12(80%)	3(20%)	15(50%)
2	Giving background information	10(66.6%)	12(80%)	22(73.3%)
3	Describing pictures	10(66.6%)	8(53.3%)	18(60%)
4	Introducing the author	12(80%)	9(60%)	21(70%)
5	Explaining the title	14(93.3%)	13(86.6%)	27(90%)
6	Introducing rhetorical devices	-	-	-
7	Teaching vocabulary related to the poem	15(100%)	15(100%)	30(100%)
8	Reading the poem aloud	5(33.3%)	6(40%)	11(36.6%)
9	Introducing the tone of the poem	-	-	-
10	Guessing about the poem	7(46.6%)	2 (13.3%)	9(30%)

From the above table, it is clear that trained teachers used more pre-teaching activities than the untrained teachers (Trained teachers 85 classes and Untrained teachers 68 classes). It was also found that the trained teachers used the pre teaching activities more frequently than the untrained teachers. For example trained teachers were found using the technique stimulating students in 12 classes out of 15, whereas untrained teachers used this technique in 3 classes out of 15. Trained teachers were found used giving background information technique in 10 classes (66.6%) out of 15, whereas untrained teachers used this technique in 12 classes (80%) out of 15. In the same way, it

was found that trained teachers used describing picture technique in 10 classes (66.6%) out of 15 whereas untrained teachers used this technique in 8 classes (53.3%) out of 15.

Similarly, the trained teachers were found using the technique introducing the author in 12 classes (80%) out of 15 whereas untrained teachers used this technique in 9 classes (60%) out of 15. On the other hand, I found that trained teachers used the technique explaining the title in 14 classes (93.3%) out of 15 whereas untrained teachers used this technique in 13 classes (86.6%) out of 15. Likewise, none of the trained and untrained teachers used two techniques introducing rhetorical devices and introducing the tone of the poem in any class.

Similarly, it was found that untrained teachers used the technique reading the poem aloud in 6 classes (40%) out of 15, whereas trained teachers used this technique in 5 classes (33.3%) out of 15. At the same time teachers were found using the technique guessing about the poem in 7 classes (46.6%) out of 15, whereas untrained teachers used this technique in 2 classes (13.3%) out of 15. It was also found that both trained and untrained teachers used the technique teaching vocabulary related to the poem in all the 15 classes.

To conclude, it was found that trained teachers used most of the techniques more frequently than the untrained teachers. It was also found that some of the techniques were used by both types of teachers in all classes while teaching poetry. At the same time, some of the techniques were not used by any teachers. Thus, most of the trained teachers used pre-teaching activities to motivate and prepare the students for learning and involve them in activities.

4.1.2 While Teaching Activities Used by Teachers

While teaching is the stage for actual teaching. In this stage students read and try to understand the poem. The teachers should employ various techniques so that the students can understand the text properly and do the activities given in

the text. Various while teaching activities are used by teachers in different context. The following table shows the use of while-teaching techniques by trained and untrained teachers.

Table No. 2

While Teaching Activities Used by Teachers

S.N	Techniques/Activities	No. of Trained Teachers	No. of Untrained Teachers	Total
1	Asking to guess what comes in order	10(66.6%)	4(26.6%)	14(46.6%)
2	Leading students towards symbolic meaning	15(100%)	14(93.3%)	29(96.6%)
3	Creating activity	7(46.6%)	11(73.3%)	18(60%)
4	Asking students to recite the poem	2(13.3%)	7(46.6%)	9(30%)
5	Asking students to look dictionary for meaning	-	1 (6.6%)	1(3.3%)
6	Asking to do the open ended questions	15(100%)	13 (86.6%)	28 (93.3%)
7	Telling the theme of the poem	11(73.3%)	11(73.3%)	22(73.3%)
8	Asking comprehension questions	9 (60%)	3(20%)	12(40%)
9	Asking to explain the theme	7(46.6%)	6(40%)	13 (43.3%)

From the above table, it is clear that trained teachers used more while teaching activities than the untrained teachers (Trained teachers 76 classes and Untrained teachers 70 classes). It was also found that the trained teachers used while teaching activities more frequently than the untrained teachers. For example trained teachers were found using the technique asking to guess what comes in order in 10 classes (66.6%) out of 15 whereas untrained teachers used

this technique in 4 classes (26.6%) out of 15. It was also found that trained teachers used the technique leading students towards symbolic meaning in all 15 classes and untrained teachers used this technique in 14 classes (93.3%) out of 15. Likewise, untrained teachers were found using the technique creating activity in 11 classes (73.3%) out of 15,whereas trained teachers used this technique in 7 classes (66.6%) out of 15.

Similarly, it was found that untrained teachers used the technique asking students to recite the poem in 7 classes (46.6%) out of 15, whereas trained teachers used this technique in 2 classes (13.3%) out of 15. In the same way, it was also found that untrained teachers used the technique asking students to look dictionary for meaning in one class (3.3%) out of 15 whereas trained teachers did not use this technique in any class. Likewise trained teachers were found using the technique asking to explain the theme in 7 classes (46.6%) out of 15, whereas untrained teachers used this technique in 6 classes (40%) out of 15.

On the other hand, it was found that trained teachers used the technique asking comprehension questions in 9 classes (60%) out of 15, whereas untrained teachers used this technique in 6 classes (40%) out of 15. It was also found that trained teachers used the technique asking to do the open ended questions in all 15 classeswhereas untrained teachers used this technique in 13 classes (86.6%) out of 15. It was found that both types of teachers used the technique telling the theme of the poem in 11 classes (73.3%) out of 15.

In conclusion, trained teachers used the techniques like; asking to guess what comes in order, leading students towards symbolic meaning, asking to do the open ended questions, asking comprehension questions and asking to explain the theme more often than untrained teachers. On the other hand, Itwas also found that untrained teachers used the technique asking students to look dictionary for meaning but trained teachers did not use this technique. It was

found that both teachers used the technique telling the theme of the poem equally i.e. 11 classes (73.3%) out of 15.

4.1.3 Post-Teaching Activities Used by Teachers

Post teaching stage is important for elaborating clarifying, connecting and contextualizing the text that students read.Different post teaching activities are used by teachers in different contexts. The following table shows the use of post teaching techniques by trained and untrained teachers while teaching poetry.

Table No. 3

Post-Teaching Activities Used by Teachers

S.N	Techniques/Activities	No. of Trained Teachers	No. of Untrained Teachers	Total
1	Asking to compare the language of the poem with general language	7(46.6%)	5 (33.3%)	12(40%)
2	Giving different interpretation and asking to find out the correct one	2(13.3%)	3(20%)	5(16.6%)
3	Asking students for choral reading performing different activity like role play	-	-	-
4	Asking to make similar poem	3(20%)	-	3(10%)
5	Asking own opinion about the poem	6(40%)	7 (46.6)	13(43.3%)
6	Asking students to do the activities given to the text	15(100%)	15 (100%)	30(100%)

From the above table it is clear that trained teacher used more post-teaching activities than the untrained teachers (Trained teachers 33 classes and Untrained teachers 30 classes). It was also found that the trained teachers used the post teaching activities more frequently than untrained teachers.For example, trained teachers were found using the technique asking to compare

the language of the poem with general language in 7 classes (46.6%) out of 15 whereas, untrained teachers used this technique in 5 classes out of 15 (33.3%). It was found that untrained teachers used thetechnique giving different interpretation and asking to find out the correct one in 3 classes (20%) out of 15 whereas trained teachers used this technique in only 2 classes (13.3%) out of 15. In the same way,both trained and untrained teacher didn't use the technique asking students for choral reading performing different activity like role play. Trained teachers were found using the technique asking to make similar poem in 3 classes (20%) out of 15 but untrained teachers were not found using this technique.

Similarly, it was also found that untrained teachers used the technique asking own opinion about the poem in 7 classes (46.6%) out of 15 whereas trained teachers used this technique in 6 classes (40%) out of 15. Interestingly, allteachers were found using the techniques asking students to do activities given to the text and in all the classes. Likewise, it was found that neither trained nor untrained teacher did not use the techniques asking students for choral reading performing different activity like role play in any class.

To conclude, the study revealed that most of the trained teachers used on post-teaching activities than untrained teachers.

4.2Summary of the Finding

What teachers do in their classes is the techniques used for teaching particular item to the students. As the techniques used by trained and untrained teachers in teaching poetry teachers used various techniques on it. This study was carried out considering that it would add a brick in the field of teaching poetry by trained and untrained teachers in ELT. While teaching poetry the teacher used text book as a teacher guide. It was found that teaching poetry by trained teachers relatively more effective than the untrained teachers. The results showed that the students like to study by practical knowledge. Trained teachers were more conscious on the techniques for teaching poetry and untrained

teachers both used students in teaching learning activities. By using and directed in pre-teaching, while-teaching and post-teaching activities and ask questions about the topic they are about to study and explore the knowledge that they have. I have conducted my study on techniques used by trained and untrained teachers in teaching poetry. The collection and analysis of data led me display a handful findings. The summery of the major findings has been presented as follows.

1. It was found that different pre-teaching activities are used by teachers in different context.

    a. Most of the trained teachers used pre-teaching activities for example; stimulating students 80%, giving background information 66.66%, describing pictures 66.66% introducing the author 80%, explaining the title 93.33%, teaching vocabulary related to the poem 100%, reading the poem aloud 33.33% and guessing about the poem 46.66%.

    b. In a similar way most of the untrained teachers used pre-teaching activities like: stimulating students 20%, giving background information 80% describing pictures 53.33%, introducing the author 60%, explaining the title 86.66, teaching vocabulary related to the poem 100%, reading the poem aloud 40% and guessing about the poem 13.33%.

2. Another important finding of the study that can be done in while teaching activities:

    a. It was found that trained teachers were found using asking to guess what comes in order 66.66%, leading students towards in symbolic meaning 100%, creating activity 46.66%, asking students to recite the poem 13.33%, asking to do the open-

ended questions 100%, telling the theme of the poem 73.33%, asking comprehension questions 60% and asking to explain the theme 46.66% techniques.

b. In this way untrained teachers were found using asking to guess what comes in order 26.66%, leading students towards symbolic meaning 6.66%, asking to do open ended questions 86.66%, telling the theme of the poem 73.33%, asking comprehension questions 20% and asking to explain the theme 40%

3. I found that different post teaching activities are used by teachers in different context.

    a. Most of the trained teachers were found using asking to compare the language of the poem with general language 46.66%, giving different interpretation and asking to find out the correct one 13.33%, asking to make similar poem 40%, asking students to do the activities given to the text 100%.

    b. I found that untrained teachers were found using asking to compare the language of the poem with general language 33.33%, giving different interpretation asking to find out the correct one 20%, asking own opinion about the poem 46.66%, asking students to do the activities given to the text.

4. Another finding of the study is teaching vocabulary related to the poem, leading students towards symbolic meaning, asking to do the open ended questions and asking students to do the activities given to the text were most effective techniques while teaching poetry.

CHAPTER FIVE
CONCLUSION AND RECOMMENDATIONS

In this chapter, I have presented the whole finding of the research and recommendations of the research study on the basis of presentations, analysis and interpretations of the collected data. The following finding and recommendations of the study have been drawn on the basis of analyzed data. The researcher has presented the finding of the study and recommendations in the separate heading so that it will be comprehensible for the concerned readers.

5.1 Conclusion

The research was carried out to find out the techniques used by trained and untrained teachers in teaching poetry. The researcher has elicited and interpreted the data obtained from class observation of teachers and questionnaire from students. I have listed major conclusion and recommendation of the study after the rigorous analysis of the collected data.

The new educational climate has brought new kinds of trends in language teaching. From this study it was found that teachers used number of techniques while teaching poetry. So, finding of the study most widely used techniques used by trained and untrained teachers in teaching poetry.

1. The trained teachers stimulate student by explaining title and describing picture, teaching vocabulary related to the topic,whereas untrained teachers use lecture method they described whole class again and again.

2. Trained teachers use total physical response like drew picture using gestures but untrained describes the topic.

3. If we account the whole techniques used by trained and untrained teachers then we get 50% techniques were used by trained teachers, 42% were used by untrained teachers in class.

4. Trained teachers were found used giving background information technique in 10 classes (66.6%) out of 15, whereas untrained teachers used this techniques in 12 classes (80%) out of 15.

5. In the same way, techniques asking for choral reading, introducing rhetorical devices and introducing tone of the poem were not used by any teachers.

6. It was found that some of the techniques were used by both types of teachers in all classes for example, teaching vocabulary related to the poem, leading students towards symbolic meaning, asking to do the open ended questions and asking to do the activities given to the text.

5.2Recommendations

The above mentioned summary of the findings, some recommendations have been recommended for policy, practice and research level of applications for the convenience of presentation, they have been described in the following three levels.

5.2.1 PolicyRelated

The highest level is implementation of any study. Implementation is the level which can change the entire educational system. The following are the recommendations that have been made from this study at this level.

1. There is no sufficient teacher training for in-service teacher. Thus government should hold different training for the teachers.

2. There is no proper supervision, feedback and motivation for the teacher. Likewise, the government has made education act and and policies in action.

3. The teachers are required to teach the English language through English utilizing the proper teaching materials and techniques for better teaching techniques of poetry.

4. It was found that a wide gap between the theory and practice. It means that the practice of teaching strategically is relatively poorer than the extent to which teachers advocate it. So, it can be recommended that constant training on teaching strategies and supervision should be mandatory.

5. The finding of the study showed that the teachers here were found not to have sufficient knowledge about the techniques used by trained and untrained teacher in teaching poetry. So, textbook, teachers guide manuals and other reference materials should helpful to both teachers and students.

6. Last but not least, it can be said that school policy is the major cause of students' poorer performance in literary genre followed by teachers, students and parents.

5.2.2 PracticeRelated

This is the level at which theories and principles are put into practice. The means policies are implemented in the classroom. The following recommendations have been made at this level.

1. The teachers should use simple English language if difficult words are there they need to explain by practically on using gestures or translate into Nepali.

2. It would be better to keep the students speaking in the target language (TL).

3. It is best to teach poem through game or pictorial form. This will promote the students creativity.

4. Teachers should use students centered techniques rather than teacher centered techniques. So that students should be give chance to use their talent for making poem, telling theme, creating activity etc.

5. There is lack of interaction between the teachers and students in and out of classroom. It would be better to manage student friendly anywhere.

6. It would be better to divide the class into different groups because it helps to interact with every students and teachers feel every to teach the students by using student centered activity.

7. Teachers must use the teaching materials which is helpful to draw attention of the students.

8. It is better to prepare lesson plan for every day it helps to save time and they know how to go through the lesson without hesitating.

9. The teachers should update with new technology. That's they know the new ides of teaching learning activities.

10. Both teachers want to see productive skills on their students on completion of the topic. Because it helps to make poem, to write theme, to complete the activities.

11. Last but not least, it would be better if teacher do different tasks with the same materials. The teachers can use the same materials with different groups such as poor and good students.

The teachers should read the poem with accurate pronunciation rhyme, while the students listen to his / her attentively it appropriate to enjoy the learners.

5.2.3 Further ResearchRelated

No, research is complete is itself. There are many areas which are not addressed by this study. Scholars who are interested to explore more on this

area have been given the following recommendations for carrying out further research in respective areas:

1. This research will provide valuable secondary source for the researchers.
2. It will provide new research areas which are left to be investigated.
3. This research is based on a survey design. It has collected techniques used by trained and untrained teachers in teaching poetry. The new researchers are recommended to carry out action and experiment based research on effectiveness of those techniques for developing learner's creativity and criticality.
4. This research covers only the techniques used by trained and untrained teachers in teaching poetry. It means it is limited in its scope and purpose. So, other researchers having wider scope are recommended to conduct from the side of new researchers in the coming days.

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Appendix –I

Class Observation Form

Dear Sir/Madam,

As part of my research, I am carrying out a research entitled'**Techniques used by trained and untrained Teachers in Teaching Poetry'** under the guidance of **Mr. Laxmi Prasad Ojha**, Teaching assistant of Department of English Education T.U. I would be grateful if you could kindly fill in the following questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

Researcher

ChetanaKumariRegmi
T.U., Kirtipur

Name of Teacher:

Name of School:

Qualification:

Experience :

Pre- teaching activities

	Activities	Yes	No	Remarks
a)	Stimulating Students.			
b)	Giving background information.			
c)	Describing Pictures.			
d)	Introducing the author.			
e)	Explaining the title.			
f)	Introducing rhetorical devices.			

g)	Teaching vocabulary related to the poem.			
h)	Reading the poem aloud.			
i)	Introducing the tone of the poem .			
j)	Guessing about the poem.			

While teaching activities:

S.N	Activities	Yes	No	Remarks
a)	Asking to guess what comes in order.			
b)	Leading students towards symbolic meaning.			
c)	Creating activity.			
d)	Asking students to recite the poem.			
e)	Asking students to look dictionary for meaning.			
f)	Asking to do the open ended questions.			
g)	Telling the theme of the poem			
e)	Askingcomprehension questions.			
f)	Asking to explain the theme.			

Post-Teaching activities:

S.N	Activities	Yes	No	Remarks
a)	Asking to compare the language of the poem with general language.			
b)	Giving different interpretation and asking to find out the correct one.			
c)	Asking students for choral reading Performing different activity like role play.			
d)	Asking to make similar poem.			
e)	Asking own opinion about the poem.			
f)	Asking students to do the activities given to the text .			