

Chapter - One

Introduction

The study is entitled **Problems Faced by the Teachers While Teaching Poetry at Secondary Level**. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms.

Background of the Study

Language is an element and identity of society and the means of sharing and preserving the culture for the coming generation. Language is a powerful vehicle of communication. It expresses the ideas, desires, opinions, feelings etc. with the help of language. There are thousands of languages spoken all over the world. Among them, English is one of the major languages of the world. English is regarded as lingua franca, a contact language among the countries of the world. Language and literature are interrelated. The literary language is regarded as a variety of language which is complex but the popular variety.

In 1985, Kachru described the world of English in terms of three circles. They are inner circle, outer circle and expanding circle countries where inner circle means those countries where English is spoken as a first language. Similarly, the outer circle contained the countries where English had become an official or widely used second language. Finally, the expanding circle represented those countries where English was learnt as a foreign language. It was assumed that there was some inbuilt superiority for inner circle speakers. But English is now more often is a lingua franca than a native language because it is used as a common means of communication among people with different mother tongues. Instead of talking about inner, outer and expanding circle the English is recognized as ‘global language’ and ‘world English’ (Bastian, 2015).

Language is a system of communication that is shared and utilized in term of common understanding by a particular community. It is a symbol of system that is expressed and received by humans. It is very important means of establishing and maintaining relationship with other people of a society. In this way, we can say language is the greatest means of human civilization. It must be meaningful as well as systematic (Dymoke, Lambirth & Wilson, 2013).

English literature refers to the study of texts from around the world, written in English

language. It involves various genres viz, poetry, essay, drama, story, and novel. Among these, poetry is one of the important genres in teaching and learning language (Anna, 2020). William Wordsworth says: "Poetry is the spontaneous overflow of powerful feelings and emotions, re-collected in tranquility."

Poetry is a form of literature that uses aesthetic and rhythmic qualities of language—such as phonesthetics, sound, symbolism, and meter— to evoke meanings in addition to or in place of the prosaic ostensible meaning (Bastian, 2015).

Poetry is a key element of many literature curricula around the world. The word 'poetry' has actually been originated from Latin word 'poeta' meaning 'poet'. It is also said to come from a Greek word 'poietes' meaning 'to make' or 'a made thing'. Poetry is said to have started possibly in the 20th century BC (Anna, 2020).

The genres of literature are poetry, drama, essay, novel and story. Among the genres, poetry is the oldest and the richest genre of literature. The poetic language is more literary, unique and complex than the language of prose. The deviated form of language is used in poetry which is out of the grammatical rules and regulations (Anna, 2020).

Therefore, the students as well as the teachers feel difficulty in understanding the poetry. Teaching poetry in the context of Nepal is a challenging and painstaking job.

Statement of the Problem

English language teaching is one of the most challenging issues in Nepal. Teaching English only consists of one aspect of language but also it includes listening, speaking, reading and writing skills. Here, my concern is to relate with reading in general and teaching poem to the secondary level student in particular. Poem is one of the important parts of literature. Through poem, students get chance to gain information, knowledge, entertainment and views. Via similar poem reading and writing practice, it helps to enhance learner's creativity and ideas. Its essential quality is meditation. Poets create any impression of themselves that they wish. In many cases, teachers feel difficulty to teach poem at secondary level students. Teachers are in confusion how to teach poems. Students also feel difficult to read, write and learn it. Teachers feel discomfort to teach poems. There is no any hard and fast rule for teaching poem. Thus, teachers can use their own way, methods and techniques to teach poem on the basis of students's previous knowledge, teacher's knowledge and experiences and nature of poems. In secondary school, poetry is written and read for several reasons. Curricula emphasise elements such as understanding oneself and others, the development of pupils' interpretations and scaffolding pupils' individual voices. However,

even though the form has been practiced for a long time, poetry teaching is something with which many teachers struggle (Anna, 2020).

Teachers are inexperienced with poetry and feel uncertain about how to approach poetry in ways that will engage pupils (Dymoke, Lambirth & Wilson, 2013). Against this background, the present study investigated the perceptions of teachers who read poetry for pleasure and whose strategies and methodologies could provide support to others. The teachers' perceptions about how to work successfully with poetry reading are explored, as poetry reading constitutes core content in the curriculum (Swedish National Agency for Education, 2011).

This study was carried out to explore the problems which are faced by English teachers in Nepal. The unsatisfied result of students in reading poem and the problems occurred in teaching poetry are the main issue in the present context in Nepal. Hence, the whole research was based on the real need, environment and problems faced by teachers while teaching poetry and suggestion to solve those problems.

Objectives of the Study

The study had the following objectives:

- i. To explore the problems faced by secondary level English teachers in teaching poetry.
- ii. To suggest some pedagogical implementation.

Research Questions

The following research questions were raised to guide this study:

- i. What problems do the teachers face in teaching poetry?

Significance of the Study

The outcomes of this study will be useful for teachers who have been teaching literature including poem. It will also be significant for the teacher, trainer and curriculum experts to identify the problems which are faced by the teachers who are teaching poem. Similarly, curriculum designer, text book writer, program evaluator, policy maker and for all directly or indirectly involved will also find it valuable and it will provide valuable information about problems faced by teachers while teaching poetry.

This study will be important for teachers that they will get the knowledge about teaching poetry. Similarly, it will be important for the learner that they will learn very fast and easily

by using different strategies.

Delimitations of the Study

This study had the following delimitations:

- 1) The study was limited to teaching poetry.
- 2) The study was limited to five teachers including four male and one female Narayan Municipality, Dailekh.
- 3) Structured and unstructured both interviews were used to collect the data.
- 4) The study was limited to the secondary level English teachers only.
- 5) The study was further limited to the analysis of the responses obtained from the respondent.

Operational Definitions of the Key Terms

The key terms that I used in this study are poery, culture, diversity cultural diverdity which are listed and defined as follows:

Poetry: The poems include in the text book of grade nine and ten.

Culture: culture defines as the distinctive patterns of ideas, beliefs and norms that characterize the way of life and relation of a group within a society.

Diversity: The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimesions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political belief or other ideologies.

Cultural Diversity: Cultural diversity is the existence of a variety of cultural or ethnic groups within a society.

Chapter - Two

Review of Related Literature

This chapter is basically concerned with review of theoretical literature which is related to the study. After that, a glimpse of previous studies related to the present study is discussed in next sub- headings. Then, how the particular reviewed study is beneficial for the researcher is discussed in the subsequent section. At last, the whole summary of the study is shown in a framework.

Review of Theoretical Literature

Review of related literature refers to the review of existing theoretical body of knowledge in the area of researcher's interest. This sub chapter tries to generate the various theoretical perspectives related to challenges faced by teachers while teaching poetry.

Introduction to Literature

The word 'literature' was derived from the Latin word 'litteratura' which means 'literate' in English. The term 'literature' was first used in French and it was later used in English. Literature is the result of creative faculty of human mind. It is an artistic, pleasant, attractively deviated form of language to express idea, feeling, and experiences. In broad sense literature refers to all the written composition. But in specific, narrow, and serious sense literature consists of feeling, ideas, attitudes, experiences and emotions in an implicit way in the fuller and deeper sense. Literature and language are interrelated (Dymoke, Lambirth & Wilson, 2013). The literary language is a variety of language, which is the most complex and popular part of language. Literature mirrors time, place, culture, society etc. It is true that without studying literature the language learning process is always incomplete.

Lazar, (2009, p.1) defines literature as "a world of fantasy, horrors, feelings, thoughts, vision etc. which put into words". Similarly, Collie and Slater (2009, p.3) said "Literature offers a bountiful and extremely varied body of written material is important in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral". In conclusion, literature is an art of writing and a medium to express thoughts, feelings and emotions reflecting the mirror of the society. Some of the characteristics of literature are literature is the secret and vital things which studies human internal and external feelings. Literature has its own suggestions, which is broadly known as tragicomic about action of human heart. Literature glimpses imaginations, thoughts, feelings, emotions etc. Literature has permanent universality. It is the record of human spirit

and history of human.

Language and Literature Teaching

Literature is an inseparable tool for teaching and learning language. It is a key to language teaching. Teaching literature means teaching language through literature. It cannot be taught in isolation. Different aspect of language can be taught through literature. Literature poses a variety of inputs to the language learner. It is a part of language without which language teaching will be incomplete. There are two way relations between language and literature. Literature uses variety of language. The literary gigue expresses thoughts, feelings, emotions, imaginations, through different genre of literature (Bastian, 2015).

Literature plays a significant role in the language classroom by providing materials and various activities. It can be regarded as a rich source of authentic materials. It exposes a variety of linguistic of authentic input to the learners.

Literature enhances different skills, abilities, and proficiency in language. According to Collie and Slatter(1987,P.2) " Literature is a more significant part of language teaching program and using in such a way to further the learners master in four basic areas of language like listening, speaking, reading and writing." Thus, it is literature which helps the language learner to encounter with different varieties of language, culture, and lifestyles of men. Therefore, a language learner must learn the target language literature. A learner can find out the feelings, emotions, thoughts, and customs of the target group with the help of literature.

Use of Literature in Language Classroom

Literature is one of the most important tools for teaching and learning language. It is a key to language teaching. It is a text that contains various phrases, culture specific vocabularies, context specific language use and source of linguistics input. Use of literature in language classroom is beneficial and effective. Literature should be introduced in the language classroom because it is motivating, stimulus or language equations. It provides authentic materials to the students to enjoy it. It is highly valued. It expands the students awareness to language, encourages student to talk about their opinions and feelings. Similarly, it develops student's interpretative abilities. It is a valuable resource for language teaching (Dymoke, Lambirth & Wilson, 2013). Collie and Slater (1987, pp.3-5) give following reasons for using literature in the language classroom:

Valuable Authentic Material

Literature provides authentic texts which offer a soundful and extremely varied body

of written material which is important in the sense that it says something about fundamental human issues, and is enduring rather than ephemeral. Students gain additional familiarity with many different linguistic uses, forms and conventions of the written mode with irony, exposition, argument, narrations and so on. It incorporates a great deal of information (Anna, 2020).

Cultural Enrichment

Literature is a created course yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. A reader can express his/her thoughts, feelings, customs and possessions (Bastian, 2015). It is perhaps best seen as a complement to other materials used to increase the foreign learners' insight into the country whose language is being learnt.

Language Enrichment

Literature helps learners to learn many functions of the written language and it increases learners' receptive vocabulary. It facilitates the transfer to a more active form of knowledge. Literature provides a rich context in which individual lexical or syntactical items are made more memorable, the intensive reading is required in taking a poem to develop students' ability to make inferences from linguistic clues and deduce meaning from context (Ojha and Bhandari, 2013).

Personal Involvement

Literature possesses personal involvement in readers. Engaging imaginatively in literature enables learners to shift the focus of their attention beyond more mechanical aspects of the foreign language system. When a poem, play or short story is explored over a period of time, the result is that the reader begins to inhabit the text. Reader is well motivated (Anna, 2020).

Genres of Literature

Literature is an art of writing which is the reflection of the society. It is the expression of the human thoughts, emotions and imaginations announced artistically through language. Genre refers to any works that share certain characteristics. If enough characteristics are in common, then the pieces are said to be in the same genre. In literature, there are different genres of literature such as poetry, drama, short story, essay, and novel (Ojha and Bhandari, 2013). They are discussed as follows:

Poetry

A main literary genre is poetry. It is the deviated form of language. It is a creative art of language. Ideas and feelings are expressed beautifully and decoratively in poetry. It is the process of sharing the feelings and emotions in verse or words. According to William Wordsworth, "Poetry is the spontaneous overflow of powerful feelings." There is different form of poetry such as, epic, sonnet, ode, ballad, elegy and lyric (Ojha and Bhandari, 2013).

Drama

Drama is a piece of writing that is meant to be performed on a stage by actors in which they take roles of characters to perform the indicated action and utter the written dialogue. It is associated with theater. It can be metaphorically compared to a tapestry. There are different elements of drama i.e. plot, characters, dialogue, setting, conflict and theme. It is found in various forms. They are tragedy, comedy, tragic-comedy and farce (Collie & Slater, 2000).

Short Story

Short story is a type of fictions which involves a single setting and character struggling within self or in the external world. However, it may also consist of two to three characters. A short story is distinct from other forms of literature in terms of its length, magnitude and language. That is, it is written in simple language. However, they may consist of diverse style. They may be centered on several types of the themes. If it is longer than fifty or higher pages, it is called a novella; plot, character, setting, style and theme are the major components as short story (Collie & Slater, 2000).

Novel

Novel is also one of the genres of literature. It is an extended work of fiction. It is a length of piece of writing includes more setting, more characters, and more than one plot. Therefore, it can be understood as long story. It is a long imaginative and narrative work of art it may consist of the words higher than sixty- seventy thousands. It differs from other form of literature in term of length, characters and language. Plot, characters, setting, style and theme are the major element of novel (Collie & Slater, 2000).

Essay

An essay is a piece of prose with moderate length on them/ subject. It means a written argument readable in one setting. It has a beginning, middle and an end. The basic quality of essay is to be persuasive. The ideas in essays are presented in the form as development

sequence providing some sort of support. It is separated from other forms of literature in many ways. To make some instances, it differs from a poem in the use of verses (Ojha and Bhandari, 2013).

The Place of Poetry in English Language Classroom

English language teaching has been through a series of historical phase and so have teacher who try to apply in the classroom the methodological principal that are promoted by linguistic, researchers and material writers from the 1950s to early 1980s. English language teaching was dominated by discourse that advanced very pragmatic approaches to language where communicative competence and specific practical and functional purposes were the main concerns, approaches focused on using language, in social situations and syllabuses were designed along functional lines (Burnfit, 1995 p.6).

There was little space for creativity and literature in such language teaching context. In the last decades of the twentieth century and beginning of the twenty first things began to change and literature started to be considered as a potential source of language development, perhaps even because teachers on the ground always that there was something wrong in neglected such a rich source of language input (2005, p110). According to Lazar (2009, p110) we commonly use many techniques such as reorganizing syntax, invents its own vocabulary, jumbling text and so on can equally be used when teaching poetry. But poetry does have some fairly distinctive features which differentiate it from other forms of discourse. It is useful to identify these features because by doing so we might be able to help our students grapple with certain problems they may encounter when regarding poetry.

Importance of Teaching Poetry in Language Classroom

Poetry is a composition written for performance by human voice with beautiful and decorative creation of language. Ideas and feelings are expressed beautifully in poetry. It is highly interested genre of literature among students of school level. As we know teaching poetry is job. Many teachers feel difficulties while teaching poetry. Poetry has been characterized as deviating from the norms of language. For the language teacher, this poses two questions, firstly in order to make sense of what is a new, original use of language the student needs some familiarity with the norms or rules from which this use deviates. Teachers may feel that the knowledge of norms or correct language is not yet sufficient well established by students of them to appreciate when the norms are being stretched. Secondly, learners might worry that exposing students to more creative uses of language could, in fact legitimize the use of deviant or incorrect language in the classroom (Anna, 2020).

In our technical age of sound bites and short attentions spans, the brevity and compression of poetry are especially appealing to students. Students are showing more enthusiasm and interest in learning poetry. According to Lazar (2009, pp100-101) there are some more important implications of teaching poetry in language classroom. They can be shown like this in a paragraph respectively. It is pedagogically useful and necessary to provide students with idealized language rules. It is basis for expanding the students' awareness and interpretative abilities, helps to reach some kinds of conclusions about the stylistic effect conveyed by the language hence the meaning of poem. Furthermore, it can be adopted to achieve different communicative purposes. Using poetry is not an easy activity done for its own sake, but as a way of improving by sensitizing students to different use of register. In the same way, comment on the way in which coinages contribute to the overall meaning of poetry? Finally, organizes syntax invents its own vocabulary, freely mixes registers and create its own punctuation.

Forms of Poetry

There are different forms of poetry according to their nature. The following are the most common forms of poetry which can be described as follows:

The Epic

The word epic is derived from the ancient Greek adjective 'epikos' which means a poetic story. It is a long narrative poem that is usually about heroic deeds and events that are significant to the culture of the poet. According to Oxford Advanced Learner Dictionary: "Epic is a long poem about the action of a great men and women or about a nation's history; this style of poetry: one of the great Hindu epics. The epic hero is larger than life, having superhuman strength, character or intellect. Epic 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 (Collie & Slater, 2000). For example, Spenser's 'The faerie queen', Milton's 'paradise lost', 'pastoral' and 'Sakuntala' by Devkota.

The Lyric

In a lyric usually short, personal poem, originally one mean to be song, and expressing directly the poets emotions, thoughts and feelings rather than telling a story. The term derives from a form of Ancient Greek literature, the lyric, which was defined by its musical accompaniment, usually on a stringed instrument known as a lyre. The term owes its importance in literary theory of the division developed by Aristotle between three broad categories of poetry: lyrical, dramatic, and epic. The poem that can sing 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 (Collie & Slater, 2000).

Elegy

An elegy is a poem which is composed on someone's death. It is composed to express a deep feeling on the loss of someone who is very dear to the composer. It can be short or long in size. 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.

The Ballad

A ballad is a poem or songs that tell a story, usually meant to be sung. Its original meaning was dancing song. Ballads typically tell stories of unhappy love affairs, domestic tragedies, especially family feuds or murders, popular outlaws and rebels. It is transmitted from generation to generation. 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.

The Ode

An ode is a dignified song of praise. It is a poem that speaks to a person or things or celebrates a special event. An ode is a poem that is written for an occasion or on a particular subject. It is an elaborately structured poem praising or glorifying an event or individual, describing nature, etc. A long and lyric poem that is serious in subject and elaborates 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, Pindar (522-442 BC) the first to write an ode in the Pindaric form Pindar odes were encomiastic; that is they were written to praise and glorify someone.

Sonnet

A sonnet is fourteen line lyric poems; a sonnet usually is in iambic pentameter with considerable variation scheme. There are two major forms of sonnet they are: Petrarchan sonnet or Italian sonnet and English sonnet or Shakespearean sonnet. The word 'sonnet' is derived from the Italian word 'sonetto' literally means a ' little sound' or sung. The Petrarchan sonnet comprises two main parts namely an octave (an eight line stanza) followed by a sestet (a six line stanza). The octave rhyme (abbaabba) and the sestet rhyme (cdecde) or (cdcdcd) combination except a couplet. The English sonnet has three quatrains (ababcdcdefef) followed by a couplet (gg). English sonnet is also called Shakespearean sonnet. Shakespeare wrote 154 sonnets, in which he developed the Shakespearean sonnet as a new poetic form (Collie & Slater, 2000).

Romance

Romance is form of poetry that focuses on humor and entertainment. It is verse narrative which was popular in the middle age(5 th century to 15th century). A romance is mainly about legendary, supernatural or amorous subject characters. The romance and the epics are similar forms, but epics tend to be longer and less concerned with country love while comparing a romance with an epic. Abram (1994) writes " the romance is distinguished from the epic in that it represents not a heroic age of tribal wars, but a courtly and chivalric age, often one of highly developed manners and civility". Its standard plot is one of quest and adventure, undertaken by single knight, it introduce a heroine and frequently its central interest is courtly love, togetherness with tournaments fought and dragons and monsters slain for a damsel's sake.

Narrative Verse

A narrative verse is a poem that tells a story. Ballad, epic, and material romance belong to this category of literary genre. The narrative exists in the all literature. However, there are a very large number of narrative poems which do not fit only of the above categories.

Teaching of Poetry

Poetry is one of the literary text in which the words are used specially to express the writer's emotions, feelings and thoughts. Linguistics structure is 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, paradox 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.

Definitely, the language of poetry makes student aware of the fact that language is not always governed by the rigid body of rules. It develops student's interpretative abilities and creativity (Abram, Harpham, 2012).

Teaching poem encourage the learners to read the poem in a poetic way.

Teaching of poetry follows a systematic way of classroom activities like stimulating student's cultural and historical background of the poem, helping students towards the interpretation of the poem and follow up activities. The learners should understand the rhythm used in the poem, they should be able to read the poem properly and do the activities related to the poem, after they are taught. They should even get encouragement to write poems based on a particularly theme. Poetry is the highest form of literature expression. It appeals to the emotion. It has an aesthetic effect on human mind.

Poetry is different from prose. Prose is for information and poetry is for appreciation. It gives details and facts in a beautiful form. It is highly rhythmic in character. Each and every poem is a piece of literature. Every teacher should develop a taste for poetry. While teaching poems, the teacher should appeal to the emotion of the student's. In poetry class, a student enters a different world. The student must feel that it is experiencing a new joy (Abram, Harpham, 2012).

Language of Poetry

Poetry is genre of literature. It is a creative piece of writing generally composed in verse. In the past, poetry is written in the verse but now it is written in verse as well as non verse. Poetry is created for pleasure. The aesthetic satisfaction is related to poetry. The language of poetry is special and different that to the language of any texts or daily use of the language. The poetic language consists rhyming words, rhythm, meter, diction, tone, music, alliteration and assonance etc. The poet uses special types of diction selecting appropriate words to write a poem. The rhyming scheme is an important aspect of poetry which makes the poem standard and systematic. The rhythm, meter, tone and music make the poem systematic and sweet. The alliteration and assonance are also some important factors of composing poetry. Poetry differs linguistically from the usual or standard form of language. Poetry recognizes syntax invests its own vocabularies freely, mixes registers and creates its own punctuation. Poetry draws creatively on a full range of archaism and dialects generate new vivid metaphors. It patterns sounds and orders rhythms. Poetry has been described as deviation from the norm of language. It has been argued that poetry frequently breaks the

rules of language but it communicates with information of original way.

Poetry teaches the readers that language may not be quite rigidly governed by rules as we think. It is pedagogical useful and necessary to provide students with idealized language rules. While using poetry students find deviant and unusual language. By this students can expand language awareness and interpretative abilities.

Features of Poetry

The features of poetry are discussed below:

Rhythm

Rhythm refers to a strong regular repeated pattern of sounds or movements in rhythm. It is the patterned flow of sound mainly in poetry. It doesn't mean that rhythm is not found in prose. The contributing factors of rhythm are: meter, foot, rhyme, alliteration and assonance.

Onomatopoeia

The rhythm of a lyric is different with the rhythm of a sonnet. Likewise, the rhythm of an epic is different from that of the rhythm of an elegy.

Rhyming Scheme

The Rhyming Scheme is the main features of poetry. Generally poetry is composed in verse. To make the verse systematic the rhyming pattern must be used. There is different Rhyming Scheme like Petrarchan or Italian abbaabba cdecde and English or Shakespearean_ abab cdcd efef gg. For example: king rhymes with ring and hot with pot(Abram, Harpham, 2012).

Deviation of Linguistic Norm

The linguistic norm is completely deviated in poetry. The poetry language does not follow the grammatical rules. The sentences are incomplete and unsystematic regarding the grammatical rules in poetry.

Diction

Diction refers to the selection of appropriate words in poetry. While composing poem, the poet selects the appropriate words according to the subject matter of the poem.

Assonance and Alliteration

Assonance refers to the repetition of vowel sounds in the same or adjacent lines i.e.

lady bright can be right. Alliteration refers to the repetition of the same consonant sounds beginning of the words in the same adjacent lines i.e. Full Fathom Five Thy Father lies.

Use of Figurative Language

The poetic language is unique and figurative. The readers only find this type of language while reading poetry. The poetic language is used neither in every day communication nor interpreting the texts. The linguistic norm is completely deviated in poetry. Simile and metaphor, the figures of speech where simile is used to compare two different things by using 'as' or 'like' e.g. like a heron on his thin legs and metaphor is used to compare two different things without using the words 'like' or 'as' e.g. He is a tiger.

Meditation

The main purpose of poetry is mediation. While writing or reading a poem, one should be serious in thinking. Poetry deals with deep emotional factors. While reading a poem, we meditate deeply (Abram, Harpham, 2012).

Imagination

Heart is the area of poetic origination whereas mind is the place of intellectual exercise. Poetry deals with emotions and feelings not with intellect though neo-classical poetry was philosophical or intellectual.

Activities of Teaching Poetry

Lazar (2009, PP.129-131) gives the following activities and tasks for teaching poetry.

1. Pre-reading activities:

Stimulating student interest in the text

- a. Students discuss or describe the photographs or pictures relevant to the theme of the poem.
- b. Students predict the theme of the poem from its titles or a few key words and phrases in the poem.
- c. Students are given different lines of poem and asked to suggest the theme of the poem.
- d. Students are asked what they would do, and how would they respond if they were in similar situation? (Lazar, 2009).

Providing necessary historical and cultural background

- a. Students read or listen the historical and cultural background related to the poem.

- b. Students read and listen the text about author's life which may deepen their understanding about the theme of the poem.
- c. Students discuss what are appropriate behaviours or feelings in their culture and society in particular situation.
- d. Give information about genre, literary movement etc., help students with language of poem metaphorical, symbolic, usual, deviated, connotative meaning of words phrases, grammatical construction, etc (Lazar, 2009).

2. **While teaching activities**

- a. Students are given a jumbled version of the poem and are asked to put together.
- b. Removes certain words from the poem and ask students to fill in the gaps.
- c. Teacher asks students to read one verse at a time and try to predict what is coming next.
- d. Students underline key words and then speculate the metaphorical or symbolic meaning.
- e. Students answer comprehension questions about the meaning of certain words or phrases of the poem.
- f. Post reading activities:

Helping students towards an interpretation of the poem

- a. Students are given a series of statements about the possible underlying meanings of the poem and they decide which ones are true and false.
- b. Give three interpretations and ask them to choose best one.
- c. Advanced learners compare the poem with two different translations of it in their own language and choose most satisfactory.
- d. Students imagine they are filming the poem. They decide what visual image they provide to each line.

3. Follow up activities:

- a. Students rewrite the poem in different forms of discourse.
- b. Students read some other poem by the same author and having similar there.
- c. Role play or discussion based on theme or subject matter.
- d. Students discuss the values and world view which either implicitly or explicitly expressed in the poem and ask them whether they agree or disagree (Lazar, 2009).

Review of Empirical Literature

There are many researches carried out in the field of literature under the department of education. Many researches are related to the problems faced by teachers in teaching different genres of literature. So in the case with the problem faced by teachers in teaching different genres of literature, but no research work has been carried out on the 'problems faced by teachers while teaching poetry at basic level'. Some of the researches which are directly or indirectly related to my study are reviewed as follow.

Upadhyay (2011) conducted a research study on title "Activities of teaching rhymes in Montessori schools." The main objective of the study was to find out activities of teaching rhymes in Montessori schools. The primary sources of data were the students of Montessori schools. He developed the preliminary classroom observation form questionnaire to observe teaching and learning activities of rhymes with the help of related literature and guidelines that are pertinent to carry out this study. He came up with conclusion that about 50% Montessori schools have well equipped with Montessori laboratories for students to take participation in play way method. And about 83.33% schools are running classes haphazardly without any proper planning and management. There is traditional method, approach and activities in the name of Montessori school.

Upreti (2012) conducted a research study on title "Teaching short stories: challenges and issues". The main objective of the study was to find out the challenges and issues in teaching short stories. The primary sources of data were the teachers from higher secondary level (xi) of Kathmandu district who were teaching major English having at least one year of teaching experience. He used the questionnaire and observation as main tool for data collection. He came up with a conclusion that most of the teachers with one year of teaching experience do not face any kinds of experience in making their own interpretations of short stories.

Paudel (2012) conducted a research study on title "challenges faced by trained teachers while transferring their learning in the classroom." The main objective of the study was to find out the challenges faced by the trained teachers while transferring their learning into real classroom. The primary sources of data for this study were fifty secondary level trained English teachers of both private or government aided schools of Bardiya district. The main tool for data collection was the questionnaire. She came up with conclusion that teachers need some support from institutions, parents, students and other who are related to the education system of country to make easy to transfer their knowledge in the real classroom.

Regmi (2015) conducted a research study on title "Techniques used by Trained and untrained teachers in teaching poetry." Her objectives were to find out techniques used by trained and untrained teachers in teaching poetry and to compare the use of different techniques used by trained and untrained teachers. She selected ten English teachers and ten schools of secondary level. She used in-depth study of classroom observation. She came up with a conclusion that 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.

Bastian (2015) published research paper under the title "Teaching Poetry in ELT Classrooms: Some Challenges and Solutions" and state that literature is one of the important things in the ELT classrooms. One of literary activities that EFL teachers can do to help students in learning English is through learning poetry. In ELT classrooms, teaching poetry is a challenge for teachers and a challenge for students to be learnt. There are some challenges in teaching poetry in ELT classrooms such as teachers and students should have extra thinking to get the meaning of poem that they read, they get difficulty because of linguistic aspects, some students feel bored in reading poetry activities, and teachers do not have the confidence to struggle. This paper presents not only some challenges but also some solutions to overcome with the challenges faced by teachers and students in teaching and learning poetry in ELT classrooms.

Bhattarai (2016) carried out a research study on the title "Practices of teaching reading". The objective of his study was to find out usual techniques of teaching reading at secondary level and to find out the attitude of ELT teachers towards teaching reading. The primary sources of data for his study were secondary level English teachers teaching at different schools of Palpa district. He used questionnaire and observation check list as the main tool for data collection. He came up with a conclusion that among total respondents 62.5% always taught the reading exercise given in the prescribed course book. 15% of the teacher's skipped difficult vocabulary. 100% of the respondents did well pre-teaching preparation.

Karki (2016) conducted a research study on title "teachers practice of using different activities for teaching poetry. " The main objective was to find out the teachers practice of using different activities for teaching poetry. Thirty teachers from ten campus/ colleges were the sample of this study. Different types of tools can be used to collect required data such as questionnaire, interview, and observation and so on. The major conclusion of the study was teacher prefer to apply teacher centred activities in comparison to learner centred activities

like group work / pair work, role play , asking student to compose similar poems and so on.

Bhatt (2017) conducted a research study on title "Strategies adopted by Novice teachers for teaching poetry." The main objective of the study was to find out the strategies of teaching poetry adopted by novice teachers in secondary level. Fourteen novice teachers are selected as the sample of the study in order to make it short and cheap. He used questionnaire and observation checklist. He came up with a conclusion that teachers should teach poetry on the basis of pre, while and post teaching strategies to make teaching easy and effective.

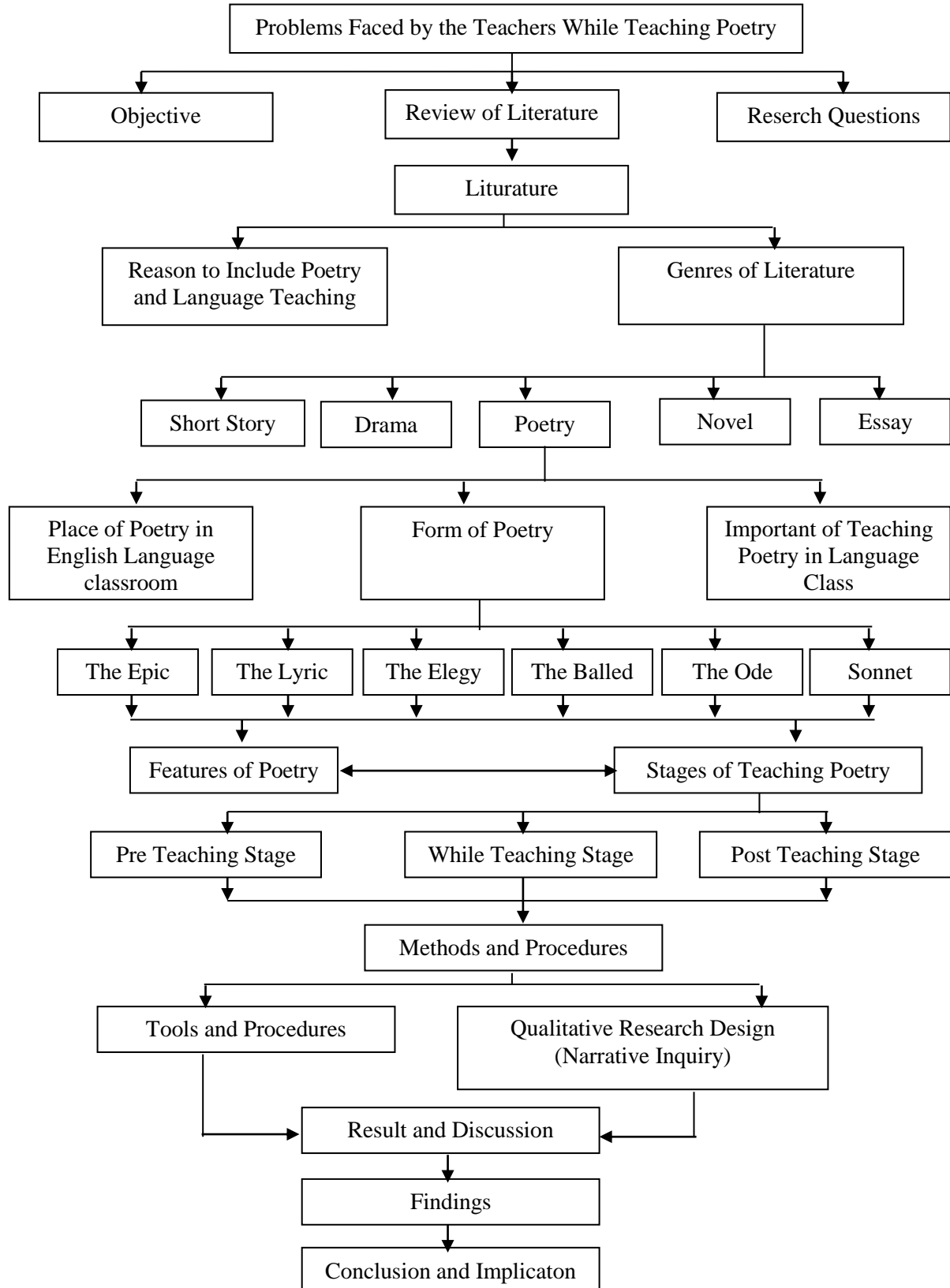
Anna (2020). published articles under the title "Don't Fear Poetry! Secondary Teachers' Key Strategies for Engaging Pupils with Poetic Texts." Poetry is a key element of many literature curricula but poetry teaching is something with which many teachers struggle. Research indicates that teachers lack experience of poetry as well as subject knowledge and that current high-stakes testing poses challenges. While previous research has investigated teachers' experiences through large quantitative studies, this study focuses on what teachers who are keen readers of poetry regard as key elements of pedagogy. The material comprises 15 interviews with secondary school teachers of Swedish. A thematic analysis identified four themes: drawing on personal engagement, discussing pupils' conceptions from the outset, creating a safe classroom atmosphere, and scaffolding pupils' interpretations. The study highlights the centrality of the aesthetic experience and suggests that attention should be paid within research regarding how aesthetic content should be taught and that teacher educators should scaffold pre-service teachers' individual exploration of poetry to help them become confident teachers of poetry.

Implications of the Review for the Study

The received studies are to some extent similar to the proposal study. In literature review our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of thesis information to my own research. This review of the study obtained information from variety of the sources including books, journals, articles, etc. these entire sources helped me to bring the clarity and focus on the research problem, improving the methodology and contextualize the findings. The review became equally important to examine and evaluate what has been said before on a topic what will be for finding in my new research.

Conceptual Framework

Conceptual framework has been developed as per the objectives of the research. This flowchart given below is constructed with the help of previous research and studies to identify major problems in teaching poem.



Chapter - Three

Methods and Procedures of the Study

This chapter is about methods and procedures that I used to meet the objectives of my research study. This chapter mainly included the research design, selection of research site, participants, tools and techniques of data collection, data collection procedures, data analysis and interpretation and finally ethical consideration.

Research Design and Method of the study

Research design is a plan for structure and strategy and investigation so concern as to obtain answer to the research question and problem (Kumar, 2009 p. 4 as cited in Shrestha, 2018). There are many research designs that are applied by the researcher according to the nature of the study. On the basis of the nature of my research title, I adopted narrative inquiry research design under qualitative research as a methodology to accomplish the study. It was conducted in the natural setting. If we talk about narrative inquiry the terms narrative The term narrative comes from the verb "to narrate or to tell (as a story) in detail" (Creswell, 2012, cited in Ehrlich, Flexner, Carruth and Hawkins, 1980, p. 442). In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people's lives and write narratives of individual experiences (Creswell, 2012 cited in Connelly and Clandinin, 1990). As a distinct form of qualitative research, narrative typically focuses on studying a single person, gathering data the collection of stories, reporting individual experiences and discussing the meaning of those experiences for the individual. With recent popularity, national research conferences have devoted sessions and papers to it and educational journals have published stories reported by teachers, students and other educators. There are several forms and designs of narrative inquiry method. Out of them some of the important types of narrative inquiry research design as a methodology are biography research, auto biographical research, life history life stories, oral history, ethno histories, auto ethnography, life writing, personal accounts, personal narratives, and narrative interviews, personal documents of life, ethnography, ethno psychologies, personal-centered ethnographies and popular memories. Out of them I had used bio-graphical under narrative inquire research design.

Population, Sample and Sampling strategy

The populations of the study were the teachers from community based schools of Dailekh district. For the feasibility of the study, only five community based schools from Dailekh district were selected purposively. The samples of the study were five English

language teachers who have been teaching at secondary level. All of them had at least ten years of teaching experience at the secondary level. Teachers were selected for interview as the study population for the research. I used purposive sampling to select five teachers of Narayan Municipality Dailekh District.

Data Collection Tools and Techniques

In order to collect required amount of data, semi-structured interviews and in-depth-interview were used as the tools and techniques for this study. A set of questions was asked to elicit information from the selected teachers. Interview guideline and sample interview transcript are enlisted in the appendix.

Data Collection Procedures

In the process of data collection, I visited each of the sample schools along with interview guideline and good preparation related to own research study. Then, I asked for permission to interact with the school administration. Then, I informed to the English teacher about research interview. S/he was ready to interact with me. After a minute I started to ask some questions related to my research study. I recorded all data in my mobile device. Like this way, I visited all selected schools and teachers.

Ethical Considerations

Various ethical issues arise in course of carrying out research. Since, my research is based on the qualitative research design, many ethical issues may arise at distinct point such as data collection, analyzing data and interpreting the result. Ethical consideration is an important matter in the research. Every respondent has their right to privacy. They were informed the purpose of the study and value of their participation in it. They assured that there are no activities will be done that may any harm in their personal career and in intuitional reputation. In the process of data collection, time and place was determined on the basis of their approval. I made sure to participants will not use the data for other purposes. Similarly, the findings of this study will not harm to the respondents. They were assured that all identifiable personal information would be strictly kept confidential and no names would be mentioned in the thesis as well as in any publications. Similarly, as participants may wish, the secrecy of the information was maintained. The plagiarism was being avoided by showing citation and references. Moreover, every steps of the research was conducted under the guidance of supervisors of English education department, Tribhuwan University, Kirtipur, Kathmandu.

Chapter - Four

Analysis and Interpretation of Result

In this chapter, the collected data were analyzed. For the collection of data, the interview was used by the researcher for the study. The main objective of the study was to analyze the problems faced by the teachers while teaching poetry at the secondary level. To meet these objectives the information has been analyzed and described based on the answer given by the teachers.

Analysis of Data and Interpretation of Results

The data obtained from semi-structured interview were transcribed and analyzed by using thematic analysis approach. Different themes of the personal interview were drawn based on the research questions; problems faced by teacher while teaching poetry at secondary level.

In this section, the data collected through semi-structured interviews were analyzed. Recorded data which were transcribed into written form. After that, the collected data were interpreted and analyzed thematically and descriptively. All the data can be analyzed in following headings.

Problems Related to the Warm up Activity

Warm up activities are given to students at the start of every lesson. When planning a lesson think about how you want it to start. A good beginning can set the tone of the lesson and get students alert and relaxed. Warm up can review language from previous classes or they can introduce new topics, ideas and language items. Warm up can be used to motivate the students so that they become interested to learn. Moreover, teachers can use warm up to get students' attention at the beginning of the class. Also, the use of warm up also can be a good exercise for the students to recall their background knowledge. As well as, teachers can discuss the lesson objectives in the warm up session so that students get a clear goal to give higher effort to learn. The researcher asked the sampled teachers whether they faced any problem in the warm up activity or not. Teacher 'B' said

junsukai topic padauda pani halka problem ta vaihalchha problem vanepachhi warmup garda kheri hamile topic anusar padauda kheri bidyarthiharulai uniharule padechhan ki padechhainan tyo kuralai jankari rakhera tyo kuralai madyanajar gardai tyaha bhayakamukhya mukhya kuraharu athawa main main kuraharu k vanchhan interesting wordharulai madyanajar garer warmup garinchha.

Motivation

Motivation creates a problem because students are not motivated to read the poem, students are not laborious and disciplined and they are not interested in the classroom. But three teachers said that; students are motivated to read the poem and they are so laborious, interested, motivated to read the poem. Thus I concluded that motivation is not the real problem, but how to use motivational technique was main problem for teachers. While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teachers and students alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential. In this regard, the Teacher 'B' said

motivation garda kheri aba uniharule tyo kurama thaha pay vane samasya
 hudaina aba hamile naya poem padaychham vane uniharule padekai chhainan
 vane pachhi yasma padauda kheri aaune samasya jastai padda kheri khasma
 uniharulai writing ma vanda reading ma badi samasya hune rahechha.
 tuasaile garda kheri padauda kheri kun kurama aafule pahila anuman garne
 jastai uniharu lai kun kun kurama samasya lageko chha tyahi kurama
 motivation garne.

Background Information

Regarding this issue, all the selected teachers responded that providing background information creates problems while teaching poetry. Because the poem was written in English and they should provide all information about the poet, who does not belong to his/her country and culture. Providing background information depends on the level of the students. Teachers added that at secondary level's students, they provide writer's name, country, and his other creations only. One teacher said that sometimes students were unable to utter the name of the writer. There was not the facility of the library, reference book, journal, magazines, etc. So it is more problematic to collect information about the poet. In my observation and interview, I had not found any good library facility. Thus it is problematic. Background knowledge makes good sense that to comprehend a story or text; reader will need a threshold of knowledge about the topic. Sometimes we call it domain-specific knowledge or topical knowledge. Without such knowledge, it becomes difficult to construct a meaningful mental model of what the text is about.

Guessing the Topic

In this statement, all the sampled teachers agreed that they should let the students guess the topic but they did not do so properly because it is the secondary level; there is no need for it. It is not practicable and makes the classroom noisy, distributed. 'C' teacher said that it is just for formality, he/she used this while he/she was in teaching practice. I think teachers should use guessing games in the classroom. Guessing games are great to use as warmers, fillers, and review activities. Not only are they a lot of fun, but they are also fantastic for learning vocabulary and grammar. Guessing game becomes an interesting technique which can be implemented by English teachers to teach speaking. Besides raising so much fun, guessing games are believed could increase the students' speaking skill, reading skill.

Teaching Figurative Language

Teaching figurative language creates problems while teaching poems because their students are too small (age group) to learn such type of vast literary meaning. Sometimes students got confusion that whether simile and metaphor are different or the same. They found difficult to teach; and though only two figurative language simile and metaphor are maximumly taught in secondary level. They taught them by giving more examples related to the topic and using plenty of teaching materials. Simile & metaphor, the figures of speech where simile is used to compare two different things by using 'as' or 'like' e.g. like a heron on his thin legs and metaphor is used to compare two different things without using the words 'like' or 'as' e.g. he is a tiger. In my conclusion teacher should consult reference book teacher guide book to improve their knowledge. Figurative language can transform ordinary descriptions into evocative events, enhance the emotional significance of passages, and turn prose into a form of poetry. It can also help the reader to understand the underlying symbolism of a scene or more fully recognize a literary theme. Regarding this issue, Teacher 'A' said

sano ageka students vayakole uniharule figararive language bujhdainan kahile kahi simile ra metaphor lai eutai rupama bujhada chhan. tathapi uniharule poem ma vayako symbolic language haru bujhnako lagi yasko aaawasekata chha. tesaile hami teacher harule dherai kitab haru padhera uniharulai udharan diya ra bujhauna sakinchha.

Introduction to the Topic

The researcher wants to know that whether teacher faced any kind of problems while introducing to the topic or not, in this statement Teacher 'D' said

aba school level ma chahi yasto hunchha kahile kahi teaching practice ma jada kherima chahi aba ke padne vaner sodnu parchha tara teacher vayar regular padae rakheka chhau vane ta hamile k vanchhau re regular unitwise padauchhau yasari unitwise padauda kheri ke vanchhan re aaj k padne vaner uniharule aafai thaha pauchhan.

Regarding to above coding, introducing the topic itself isn't problem itself because; there are so many techniques to introduce the topic. Sometimes they introduced the topic while providing background information and warming up them.

Teaching Vocabulary

The researcher asked the sampled English teacher whether they faced any problems while teaching vocabulary or not, in teaching poetry. Teacher 'A' and 'C'.said

vocabulary teaching ma samasya hunchha kinavane bidyarthiharulai suruma ta padnai garo bho tyaspachhi pronunciation garnai garo vo tyaspachhi tyasko exact meaning thaha hunu parchha yadi meaning thaha vayana vanepachhihamile tyo word mattra pader ta hudaina sentence ma pani use garnuparne hunchha sentence ma use garnako lagi hamilai vocabulary ko aawasyakata parchha jasma smasya nai hunchha vanna parchh tyo samsyale. vocabularyko samasya samadhan garna librarybata books dictionaryharu t prayoga garne garko chha tara aawaseka parejati libraryko subidha navayakole ali garai vayakai chha.

Above coding, we come to know that there is no good facility of library in school as well as no management of sufficient teaching materials in school. So, they added that how can they develop vocabulary skill of students. In the rural area, there was not any facility of

reference book and magazines. Vocabulary learning is important for young learners in order to the learners know and understand the vocabularies in foreign language. It is also expected that learners can connect the word to word into a simple sentence. Further, vocabulary learning can make the students communicate and interact each other both in spoken and written. Then, vocabulary learning will be useful for the young learners in building the four language skills, such as reading, listening, speaking and writing.

Providing Central Idea

Providing central idea does not create any problems while teaching poetry. They added that, after teaching lesson, they asked the view of learners about what they (students) understood and after it teacher provided the central idea of lesson. The central idea of a poem is the poem's theme or 'what it's about' if you like. Although many shy away from poems being 'about' something, at the end of the day, the poet had something in mind when it was written, and that something is the central idea, whatever it is or might have been. The researcher wants to know that whether teacher faced any type of problem in providing central idea or not. In this statement, Teacher 'B' said "what have you understand after reading this poem?, what is the central idea? Vaner sodda kheri uniharule aneka kura vanchhan tara ke vanchhan re uniharuko kura liesakepachhi aafule exact k ho vanne kura hamile vanne garchhau."

Translating the Poem

Translating the poem is more problematic in the context of Nepal or our communitiy based school. Teacher had accepted that they don't have opportunity to participate on interaction, workshop etc. to become skilled. Translating literary works is, perhaps, always more difficult than translating other types of text because literary works have specific values called the aesthetic and expressive values. The aesthetic function of the work shall emphasize the beauty of the words (diction), figurative language, metaphors, etc. While the expressive functions shall put forwards the writer's thought (or process of thought), emotion, etc. And the translator should try, at his best, to transfer these specific values into the target language (TL). As one genre of literature, poetry has something special compared to the others. In a poem, the beauty is not only achieved with the choice of words and figurative language like in novels and short stories, but also with the creation of rhythm, rhyme, meter, and specific expressions and structures that may not conform to the ones of the daily language. In short, the translation of poetry needs 'something more' than translating other genres of literature. The researcher wants to know

that whether teacher faced any type of problem in translating the poem or not. The selected Teacher 'C' said "

translate garda kheri k hunchha vanepachhi aba English mai English subject
padauda kheri ramro hunchha tara bujenan vane ta samasya hunchha hamile
English mai bujauchhau tara kunai kunai word tyasto hunchha jun yutai
Nepali bolda kheri tyo sentence purai bujne garchhan tyasaile halka fulka
Nepali mai bolchham.

Using Non-verbal Language

The researcher wants to know that whether teacher faced any type of problem in using non-verbal language or not. In this statement, all selected teacher responded that, they do not have any problem related to it. It helps in teaching learning activities. Teacher should use body language, gesture, eye contact and facial expression to make teaching learning effective.

Encouraging Students

In this regard, sampled teacher responded to mix comment. Among them two teacher agreed that it create problem because students can not create the poem at this level, they just understand the main theme or central idea of the poem. It is problematic in this level. On the other hand, three teacher expressed that student can create rhyming word, 1/2 sentences with rhyming pattern. So it does not create problem while teaching poem. We should encourage the students to create their own creation either it is in English or in Nepali. It encouraged students for their further study. Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. You should encourage open communication and free thinking with your students to make them feel important. Be enthusiastic. Praise your students often. Recognize them for their contributions. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A "good job" or "nice work" can go a long way.

Interpretation the Main Theme

In this statement, all selected teacher responded that it does not create any problem because it is just like providing central idea. Poetry is written to be read aloud; therefore, poetry interpretation is regarded as recreating the thoughts and emotions of the poet in the minds of the audience. In interpreting poetry from a manuscript the meaning should be conveyed primarily through the voice with aid of the appropriate body action, eye contact, and other mechanism of delivery.

Making Students to Write Central Idea

All the teachers responded that making students to write the central idea played vital role and helped the students. But in secondary level, it is not applicable in real classroom teaching, because the need, interest, and desire of the student. Poem's central theme is contained in the subject matter of the poem. In other words, it is the abstract idea of what the poem is saying about life. A poem may convey different levels of meaning, simultaneously.

Asking Questions for Evaluation

Evaluation is the measure of degree of achievement of student in learning. It provides the continue feedback of the student and teacher both. Without evaluation we can't understand students can learn or not. It upgrades the class and finds the students level and scores. In this statement, all the selected teachers responded that it does not create any problem while teaching poem. They evaluate their students by asking short questions, similar, opposite meaning, writers name central idea of the poem etc. I concluded that a good teacher should manage time and search opportunity to interact with guardians and students. Evaluation is a continuous process. In an ideal situation, the teaching- learning process on the one hand and the evaluation procedure on the other hand, go together. It is certainly a wrong belief that the evaluation procedure follows the teaching-learning process. Teacher 'E' said

question sodda kheri question ko aadarma hunchha tyo problems aba jastai
 who has composed the poem vaner sodda kheri vanna sakchhan what is the
 title of this poem vanna sakchhan central idea sodiyo vane vanna sakchhan
 background information sodiyo vane vanna skchhan sangai ali bhitri kuraharu

writerle vanna khojeko k ho hajurharule ke bujnu vayo yasko barema question haru vanda kheri khasai samasya aaudaina"

Providing Feedback

The researcher wants to know that whether teacher faced any type of problems while providing feedback, in this statement, the Teacher 'A' said

feedback did kheri ramrolai matta diyo naramro lai diyana vane dekhi na ramro effect parna sakchha chitta dukhauna sakchhan students harule tyasaile hamile dinuvanda aafnai sathiharulai milera padna lagaune group banayar padaune whole class lai sametera feedback dida ramro hunchha effective hunchha.

On the basis of collecting informations we can say that providing feedback does not create any problem. Because it is necessary thing to do in the classroom teaching, it helps student to be active in classroom. Feedback can improve the student's confidence, self-awareness and enthusiasm for learning. Providing students engage with feedback, it should enhance learning and improve assessment performance.

Teaching Activities

Among them three teachers agreed that it creates so many problems such as; there was no facility of teaching materials, no good existence of a library, lack of time to use different types of teaching activities. They added that most of them are using teacher centered method i.e. traditional, lecturer method, rote teaching. This method is easy for teacher but students unable to understand and do responses. Other two teachers expressed that with the help of teaching activities we can get better teaching. It helps in classroom teaching.using different types of activities we can engage and motivate students in the classroom. The classroom activities interact the learners and motivate them to learn new ideas. Classroom activities are very important for teaching-learning process because it encourages learners and helps them in fulfillment of their learning in the specified time. In this statement, Teacher 'D' said

hajur hajur poem padauda hamile kashya ma gaisakepachji ya janu vanda pahile nai aafupurna rupma prepare vayar janu parchja ra gaosakepachhi

hamile pahila uniharulai materials haru jun hunchha ni tyo purna materials haru tayar parera januparchha padauda kheri vanda dekhauda sahaj hola jasto lagchha. yasaigari traditional methods ra teacher centred methods vanda students centred methods prayoga garnu parne hunchha.

Classroom Management

According to the secondary level English teacher 'D' teacher said that there are not well facilitated rooms, desk and benches are not convenient enough for the students".

The school lacks English teaching materials due to which it is difficult to teach English poem. The English teachers have to face lots of problems due to lack of teaching materials as well as other physical weakness of the school. The classroom of the school is not specific enough to manage the students properly. Due to lack of ventilation, congested rooms, untrained teachers, inadequate benches classroom management system is ineffective to enhance students' academic skills and competencies as well as their social and emotional development.

Students Family Background

Among the sampled teacher, four teachers responded that due to the remote area, parents did not care their children which create problems in class too. Family background of learners also affect in teaching poem in many ways like; they felt shy to speak, they did not complete work, bunk class etc. The uneducated and illiterate parentals could not feel the value of education as it eventually, resulted in high rate of failure and dropout. The higher the family's socio-economic status, the lower the enthusiasms for learning the children have. Parental education participation has a significant positive effect on children's learning behavior.

Mother Tongue Interference

In this statement, Teacher 'B' said "malai kahhile kahi students ko mother tongue influence le teaching garna garo pada chha. maile students lai English ma padhayako kura Nepalima anubad garxu tara mero accent ra students ko accent namlera uniharule bujhdainan yaska atirikta uniharule dherai mother tongue bolne vayakole maile English padhuda English ka terms haru nai nabujhe garekale samasya vayako chha."

Language is one of the factors that arises the difficulty in teaching learning process. Mother tongue interference creates problem while teaching poem because there was language discontinuity in the classroom, teacher did not understand the problem raised by the students efficiently. They have to use their mother tongue at home and they have to use Nepali language English language simultaneously, in the classroom to make them to clear the concept and the meaning of the poetry. There were difficulties to interact with teacher and student due to mother tongue language. There was not proper interaction between Muslim, Deuda language students and other students as well as teacher in the actual classroom practices. So it create problems. This is the major problem that is seen in ELT class. I think to eradicate this problem; teacher should teach learners in second language in easy and simple language and also encourage learners to speak in second language.

Teacher Training

Teacher 'E' said "I have been teaching since ten years but he did not get chance to participate in training, I have been teaching on the basis of experience of teaching private school." Next "B" teacher said "I took TPD training but I don't have any idea to use the training knowledge in real classroom. I think we should have given the training related to the teaching poem rather than other." The researcher concluded that, especially the experienced teachers are not applying their skill, knowledge gained in training in classroom teaching and for developing materials. Application of the training skills in real classroom situation is not important aspects of study. If there was not transfer of the training skills then the investment of time, money, and labour would be useless and there would be questions mark towards the whole package. In this study it shows that the transfer of teacher training was not satisfactory. The main problems of transfer of teacher training in the classroom teaching were passiveness of the teachers and students, lack of supervision, limitation of the administrative supervision, support to buy teaching materials etc.

Time Management

In this statement teacher responded that due to the lack of time, they are unable to use the teaching technique and teaching materials they know. If they do so, they will be unable to complete the course in time and have to face problem. I concluded that, a good teacher should manage time and search opportunity to interact with guardians and students. So, time management is a very important skill to have. Teacher can use this in

the classroom to optimize learning opportunities for students. Time management is important for teaching learning process.

Teaching Materials

According to "C" teacher; physical condition of this school is not very good. There are many problems, the classroom is congested there are not sufficient benches in the classroom. He added neither classroom nor the physical infrastructure is managed properly. Similarly, there are not sufficient teaching materials, like tape recorder, computer lab, library etc. Teaching materials are the important part of the successful and meaningful teaching learning process. The researcher wants to know that whether teacher faced any type of problems while using teaching materials or not. In this statement the sampled teachers responded that, teaching materials does not create problem to the teachers, but there was no facility of teaching materials. Most of the teachers agreed that there is no good facility of library. The teachers felt that difficulty when English poem can't be taught effectively and meaningfully, because of the non existence of library. In the rural area, there was not any facility of reference book and magazines.

Chapter - Five

Findings, Conclusion and Implications

In this chapter, researcher has presented the conclusion of the research and implications of the study on the basis of analysis and interpretation of the collected data. The following conclusion and implication of the study have been drawn on the basis of the analyzed data. The researcher has presented the conclusion and recommendation in the separate heading so that it was comprehensible for the stakeholders like policy makers, teachers, educationists, researchers and literature practitioners.

Findings

The focal point of every research study is its findings. It is the fulfilment of the objectives of the study. The research was explored to the problems faced by teacher while teaching poetry at secondary level. To accomplish this study the researcher visited five community schools to collect data with the help of semi-structure interview. The objective of this study was to explore the problems faced by secondary level English teachers in teaching poetry and to suggest some pedagogical implementation. According to the analysis of the theme to this study the specific findings of the narrative research are listed below:

- Lack of sufficient teaching materials,
- Mother tongue interference,
- Lack of TPD training,
- Lack of using methods and techniques to teach poetry,
- Illiterate family background of the students,
- Translating poem into Nepali language,
- Insufficient knowledge of the figure of speech and
- Improper management of time as well as classroom.

- It is applicable in the sense that with the help of this study concerned sector will know about all those problems and will take steps to remove all those problems which are facing by secondary level teachers of English in community school.
- Moreover, to this it is beneficial for the teachers who are interested to teach in community school because with the help of this study they will be well acquainted with all those problems and prepared with the solutions to tackle with all those problems accordingly.

Conclusion

This study has been carried out to explore the problems that most of the teachers are facing while teaching poetry in the classroom especially in English classroom in the context of Nepal. That is why I have conducted this study to find out the problems behind that. After that I came to the following conclusions after analyzing the data and reaching to the finding on the basis of the analysis of those data. They can be attached here with respectively. Teachers have been facing problems in teaching poetry due to the language variations of the students, lack of teacher training, availability of teaching materials, mother tongue interference, translating the poem into Nepali language, language of the poem etc. There were not sufficient teaching materials, teacher was not available instructional materials, there was lack of prepared and confidence of the teacher, lack of appropriate teaching method but teacher does not focus on students centered method. Trained and skillful teacher were not implementing their skills in the real classroom appropriately. The facility of library is not sufficient, which the teacher wanted. Teacher does not have opportunity to participate on interaction, workshop etc. to become skilled. Students were irregularity, low motivation in the subject matter, poor family background and interference of mother tongue. The teacher had not adopted discussion method. The poem has several images, similes, metaphor, ironical expression which creates problems in making meaning clear to the students. Most of the teachers felt difficult to translate the poem into Nepali language or students L1. Teacher should be provided training and they should teach using related teaching materials. Teacher should be dynamic in teaching learning activities to make learning effective and meaningful.

Implications

On the basis of the research findings, some implications stated for policy, practice and further research level are described in the follows:

Policy Related

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.

Government of Nepal should supply the essential and necessary teaching

materials as well as should encourage the school administration to purchase and manage such teaching materials. Training and seminar should be conducted to provide to upgrade teacher. Administration should manage the meaningful materials. There is no sufficient teacher training for in-service teacher. Thus government should hold different training for the teachers. There is no proper supervision, feedback and motivation for the teacher. Likewise, the government has made education act and policies in action. The teachers are required to teach the English language through English utilizing the proper teaching materials and techniques for better teaching techniques of poetry. 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. 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 be helpful to both teachers and students. 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.

Practice Related

This is the level at which theories and principles are put into practice. The means policies are implemented in the classroom. While teaching poetry in the classroom, the teacher should teach in a way that the student involvement in different activities and tasks so that the teaching will be meaningful and sustainable. The researcher here has tried to suggest some useful way of classroom practice while teaching poetry.

Teacher should not be entered in the classroom without materials and pre plan. Teacher should be used child centered, demonstrate and participatory method than traditional lecture method. There is a lack of interaction between the teacher and the students in the classroom. It would be better to manage more time for students from the side of teacher. The teacher should be culturally responsive to accommodate students from culturally and linguistically diverse classroom. Teacher should be creative, imaginative, intellectual and enthusiastic for making teaching of poem interesting, meaningful and fun. It would be better to keep the students speaking in the

target language (TL). It is the best to teach poem through game or pictorial form. This will promote the students creativity. 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 using suprasegmenta feature such as: rhyme, intonation and tone, while the students listen to his / her attentively it appropriate to enjoy the learners.

Further Research Related

No, research is complete in 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 some recommendations for carrying out further research in respective areas. There should be not enough cover the study through the research.

It suggests new research areas which are left to be investigated. This research is delimited to the study of poetry and problems faced by the teacher at secondary level. Similarly, other levels and classes can be investigated .It also seems important enough to carry out students of poetry.

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Appendix I

Interview Guideline

- Warm up activity
- Motivation
- Background information
- Guessing the topic
- Teaching figurative language
- Introduction to the topic
- Teaching vocabulary
- Providing central idea
- Translating the poem
- Using nonverbal language
- Encouraging students
- Interpretation the main theme
- Making students to write the central idea
- Asking question for evaluation
- Providing feedback
- Teaching activities
- Classroom management
- Students family background
- Mother tongue interfere

- Teacher training
- Time management
- Teaching materials

Appendix ii : Sample Interview transcript

I : sir namaskar!

T : namaskar!

I : ma Prakash Bhandari Tribhuwan University Kirtipur, Kathmandu ko student, yuta research ko silsilama hajursang aako, hajurko chhoto parichaya dinu na sir

T : ma Rudra Prasad Dhakal ma hal yas bidyalaya shree Tribhuwan ma bi Narayan Nagarpalika ka bigat 12 barsa dekhi karyarat chhu.

I : problems faced by the teachers while teaching poetry vanne bisayama research garna lageko chhu poem padauda hjaurlai ke ke samasyaharu chhan tyasko barema chalfal garau hai sir first ma abo poem matta na vayara junsukai topic padauda pani warmup garnu parne hunchha poem padaune bela warmup ma k hi samasya chhan ki chhainan?

T : problem ta junsukai topic padauda pani halka problem ta vaihalchha problem vanepachhi warmup garda kheri hamile topic anusar padauda kheri bidyarthiharulai uniharule padechhan ki padechhainan tyo kuralai jankari rakhera tyo kuralai madyanajar gardai tyaha bhayakamukhya mukhya kuraharu athawa main main kuraharu k vanchhan interesting wordharulai madyanajar garer warmup garinchha

I : picture show garer pani warmup garna sakinchha, tyaso vaya hajurlai khasai samasyahudainahaina sir

T : hajur khasai samasya hudaina

I : warmup sangsangai motivation ko pani jaruri hunchha, la aaj poem padne vaner motivate garda tysto samasya haru hunchha ki nae

- T : motivation garda kheri aba uniharule tyo kurama thaha pay vane samasya hudaina aba hamile naya poem padaychham vane uniharule padekai chhainan vane pachhi yasma padauda kheri aaune samasya jastai padda kheri khasma uniharulai writing ma vanda reading ma badi samasya hune rahechha. tuasaile garda kheri padauda kheri kun kurama aafule pahila anuman garne jastai uniharu lai kun kun kurama samasya lageko chha tyahi kurama motivation garne.
- I : reading ma problem vannale uniharulai pronounce garna garo hune ho ki kasto khalko samasya ho ni sir
- T : pronounce ho yasma yakdamai samasya hunchha hamro mother tongue farak vako karanle garda kheri pronunciation ma clarity audaina first of all tyaspachhi aaya pani vocabulary pani thaha hudaina uniharulai ho tyo kurama samasya hunchha tyasma uniharulai motivationko jaruri hunchha.
- I : ani background information ko bisayama ke vannu hunchha sir background information dinu parda kasta khalka samasya haru hamile vogeke chhau ta
- T : background information ma samasya vanda kheri pahile ta hamile padaunu parchha padauda kheri.
- I : background information ta hamile pahile nai dinu paryo ni poem ko barema athwa poetko barema uniharu kasto khalko hunchha anya kun kun poem haru lekheko chhan vaner yasma chahi kasto khalko samasya chha.
- T : suruma vanda kheri background information vanda kheri uniharule padeko chhainan vane interesting hudaina interesting na vayapchhi athawa interesting tyati khera thaha hunchha interest vayako bela tyasto samasya hudaina

navayko bela ke vanchhan padauda kheri ke ko barema poem raheko chha
pahile title batanai k garnu parchha vane explain gardai jane

I : aba Nepalai students harulai English poet ko barema vanda kheri garo nai
hune kura vanna vayo

T : hajur hajur

I : guessing the topic ko bisayama k vanna hunchha uniharulai topic aafai guess
garna dinu hunchha ki surumai la aaj yo topic padne ho yasto yasto chha yasma
vaner januhunchha yasma kasta samasya haru chhan sir

T : aba school level ma chahi yasto hunchha kahile kahi teaching practice ma jada
kherima chahi aba ke padne vaner sodnu parchha tara teacher vayar regular
padae rakheka chhau vane ta hamile k vanchhau re regular unitwise
padauchhau yasari unitwise padauda kheri ke vanchhan re aaj k padne vaner
uniharule aafai thaha pauchhan

I : tyaso vayo voli padne bisaya ke chha ramro sanga prepare garer aunu vaner
vanna sakinchha

T : yo vanna sakinchha kinavane agadiko topic ta thaha vaihalchha agadiko topic
aaj padne vaner hijo vane anusar ke ke pader aayau vaner hamile sodna
sakinchha

I : ani poem ma chahi yo figurative language haru padaunu parne hunchha yo
padauda kheri chahi as a English teacher hamile dherai problems face garnu
parne hunchha students harule simile metaphore jasta kuraharuma sabai
comparison garne ho yutai ho yutai bisaya ho vanidine jasta samasya
hunchhan uniharulai kasari clear parna sakinchha sir

- T : hajur poem ma simile metaphor ta hunchha haina yasma derai difference ta hunna taipani uniharu lai samasya nai hunchha tyaslai hamile ke vanchhan simile metaphor farak ho simile vanepachhi ta bises rupma hami chhutuaedinchhau kasto 'as' 'like'jasta word le compare gareko chha vane tyo simile ho ra chhaina vane metaphor ho vaner samjhauchhau
- I : anya example haru diyar pani sajilosanga bujauna sakinchha haina sir
- T : hajur uniharulai anya textharuma search garna lagayar pani bujauchhau
- I : ani introduction to the topic, topic lai introduce chahi kasari garnu hunchha
- T : topic ko introduction ma hamile k garchhau vanepachhi topic ko background sang related hunchha vanepachhi topic kai aadarm hamile lagvag background haru sabai vanne garchhau.
- I : background information dida kheri nai topic lai introduction garaune vannu vo
- T : hajur hajur
- I : tyaso vaya yasma khasai samasya vayana background dida nai topic introduce garaya hunchha
- T : uniharu ikshuk hunchhan, topic ko barema vanda kheri topic ko barema yati vannu vo vanepachi tyasko background jhan ramro hola vaner bidyarthiharu active hunchhan sunnako lagi.
- I : as a English teacher, English padauda kheri chahi teaching vocabulary padauda kasta khalka samasya vognu vayako chha
- T : vocabulary teaching ma samasya hunchha kinavane bidyarthiharulai suruma ta padnai garo bho tyaspachhi pronunciation garnai garo vo tyaspachhi tyasko exact meaning thaha hunu parchha yadi meaning thaha vayana vanepachhi

hamile tyo word matra pader ta hudaina sentence ma pani use garnuparne
hunchha sentence ma use garnako lagi hamilai vocabulary ko aawasyakata
parchha jasma smasya nai hunchha vanna parchh tyo samsyale

I : kasari solve garna sakchhau ta sir vocabulary sanga related problemharulai
kasari derai vanda derai vocabulary dina sakinchha uniharulai

T : uniharulai word dida kheri meaning sangai dine tyasko artha patta lagaune
jastai dictionary use garer hunchha ki, aajvoli ta teaching ma modern
technology, latest technology haru prayog vako chha tyasko karanle garda
kheri aba net bata hunchha ki dictionary bata hunchha hamile vocabulary haru
teaching garne garchhau

I : hajur ani yo dictionary haruko byabastha chahi hamro schoolma chha ki
chhaina

T : hajur chha ma'am library ko byabastha chha bavaya hamile netma search garer
garne garchhau

I : netko bayabastha pani chha schoolma

T : hajur sir chha varkhar dui barsa matra vayo tyo vanda pahila chahi hami
aafnai mobile ma data liyara garne gartheu leisure period ma

I : providing central idea ko bisayama k vanna hunchha

T : Central idea ko vanepachhi aba hami padaesakepachhi padauda kheri hamile
tyasko chautarfi bikas garauna tyasko nature anusar hamile extra hauvaule
padauchhau poem ra tyasko ending ma yutai line ma banauda poemko main
mukhya theme central idea ke rahechha ta vaner dinchhau jasle garda kheri
students harule sampurna path bujne garchhan sahaj hunchha

- I : main theme ke ho ta ke padyau hamile vanne kura uniharulai thaha hos hoena
ani yo chahi poem padae sakepachhi dinu hunchha ya poem vanda agadi nai
central idea dinu hunchha
- T : padae sake pachhi medam, kinavane pahile uniharule background information
ko barema matra halkafulka janna khojeka hunchhan ra padae sakepachhi
central idea aafule vanda kheri uniharulai sahaj hola tyasaile padaesakepachhi
nai central idea dine garchhau.
- I : ani students harulai aafai central idea banao vaner vanu hunchha ki aafai dinu
hunchha...
- T : what have you understand after reading this poem?, what is the central idea?
Vaner sodda kheri uniharule aneka kura vanchhan tara ke vanchhan re
uniharuko kura liesakepachhi aafule exact k ho vanne kura hamile vanne
garchhau.
- I : sabai students harule sabai kura English mai bujchhan vanne hunna as a
English teacher hamile Nepali student harulai English poem padauda kheri
chahi translate gardinu parne hunchha yasma kattiko samasya unchha sir
- T : translate garda kheri k hunchha vanepachhi aba English mai English subject
padauda kheri ramro hunchha tara bujnan vane ta samasya hunchha hamile
English mai bujauchhau tara kunai kunai word tyasto hunchha jun yutai
Nepali bolda kheri tyo sentence purai bujne garchhan tyasaile halka fulka
Nepali mai bolchham
- I : translate garna jaruri lagchha ki lagdaina sir
- T : gardinu parchha translate hamro bidyarthiko hakma English vanepachhi yo
hamro remote area vako karanle garda kheri speaking ra reading weak

hunchha tyasaile garda kheri hamile nepali ma pani translate gardinu parne
hunchha

I : yasma chahi hamilai samasya nai hune vayo haina sir sabai translate garda
kheri garo nai hunchha ni hoena

T : garo ta hunchha tara k vanchha gardinu nai parne hunchha yasko lagi poem
padauda kheri padisakepachhi tyasko English definition garchhau bujaune
garchhau 2/3 line jati Nepali ma pani vannuparne hunchha uniharule bujenan
vanepachhi padaema interest nai hudaina.

I : using non verbal language ko bisayama ke vannuhunchha sir yasma problem
chha ki chhaina

T : non verbal language vanepachhi yasto hunchha padauda kheri aawasyak sayad
parchha malae kinavane aginai vandiya yahaka bidyarthiko hakma maile
padaya anusar reading pronunciation ma ykdamai weak maniyako chha
kinavane clear pronunciation garna sakdainan uniharu tyasaile garda use nai
garda ramro hola jasto lagchha

I : encouraging the students to write another poem garna sakchan ki sakdainan
stidents harule sir

T : jaha samma ta encourage garda kheri poemlekhda ta aba artha herinna laya
herinchha poem jahile pani layabadda hunu parchha tyasaile garda
kherirhyming pattern ma sentence create gara vanda kheri khasai problem ta
hudaina tara pani poem create garda apthero nai hunchha

I : poem teaching garda hamile kasta khalka teaching activities haru prayog
garchhau kasta khalka activities haruma chahi problem hunchha yasko
bisayama pani ke hi vanidinu hos na

- T : hajur hajur poem padauda hamile kashya ma gaisakepachji ya janu vanda pahile nai aafupurna rupma prepare vayar janu parchja ra gaosakepachhi hamile pahila uniharulai materials haru jun hunchha ni tyo purna materials haru tayar parera januparchha padauda kheri vanda dekhauda sahaj hola jasto lagchha
- I : pre teaching ma materials haru dekhaune ra sabai yastai ho yasari garne ho vanne ani while teaching ma chahi aafule translate gardine
- T : ah translate pani garne uniharusanga short question answer pani line garna sakinchha post vanepachhi tyaha padaesakepachhi ta hamile evaluation garchhau.
- I : teaching materials kai kura garda kasta khalka materials chahi adi helpful hunchhan ni sir class ma padauda kheri
- T : materials ko kura garda kheri poem ke ko barema raheko chha vanne kura khyal garne jastai poem natureko barema raheko chha vanepachhi hamile yuta post/ picture ko madyam bata teaching garda badi sahaj hola jasto lagchha.
- I : ani hamro school ma paryapta mattrama materials haru available chhan ki chhainan aafai banaunu parne hunchha ki students harulai banauna lagauna sakinchhaki ke chha sir yasma
- T : nai paryapta mattrama hamro yaha tyasto kunai teaching materials chhaina jati pani chhan hami aafaile banayaka chhau
- I : ani aafai banauda kheri tyasko cost hunchha time pani hernu paryo yastai anya problems inchhan hola kasari manage garnu hinchha
- T : leisure periodko pani yati byabastha chhaina vayapani tyasma hamile copy check garnu paene hunchha so maile gharma nai banaune gareko chhu.

- I : padae sakepachhi evaluation garnu paryo haina sir kasari question haru ask garnu hunchha yasma kasta khalka samasya chhan.
- T : question sodda kheri question ko aadarma hunchha tyo problems aba jastai who has composed the poem vaner sodda kheri vanna sakchhan what is the title of this poem vanna sakchhan central idea sodiyo vane vanna sakchhan background information sodiyo vane vanna skchhan sangai ali bhitri kuraharu writerle vanna khojeko k ho hajurharule ke bujnu vayo yasko barema question haru vanda kheri khasai samasya aaudaina
- I : evaluation ma khasai samasya chhaina
- T : sabai padi sakeka hunchhan tuasaile khasai samasya hudaina, fill up, true false, rearrange the word, question answer hunchhan text book mai so tyati khasai samasya hudaina
- I : classroom management ko bisayama k vanu hunchha sir
- T : classroom management ko bisayama jastai hamile class ma enter huda kheri classroom management gare anusar kun tarikale basae garda kheri sahaj hunchha tyo tarikale banayako hunchhau taki padauda difficulty nahos classroom management garda kheri basae ramro hunu paryo desk bench ko ramro byabastha vayo vane badi pravabkari unchhatyahi anusar nai chha .
- I : students haru kati jana chhan sir hjaurko class ma
- T : mero classma 28 students chhan yakdamai thik chha khas hunuparne nai tyati nai ho student, desk bench ko ykdamai purna byabastha chha white board pani ramro chha je hos classroom management ramro chha.

- I : students family background le poem teaching ma kasto khalko asar parchha sir uniharuko family background le classroom teaching ma kasto khalko asar parchha sir uniharulai padna ani hamilai padauna garo hunchha ki help garne ho ki k chha sir
- T : student ko family background ko kura garnu parda kheri maile aginai dekhi kura garirakheko chhu hamro yo remote area vako hunale uniharulai ali garo hunchhakinavane sabai chijko subida na vako karanle garda kheri uniharulai garo hunchha aamababuharu sikshit nahunu, kirsima badi lageko karanle chhorachjorilai dhyan dina napaunu jasta samasya chhan
- I : kasari samadhan garna sakinchha hola sir yaslai
- T : yasko lagi abibhavak sanga sahakarya garer samjhayar bujayara aafno balbalikalai pani dhyan dinuhola vaner samadhan garna sakinchha yakpataka ta hamile bidyarthi lai matta na vayr abibhavaklai pani puraskrit gareka chhau jo aafno balbalika lai badi care garnuhunchha school ma aayar teachers haru sanga sahakarya gardai agi badnu hunchha yasle garda pani dherai ramro vayako chha.
- I : sir agi dekhi hajurle remote area vanirakhnu vayako thiyo mother tongue interfere ko barema ke vanna hunchha ni sir
- T : ah yasma ta sarai apthyaro chha sarai garo hunchha kinavane pronunciation yadi clear vayana vane pachhi baki kura ta kurai choddim yasle sarai garo hunchha
- I : kasari jada thik hola ta sir yasma
- T : yasma k hunchha vanepachhi dherai repetation garnuparne hunchha pathlai madyanajar garera hamile padaunu parne hunchha. Bidyarthilai padna lagaune

kunai word pronunciation ma garo vayo vane tyaslai bujer white board ma tiper tyaslai hamile repeat garna lagayar garaunu parne hunchha dohoryayar padaunu parne hunchha classroom ma pani English mai conversation garna lgaune garyo vane sahaj hola.

I : padaesakepachhi evaluation garnu paryo eva! garepachhi feedback dinu parne hunchha sir yasma k hi samasya hunchha ki hudaina sir

T : feedback did kheri ramrolai mattra diyo naramro lai diyana vane dekhi na ramro effect parna sakchha chitta dukhauna sakchhan students harule tyasaile hamile dinuvanda aafnai sathiharulai milera padna lagaune group banayar padaune whole class lai sametera feedback dida ramro hunchha effective hunchha.

I : dherai teacher harule teacher training ko pani bisaya uthaunu vayako chha sir yasma k chha hajurko bichar

T : hajur teacher training ko abhav chha, aawasyakata yakdamai chha kinavane bidyarthilai padauda aafule knowledge chha sip chha vane sajilo hunchha trained teacher lai teaching sajilo hunchha

I : hajurle linu vayako chha ki chhaina sir

T : 5/7 barsa agadi ek choti matra liyako chhu tara feri lina payako vaya naya kura sikina painithiyo hola baru, maile yo vanda agadi yuta boarding school ma padauthe tyaha lagvag yk barsama 2/3 patak training hunthyo tyahi experience pani yaha prayog gardai padae rakheko chhu.

I : vanepachhi training lina paya sajilo hune kura bataunu vayo

T : hajur

I : ani derai teacher harule yo time management ko bisaylai uthaunu vako chha course complete garnuparne badyatale garda hamile ramrosang padauna paedaina vannu hunchha jasle garda teaching activity, teaching materials kehi use garna paedaina natra vane courses complete garna sakidaina vannu hunchha ke chha sir yasma hajurko bichar ya vogae k hola sir

T : hajur sir timeko avab hunchha kinavane bidyarthiko bujae anasar yasma asar parchha ali bujne student chhan vane time kam lagchha dhila bujne student chhan vane time badi lagchha time diyara vayapani sikaunu bujaunu parne hunchha ra teacherko upasthitiko pani tyasma badi u dekhinchha hamile nai kamjor students harulai baru alggai rakher time diyar padaunu parchha arko kura course complete garnako lagi regular full time diyar badi mehanat garer janu parchha.

I : yasko lagi k garnu parla ta sir aba na bujne lai pani tuasai chhodna vayana kyare kasari manage garnu hunchha

T : yasko lagi extra class rakher hami jana sakchhau weak students harulai hamile chhaner extra class ko byabastha garidina anurod garchhau sir sanga ra padae raheka chhau

I : sir maile sodna chhutayaka ani hajurlai vamna man lageka aru poem teaching garda aaipareka samasya haru vanna saknu hunchha.

T : sabai thikai chha sir ali tyahi ho teaching materials ko ali avab chha vayo vane sahaj hunchha pader sunauda matta ali bujdainan aafai herer active vaye vane chhito sikna sakchhan dekhayar padauda badi

pravabkari hunchha ani arko kura teacher trainging ko bebasta vaidiya
hune thiyo jasle hamilai uptodate hunuka sathai bisaya bastulai kasari
pravabakari rupa kasari teaching garne vanne ni sikinthiyo.

I : aafno amulya samaya dinu vayo sir thank you so much.

T : thank you!