CHAPTER- ONE

INTRODUCTION

1.1 General Background

As language is a powerful means of expressing ideas, thoughts and feelings, it is relevant to present some linguists and their useful quotations regarding language. Sapir (1921, p. 18) defines "Language as a purely human non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." Similarly, Block and Tragger (1942, p. 5) define, "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." Both definitions make clear that language is a valuable human asset which serves as a powerful weapon to express ideas, feelings and emotions in a society and clearly identifies human beings from animals. Hall (1968, p. 158) defines language as "The institution where by humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols." Likewise, Traugott and Pratt (1980,p. 1) state, "Language is a capacity that distinguishes human beings from other animals." Richards et. al. (1999. p. 196) define language as 'The system of human communication which consists of the structured arrangement of sounds for their written representation into larger units e.g. morphemes, words, sentences etc." Crystal (2003, p. 223) defines language as "an abstract system of underlying the collective totality of the speech / writing behavior of a community or knowledge of this system by an individual."

From the above definitions, it is clear that language is a powerful means with which we communicate our complex thoughts, hopes, aspirations and emotions. It does have a power of creativity. According to Wardhaugh (1972, p. 3) "Language is the system of arbitrary vocal symbols used for human communication."

1.1.1 Language Teaching and Learning

Teaching cannot be defined apart from learning. According to Brown (1927, p. 7), "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." "Learning is a relatively permanent change in

behavioral tendency and is the result of reinforced practice." (Kimble and Garmezy, 1963, p. 133). This definition clarifies that learning is the change in behavior pattern while teaching is to facilitate in the permanent change of behavior.

Regarding language, teaching a language means helping learners in learning the language and the objective of teaching a language is to facilitate and encourage the learners in learning it. According to Brown (1994, p. 2), "The task of language teaching begins with the questions: 'Who are the learners?' 'What is that the learner must learn and the teacher teach?' "How does learning take place?' 'Where?' i.e. culture and linguistic milieu of the second language "Why are learners attempting to acquire the second language?"

Thus, language teaching has five fundamental aspects to consider and they are.

   a. Who to teach? i.e. identify the learner and characterize their nature.

   b. Why to teach? i.e. identify the purpose the language is being learned for.

   c. What to teach? i.e. the contents of language teaching.

   d. When to teach, what?, i.e. the systematic order to teach the things to be taught.

   e. How to teach?, i.e. the appropriate methodology to teach the things to be taught.

The aim of language teaching is to develop the communicative abilities of the learners. Communicative ability refers to the appropriate use of language in the existing situation properly. Communicative ability is concerned with the use of grammatically correct sentences in the appropriate situation. So, the teacher of language should teach the language functions in appropriate situation.

1.1.2 Strategies in Language Teaching

Strategies can be categorized into two regarding the learner and teacher.

1.1.2.1 Learning Strategies

The term 'language learning strategies' has been defined variously by various researchers.

Wanden and Rubin (1987, p. 19) define learning strategies as "….. any set of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval and use of information."

Rubin (in Wanden and Rubin, 1987, p. 22) wrote that learning strategies 'are strategies which contribute to the development of the language system which the learner constructs and affects learning directly."

O'Malley and Chamot (in Lessard-Closustan, 1997, p. 2) defined 'Leaning strategy as the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information.

To Stern (in Hismanoglu, 2008, p. 1) "The concept of learning strategy is dependent on the assumption that learning consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived international directions and learning techniques."

From the above mentioned definitions, we can conclude that all language learners use language learning strategies either consciously or unconsciously when processing new information and performing task in the classroom since language classroom is like a problem solving environment in which language learners are likely to face new input and difficult task given by their instructors.

1.1.2.2 Classification of Language Learning Strategies

Language learning strategies can be classified in terms of Rubin's and Oxford's classification.

A. Rubin's (1987) classification of language learning strategies.

   a) Learning Strategies

   b) Communication Strategies

c) Social Strategies

a) Learning Strategies

      i. Cognitive Learning Strategies

        - Classification / Verification

        - Guessing/ Inductive Inflexibility

        - Deductive Reasoning

        - Practice

        - Memorization

        - Monitoring

      ii. Meta Cognitive Learning Strategies

        - Planning

        - Prioritizing

        - Setting goals

        - Self Management

b) Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in the conversation and getting meaning across. Communication strategies are used by speakers when they face with same difficulty due to the fact that their communication ends out run their communication means or when confronted with misunderstanding by a co-speaker.

c) Social Strategies

Social strategies are those strategies which afford them opportunities to be exposed and practice their knowledge. Although these strategies provide exposure indirectly to learning since they do not lead directly to the obtaining, storing, retrieving and using of language.

B. Oxford's (1990) Classification of Learning Strategies-

a. Direct Strategies

(i) Memory

- Creating mental linkage

- Retrieving well

- Employing action

(ii) Cognitive

– Practising

– Receiving and sending message

– Analysing and Reasoning

(iii) Compensation Strategies

– Guessing intelligently

– Overcoming limitation in speaking and writing

b. Indirect Strategies

(i) Meta Cognitive Strategies

– Centering your learning

– Arranging and planning your learning

– Evaluating your learning

(ii) Affective Strategies

– Lowering your learning

– Encouraging yourself

– Taking your emotional temperature

(iii) Social Strategies

– Asking questions

– Co-operating with others

– Empathizing with others.

1.1.2.3 Teaching Strategies

Teaching strategies are those tricks the teacher uses to make his/her learners learn something. Teacher may use many strategies to allow learners to access the information he/she is teaching. For example, he may be read the information to the learners; he may display it pictorially, he could allow them to research the information themselves or he could present it as a power point presentation.

People learn in three main ways: visually, auditory and kinesthetically. Visual learners learn by looking at something. When the teacher displays the pictures or any card, these types of learners pick up them easily and learn very fast. Auditory learners learn by hearing it/ being told it. They believe in teacher's voice and pay attention in them. Kinasthetic learners learn by actually doing or experiencing it. The teachers' teaching strategies should aim to include all types of learners.

1.1.2.4 Classification of Teaching Strategies

Language teaching strategies can be classified into many strategies. According to the information found out in http://wiki.answers.com/Q/what is teaching strategy and name five teaching strategies, these are just some of the many strategies English teachers employ in their classes.

1.1.2.4.1 Role -Playing

In Role-Playing, the teacher and students assume roles and act out those roles. For example, if the lesson is about giving and asking directions, one of the students pretends he is lost and the other gives direction.

1.1.2.4.2 Information Gap

This works best if there are more than one student. The idea is for learners to interact and talk to each other to fill out missing bits of information. In teaching new words, for example, the teacher gives one student a group of words; and the other, the meaning of those words. The teacher gives the

students time to match the words with their definitions, but to complete the task, they need to interact, share what they know, and ask each other questions.

1.1.2.4.3 Reading Aloud

In Reading Aloud, students not only hone their reading skills but also their pronunciation skills. In reading a passage aloud, students will be able to see the word and then try to position their mouth or tongue to how the letters are written.

1.1.2.4.4 Pair Work

In pair work, students work in pairs to complete the task. For example, the teacher can ask students to read dialogue in pairs, or let them clarify what they learn from dialogue by interacting and asking each other questions.

1.1.2.4.5 Learning by Teaching

In learning by teaching, students are allowed to prepare and teach lessons. Instead of teachers' teaching students can discuss a set of lesson or topic.

1.1.2.4.6 Substitution

This technique works best when discussing sentence patterns and structures. A word or group of words is changed with another set.

1.1.2.4.7 Question and Answer

In this strategy, the teacher asks the students a set of questions, but before this, he should teach them how to answer using a complete sentence or following a pattern.

1.1.2.4.8 Singing

When teaching pronunciation or targeting a difficult sound, this strategy comes in handy.

1.1.2.4.9 Repetition

In repetition, the teacher lets the students expose the language by asking them to repeat what he says. This works best for beginners and zero-English students.

1.1.2.4.10 Sentence Construction

In this strategy, the teacher lets the students create sentences using words he provides.

1.1.2.4.11 Physical Demonstration

This strategy is useful in many situations, such as; when teaching a zero-English student a new word or when words alone are not sufficient to let the students understand the point. Some other strategies are **Retelling, Summarizing, Use of pictorial products, Asking probing questions**, and **Use of tongue twisters** or **Nursery rhymes**.

1.1.3 Teaching of Literature

A literary text creates interest, stimulates and provokes the imagination on the part of readers. To Lazar (1993, p.1)"Literature is a world of fantasy, horror feelings, thoughts, visions etc. which put into words." He has given the following reasons for using literature with the language learners:

1. It is motivating.

2. It is stimulus for language acquisition.

3. It expands students' language awareness.

4. It develops students' interpretative abilities.

5. It has general educational value.

6. It is an authentic material.

7. It helps students to understand culture.

8. Students enjoy it and it is a fun.

9. It encourages students to talk about their opinions and feelings.

10. It is highly valued and it has a high status.

11. It is found in many syllabuses.

Teaching of literature effectively in a language classroom requires the following facts.

1. Focus on good comprehension and critical analysis.

2. Use of creative possibilities.

3. Encouragement for the students to memorize short poems and texts.

4. Encouragement in discussion, pair work and group work activities for the students to memorize short poems and texts.

5. Giving assignment etc.

Teaching of literature offers a bountiful and extremely varied body of materials. The relevance of literature moves by the passing of time, but seldom disappears completely. So, teaching of literature is contributable for the following:

1. Valuable authentic material

2. Cultural enrichment

3. Language enrichment

4. Personal involvement etc.

Sometimes the teacher falls back upon a more traditional classroom role in which he / she sees himself /herself as imparting information about the author, the background of the work, the particular literary conventions that inform the text and so on. Learners are somehow expected to have the ability to take all this in and make it their own. But in other cases, role play, improvisation, creative writing, discussions, questionnaire, visual and many other activities which a teacher can successfully serve similar purposes while teaching literature. And the overall aim of teaching literature is to let the students derive the benefits of communicative and other activities for language improvement within the context of suitable works of literature.

Teaching of literature is a fun activity. 'Fun' in the sense that unless the teachers and learners are in cheerful manner they cannot dive into the feeling that the literary text tries to deviate them.

1.1.4 Value of Literature in Language Teaching

The value of literature in language teaching is immense because without studying literature, the study of language becomes incomplete. The second language learner is not regarded as a competent language learner unless he learns the target language literature. The value of literature in language teaching is described on the following points:

1.1.4.1 Literature makes language teaching lively and interesting: While teaching the target language literature, the students read poems, songs, dramas, novels, one –act play etc. which makes language learning interesting and easy. When the learners become interested in learning, it becomes live and permanent.

1.1.4.2 Literature provides variety of inputs: In learning literature, students come in contact with different varieties of language, cultures, lifestyles and styles of expressing and interpreting the literary texts which enriches students' language learning ability.

1.1.4.3 Literature helps personal growth of students: The study of literature develops students' argumentative skills, skills of systematic expression, intensive and extensive skills, etc. identifying with the different cultures and societies, learning different ways of expressing and interpreting the text, appreciating the text analytically, thinking creatively etc. help students to their personal growth. Literature stretches students' imaginations, deepens, experiences and heightens their awareness.

1.1.4.4 Literature develops students' language awareness: Literary language is somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion. This seems to be particularly true of poetry. It has been argued that by asking students to explore such sophisticated uses of language, we are also encouraging them to think about the norms of language use.

1.1.4.5 Literature provides authentic material: Literary texts are originated from the society, culture and family background. Literature extends

linguistic knowledge by giving evidence of extensive and subtle vocabulary uses and the exact syntax. So, it can be used as an authentic material.

1.1.5 Strategies of Teaching Literature

The way literature is presented in the classroom has a number of features. The teacher can deal with traditional classroom role. He can act as imparting informant about the author, the background to the work and so on. The various methods of teaching of literature have to be known to the teachers so that they will have clear ideas about the things to deal with in a literature –oriented language class teaching has fruitful result. Different literary works serve different functions according to the nature of each literary work and changing context.

The teacher can do more to sharpen students to the literature by little guidance on how to do so. The teacher can use question answer techniques to make his teaching interesting. But the questions must be open ended to receive natural original answer. The students must also be activated by elicitation and stimulation.

It is found that role play, creative writing improvisation, questioning, visual aids etc. can work as stimulus for active participation of the students. The reliability of variety of activities helps the teachers to concentrate to understand the weakness of students in particular skill and areas. The printed matter cannot be appealing for the readers. Teachers should try to exploit the emotional dimension of literature, which is very integral part. Group work is a means of increasing students' confidence and personalizing their contact with the literature. Shared activities can help the students to find a way into authors' universe. Working with a group can lessen the difficulties presented on a page of literary text. Every individual can supply the missing link or fill in an appropriate meaning of a crucial work. Thus, with shared work, the individual students get freedom to explore personal responses. Following are some of the useful activities that may be used in the teaching of literature in the language classroom.

1.1.5.1 Jigsaw Reading: It is reordering of text which has been scrambled. It is a student centered activity which encourages individual to look closely at the language of the text and stimulates learner-learner interaction in solving the

puzzle. It may be difficult in ESL classroom but the degree of difficulty may be lessened by careful selection of the text, Carter and Long suggest, "Jigsaw reading is worth while teaching and learning techniques with poems (p. 71). In the same way it may be useful with other literary texts.

1.1.5.2 Matching: It is also one of the student centered activities used in language teaching. Harmer calls it "Discovery techniques" (p. 163) as it involves personal responses. Carter and Long (p. 19) proposed some of the matching activities as follows:

a. Questioning and saying with character.

b. Pictures and photographs with characters or play.

c. Descriptions, profiles with character.

d. Stories or poems with character.

e. Sentences jumbled to gather from two different works to form the separate stories etc.

1.1.5.3 Gap filling: It is also a good activity for language teaching. It is 'production of individual words or sequences of words, rather than stretches of text" (Carter, p. 1991). It is another way of drawing students' attraction to language and exercises related to their language competence. Words are deleted and students are asked to supply with. Each deleted word performs a strong literary job as each word has significant place in the structure. So, it may be used during reading or after the text is finished. It makes students aware of immediate context to read text more closely once again before attempting to fill the gaps.

1.1.5.4 Summary: The summary writing is a strategy designed to focus attention on the overall point or the meaning of the story (Carter, 1991, p. 113). It is important because it is useful in checking the students initial understanding of the text and to their language ability. Thus, summarizing means to know how something is narrated and what is narrated. Thus, it can be a useful language exercise for the learners.

1.1.5.5 Forum: opposing viewpoint: This is an activity for advanced level. Students develop their communicative skills with the help of this approach. Students are asked creative questions as 'what would you do if you were……?' With such questions, students are checked from different point of views. The whole exercise is a stimulus to oral language work through role play and can be prepared for accordingly.

1.1.6 Poetry

A poem (derived from the Latin **poeta**) is a form of literary art in which language is used for its aesthetic and evocative qualities in addition to or in place of, it's apparent meaning. Poetry may be written independently, as discrete poems, or may occur in junction with other arts as in poetic drama, hymns, lyrics, or prose poetry.

Poetry is the art of producing pleasure by the just expression of imaginative thought and feeling of Metrical language. Likewise William Wordsworth defines poetry as 'the spontaneous overflow of powerful feeling …. recollected in tranquility. Poetry is a game in a sense that the poet plays with meaning and music of words and readers respond to it by participation in that imaginative communication, so poetry is essentially a game, a game with artificial rules and regulations.

1.1.6.1 Characteristics of Poetry

Poetry is the oldest of all literary genres. Poetry, a conventional form of literature, can have the following characteristic features.

1.1.6.1.1 Connotation: The use of connotation is one of the characteristic features of poetry. In poetry, the ideas, feelings, thoughts of author are indirectly conveyed to the readers. Such ideas are connected through the use of images, symbols and figures of speech.

1.1.6.1.2 Meditation: The tone of the prose is persuasion whereas the tone of the poetry is meditation. Reading and understanding poetry makes everyone think seriously.

1.1.6.1.3 Metrics: Poetry has the use of metrical composition –metre; rhyme, rhythm and foot.

1.1.6.1.4 Music: One of the inevitable qualities of poetry is the musical quality. Such musical quality in poetry is formed by the use of metrical composition- metre, foot, rhyme, rhythm, alliteration and assonance.

1.1.6.1.5 Aesthetic and Didactic: Poetry provides an entertainment and gives an instruction to the readers.

1.1.6.1.6 Imagination and Feelings: It is said poetry is the expression of imagination. Hence, imagination and feelings are predominant characteristics of poetry.

1.1.6.2 Types of Poetry

There are different types of poetry according to their nature. They are described as follows:

1.1.6.2.1 Epic: The long narrative poem, serious in subject, elevated in style, centered in a heroic or divine figure and the action depend on a tribe or the nation or human race is called an epic. Homer's Iliad, Virgil's 'Aeneid', Dante's 'Divine Comedy' and Milton's 'Paradise Lost' are some examples of epics.

1.1.6.2.2 Lyric: A lyric is short poem about a feeling, an emotion or a single idea, what distinguished lyric from other kinds of poems is its intense feeling usually about love, the basic quality of a lyric is feeling rather than thought. 'To a Skylark' by P. B. Shelley, 'To his coy Mistress' by Andrew Marvell etc. are the examples of lyrics.

1.1.6.2.3 Ballad: A ballad is a form of verse adopted for singing or recitation which presents a dramatic or exciting episode in simple narrative form. It is the oldest form of poetry originally, a kind of folk song music. There are many types of ballads such as primary ballad, secondary ballad, bread side ballad etc. 'La-Belle Dame Sans Mercy' of John Keats, 'Munamadan' of Devkota are some examples of ballad.

1.1.6.2.4 Ode: An ode is a long lyrical poem, elevated in style and based on a stanzic structure. There are mainly three types of ode. They are regular, irregular and horation ode. An ode is composed in praise of someone or something.

1.1.6.2.5 Elegy: An elegy is a mournful, melancholic or plaintive poem, especially a funeral, song or lament for the dead. 'Tears Idle Tears' by Lord Tennyson, 'Gauri' by Madhav Ghimire etc. are the examples of elegy which are composed in the death of friend and wife respectively.

1.1.6.2.6 Sonnet: Sonnet is a fixed form of lyric poetry that consists of fourteen lines, usually written in limbic Penta meter with considerable variations in rhyme scheme. There are two basic types of sonnet. The Italian sonnet, also called the petrarchan sonnet and English sonnet, also known as Shakespeare sonnet. There are two main parts of a sonnet, i.e. octave and sestet.

1.1.6.2.7 Shape Poem: Shape poem is also called concrete poem. A concrete poem is one that takes the shape of the object it describes.

1.1.7 Objectives of teaching English at Higher Secondary Level

According to the Higher Secondary Level curriculum of English, the objectives of teaching English in grade XII are.

− To enable them to establish a link between structure and meaning
− To provide them more examples of language in the context
− To engage them in more fruitful reading

1.1.8 Objectives of Teaching Poetry at Higher Secondary Level

Poems at higher secondary level are taught with the following objectives:

− To develop the skills of literal comprehension
− To engage them in more fruitful reading
− To make the learners enable to analyse the poems critically.

1.1.9 Strategies of Teaching Poetry

There are a number of ways with which we can exploit poems in the classroom. Lazar (1993) gives the following activities and tasks for teaching poetry.

1.1.9.1 Pre-reading Activities

Stimulating students' interest in the text

a) Students predict the theme of the poem from its title or a few key words or phrases in the poem.

b) Students or groups of students are given different lines from the poem and asked to suggest the subject or theme of the poem. Does this change when they hear the other lines read aloud to the class?

c) Students discuss or describe pictures or photographs relevant to theme of the poem.

d) Students are asked what they would do, and how they would respond, if they were in a situation similar to the one in the poem.

Providing the necessary historical or cultural background

a) Students read or listen to a text which describes the historical or cultural background to the poem.

b) Students read or listen to a text about the author's life which may deepen their understanding of a theme of the poem.

c) Students discuss what are appropriate behaviours or feelings in their culture or society in a particular situation. Then they compare this with the emotions in the poem practitioner.

d) More literary minded students could be given information about the genre of the poem or the literary movement to which the author belongs before reading it.

Helping the students with the language of the poem by

a) Asking them to work on activities exploring more normative uses of language. For example, if certain verbs in a poem cottage with unusual

nouns, students could be asked to predict what the usual collocates for the verbs are before comparing this with the language of the poem.

b) Giving guide to the students towards an understanding of more metaphorical or symbolic meanings in the poems, students could be asked to free-associate round some of these words in a poem which carry powerful symbolic connotations.

c) Pre-teaching any important words, phrases or grammatical construction that appear in the poem.

1.1.9.2 While Reading Activities

– Students are given jumbled versions of the poem (either lines or verses) and asked to put them together again. Jumbled –up verse works particularly well for poems with a strong narrative, for example, ballads.

– Certain words are removed from the poem and students have to fill in the gaps either by themselves or using the list of the words provided.

– Students read only one version at a time and then try to predict what is coming next. This works well with narrative poems.

– Students underline all the words connected with the particular lexical set and then speculate on their metaphorical or symbolic meaning.

– Students decide which definition of a particular word in the dictionary is the one that best fits the meaning of the word in the poem.

– Students answer comprehension questions about the meanings of certain words or phrases in the poem.

1.1.9.3 Post-reading Activities

Students are helped to grasp the subject matter of the poem by

– Giving them a series of statements about the possible underlying meaning of the poem, and asking them to decide which ones are true or false.

- Giving students two or three interpretations of a poem (possibly from critics) and they decide which one, they think are the most plausible or appropriate.
- Asking very advanced students to compare a poem with two different translations of it in their own language
- Asking the students to compare the two versions of a poem in modern English if written in rather archaic language
- Making students practice reading the poem aloud and decide what mimes or gestures would accompany a choral reading.

1.1.9.4 Further Follow-up Activity

- Students are asked to rewrite the poem as in different forms of discourse.
- They are asked to read and discuss other poems by the same author or other poems on the same theme.
- Students are asked to write their own poem using the original as a model.

1.2 Literature Review

The scientific research should draw knowledge from the previous studies since they provide foundation to the present study. Researchers at several universities, research centers and educational institutes are carrying out research on institution, strategies and relevance of different aspects of teaching language and literature. And, the foundation of present study is no doubt, drawn from the previous studies done on the related subject area. The researcher has studied different books, journals and studies done in other department. Some of the most worthy studies studied by the researcher are as follows:

Jha (1999) carried out "A Research in the Department of Language through Literature" . His study concentrates on higher level. He found that literature is the indispensable part of language teaching and learning. For learning language, learners must learn literature. It develops both competence and performance in students. His objective of the research study was to find out the learning strategies

employed in studying literary texts by the B. Ed. students. He randomly selected four campuses from Kathmandu valley for his data collection and administered questionnaires for both the teachers and students. He found out that students used the strategies of immediately noting down the known words and consult dictionary, using the reference materials and translation in some cases.

Gyawali (2004) carried out a research in Faculty of Education, Department of English, entitled "A Study on Teaching Poetry at Secondary Level". He has pointed out that poetry teaching is an interesting and important part of language learning. The pleasure of learning will be lost if we avoid poetry from language learning. Literature develops insights and inspiration in students.

Singh (2004) carried out a research work entitled "Comprehension of Literary Text" in the Department of English, Faculty of Education. His research focused on comprehensive capability of students. He found that student has poor performance while reading literary text for the first time. So, researcher's guidance is a must. He recommended group work and pair work rather than lecture and silent reading for essay and fiction and loud reading for poetry and drama.

Rai (2006) carried out the study entitled "Learning strategies used by Maithili learners of English Secondary Level" to identify learning strategies used by Maithili Learners of English. He used observation, interview and questionnaire as research tools. He found that the students used the strategies memorizing, translating, consulting dictionary and using synonym-antonym while learning vocabulary.

Shrestha (2007) carried out the study entitled "Strategies adopted by tenth graders in learning English vocabulary" to find out the learning strategies employed in learning vocabulary by the students of grade X. He used questionnaire tool. He found that the students used the strategies of verbal repetition, translation into Nepali, note taking of difficult words, keeping vocabulary note, using dictionary (bilingual) and glossary.

Bhatta (2007) carried out a research study on the title "A Study on the Grade X Students' Ability to Understand the Literary Text". His objectives were found out

the students' ability to understand the literary text and to compare their ability in terms of text. He concluded that students were found better in prose than in poetry. The overall understanding of poetry of students of Kathmandu district were better than that of Chitwan district and the female students of Kathmandu district were in the highest level of understanding in both kinds of texts; poetry and prose.

Subedi (2007) carried out a research on "Item Analysis of Multiple-Choice Items in Teaching Literature in B. Ed. Level". His objectives of the study were to find out the difficulty level of test items in the course of literature. He selected seven T. U. affiliated campuses from Kathmandu, Pokhara and Baglung in non-random sampling procedure for the study. He concluded that the items of the text were in the average level of difficulty in the course of literature.

Adhikari (2007) carried out a research on "Techniques Used in Teaching Poetry". His objectives of the study were to find out the techniques used in teaching poetry in grade XII and to compare the teaching techniques used in urban and rural areas. He visited four Higher Secondary Schools in Panchthar district. He found out that the teachers still used the traditional techniques like translation, explanation, note writing etc.

Timsina (2007) carried out a complete research study on the title, "A Study on Teaching Poetry in Higher Secondary Level". His objectives of the study were to analyse the strategies and complexities of teaching poetry on higher secondary level and to find out the contribution of poetry on developing language skills and aspects. He randomly selected seven higher secondary schools from Udaypur district for his study. He concluded that teaching-learning processes were completely teacher- centred and majority of teachers taught vocabularies, describe the titles and explaind the pictures used in the poem. He also concluded that teaching poetry was an essential way of developing creativity on students.

Though the above sited researches have been done to find out various purposes of teaching literature, no research has been done to find out the strategies used by teachers in teaching poetry.

1.3 Significance of the Study

Teaching poems in Higher Secondary Schools of Nepal is a difficult task because it requires so many teaching activities like stimulating students in learning, knowledge of vocabulary, sentence structure, rhyme, rhythm and creativity from a teacher. Many strategies can be used in teaching poetry and a skillful teacher applies any of them as the situation demands. So far some research works have been conducted in the field of teaching literature in the department of English Education; no research is done on the title "Strategies used in teaching poetry." till now.

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

1.4 Objectives of the Study

The objectives of the study are as follows:

(i) To find out the strategies used by teachers in teaching poetry in Higher Secondary Level.

(ii) To compare the teaching strategies used by the school teachers in urban and rural areas.

(iii) To suggest some pedagogical implications.

CHAPTER TWO

METHODOLOGY

The methodology to carry out the research was as follows:

2.1 Sources of Data

The researcher utilized both primary and secondary sources of data. The primary source was used for collecting data and the secondary source was to facilitate the research.

2.1.1 Primary Sources of Data

As the primary source of data, the researcher received the responses made by teachers and students from questionnaire and class observation of grade twelve in four sampled higher secondary schools; Laxmi Higher Sec. School and Kali Higher Sec. School of Dangihat, Amar Singh Higher Sec. School Hasandaha and Birendra Sarbajanik Higher Sec. School Amardaha of Morang district.

2.1.2 Secondary Source of Data

The researcher used the books, articles, journals and thesis related to the study as the secondary source of data. Some of them were Clark (1982), Lazar (1993), Kumar (1999) and Sharma and Phyak (2006).

2.2 Population of the Study

The population for the purpose of this study included eight higher secondary level teachers and forty students from the specified higher schools in Morang district.

2.3 Sample Population and Sampling Procedure

The researcher selected four higher secondary schools on the basis of judgmental non-random sampling procedures. Two schools from urban areas and two from the remote areas were selected using judgmental non-random sampling procedure. Dangihat was selected as urban area since it is city oriented and the teachers who are teaching there are highly educated because of the influence of Sukuna and other multiple campuses. Hasandaha and Amardaha were regarded as rural area

since they are far from the access of highway and are village areas. The data were collected from the English language teachers who were teaching 'Heritage of Words,' a compulsory English course book of grade 12. The researcher observed three classes of each teacher and marked in the observation form.

2.4 Tools for Data Collection

The following tools were applied by the researcher in course of data collection.

Questionnaire and interview to the English language teachers teaching in grade XII, questionnaire to the students and class observation form of the teachers.

2.5 Process of Data Collection

The researcher followed the following stepwise procedures of data collection.

a) He sampled the four higher secondary schools; Laxmi H. S. School, Kali H. S. School, Amar Singh H. S. School and Birendra Sarbajanik H. S. School.

b) He visited each of the selected schools and established the rapport with the school authority and subject teachers; explained the purpose of his study and requested the subject teachers for allowing him to observe his classes.

c) He provided the list of questionnaire to the teachers and the students and asked them for the information in those schools.

d) The subject teachers taught poems in XII and the researcher observed their class and marked in his form.

e) Finally, the researcher thanked them for providing information and help. By the help of those data, the researcher identified some of the strategies used in teaching poems in higher classes.

2.6 Limitations of the Study

This research had the following limitations to make the study precise and systematic.

a) Research field was confined to Morang district. Data was collected only from four sampled Higher Secondary Schools of the district.

b) This study covered only the teaching strategies used in teaching poems in those Higher Secondary Schools.

c) This study was limited to the responses from the questionnaire and interview by the teachers, questionnaires to the students and class observation form of the teachers of the sampled Higher Secondary Schools and class observation form used by the researcher.

d) Only eight teachers were taken as the informants of the questionnaire and interview and four teachers for observation form for the research.

CHAPTER -THREE

ANALYSIS AND INTERPRETATION

After collecting the data from the English teachers, students and class observation forms, the responses were analyzed, interpreted and presented using descriptive and statistical tools like table, diagram, in the form of percentage.

The analysis, interpretation and presentation of data is classified into two sections; the first section deals with the analysis and interpretation of the strategies used in teaching poetry in four Higher Secondary schools of Morang district, especially, while teaching poetry in *'Heritage of Words'* in Grade XII. Likewise, the second section deals with the comparison of those strategies used in the classes in the urban and rural areas of the district.

3.1. Analysis of Data in Terms of Strategies

This section deals with the analysis of collected data in terms of strategies used while teaching poetry from *Heritage of Words*. To identify those strategies the researcher used different tools, like questionnaire, face to face interview with English language teachers of selected schools, questionnaire to the students and class observation forms of the teachers from those selected schools.

3.1.1 Analysis of Data from the Questionnaire and Face to Face Interview with English Language Teachers in Terms of Strategies

Table No. 1: Responses from the Teachers

Items	Always/ Reason	Sometimes/Reason	Never/Reason
1. Do you like to teach poem in the class?	75% Teaching Poem is an interesting job.	-	25% It is difficult than other genre of literature.
2. Do you start teaching poem by giving general background of it?	40% It is necessary to make students understand the poem.	60% If it is only found in the book.	-
3. Do you ask your students to predict the	50% It strengthens the	25% If the topic is clear.	25% It is a difficult

theme of the poem from its title?	students' capacity.		task for students.
4. Do you give the introduction of the poet?	60% It helps the students to understand easily.	25% If it is given in the book.	15% It is difficult to find in the book.
5. Do you ask students to discuss on the picture related to the poem?	40% Picture makes the students' idea clear.	40% The picture has not been given in all poems.	20% Picture in the poem is not understandable.
6. Do you talk about metaphorical meanings of the poem?	15%	35%	50% It is not understandable to the students.
7. Do you give some group work activities?	6 0% It strengthens the students' capacity.	40% If it is demanded in the poem.	-
8. Do you describe the title of the poem?	60% Describing title makes the poem clear.	40% If topic is easy to describe.	-
9. Do you give the summary of the poem before teaching it?	70%	15%	15% Summary is generally given after the teaching the poem.
10. Do you explain the feature of the poem?	15%	35% If students fail to understand the features.	50% Describing the features of the poem is not necessary.
11. Do you read the poem aloud and ask the students to follow?	25% Difficulty in pronunciation can be removed.	25%	50% This activity is not necessary.
12. Do you ask your students to predict the theme of the poem?	30% It helps students get central idea of the poem.	50% If the poem is more informative.	20% They can not respond.
13. Do you read the poem as a whole and	60% They can get the	40% If the poem is	-

explain the meaning of it?	whole sense.	lengthy.	
14. Do you translate the poem in Nepali language?	25% Students can not understand in English.	50% Translation is a must if the poem is difficult.	25% It is not necessary.
15. Do you give the symbolic meaning of the poem?	25%	-	75% It is difficult to get the meaning.
16. Do you give critical appreciation of the poem?	40% It is necessary for the students.	40%	20% It is difficult for students.
17. Do you give central idea of the poem?	100% It is a must to make them a poem clear.	-	-
18. Do you give pair work activities?	25% Interaction among the friends solves their problems.	50% If the poem is for discussion.	25% Group work is better than pairwork.
19. Do you follow pre-reading, while- reading and post-reading activities?	60% It should be methodologically.	25%	15% All the activities can not done in the single class.
20. Do you talk about the cultural background of the poem?	50% It helps them get the poem easily.	50% If it is clearly given in the text.	-

The above table shows the responses of eight total respondent teachers from the questionnaires given to them. The table shows that most of the teachers, that is, 75% liked to teach the poem in the class, whereas 25% of them did not like to teach the poem. They argued that teaching poem was more difficult than other genre of literature. Similarly, 40% of the teachers always started teaching poem by giving general background of the poem, whereas 60% of them responded that they started teaching poem by giving general background if it was found in the book only. In the same way, 50% of the teachers responded that they asked their students to predict the theme. They said that giving the students to predict the

theme strengthens their thinking capacity. Twenty five percent of them sometimes asked the students to predict the theme of the poem from its title, but 25% of them responded that they did not ask the students to predict the theme from its title since it was difficult task for the students, they responded. Likewise, most of the teachers responded that they usually gave the introduction of the poet. They said that giving introduction of the poet helped students understand the poem easily. Twenty five percent of them responded that they sometimes gave introduction of the poet since it was not always given in the book. However, 15% of the teachers did not give introduction of the poet responding that it was not necessary. According to the table, 40% of them responded that they asked the students to discuss on the pictures related to the poem, however, 40% of them asked their students if picture was understandable and 20% of them did not ask the students to discuss on the picture related to the poem.

As per the table shows, 15% of the total teachers only responded that they usually talked about some metaphorical meanings of the poems. Thirty five percent of them sometimes talked about the metaphorical meanings, but half percent of the teachers responded that they did not talk about it since it was not understandable on behalf of students. Sixty percent teachers always gave group work activities but 40% of them gave group work activities only if the question demanded. Sixty percent of the teachers always described the title of the poem, but 40% of them responded that they only described the title of the poem if students felt difficult to understand. Similarly, most of the teachers gave the summary before teaching poem, but 15% of them gave the summary only after teaching the poem. Few percent of the teachers regularly explained the features of the poem, 35% of them responded that they sometimes explained the features of the poem, but 50% teachers did not explain the features of the poem saying that it was not necessary. Likewise, 25% of the teachers responded that they read the poem aloud and asked the students to follow. They argued that it helped the students in pronunciation. However, 25% teachers responded that they read only the difficult poem aloud and 50% of them responded that they did not read the poem and asked them to follow. According to them, it was not the task to be done in higher classes. Likewise, 60%

teachers usually read the poem as a whole and explained the meaning of its, however, 40% of them responded that they did this activity if the poem was easier. Similarly, 25% of the teachers responded that they translated the poem most of the time, 50% of them translated it if the students did not understand and 25% of them did not translate the poem into Nepali responding that poetry had to be taught in target language. Only 25% of the teachers gave symbolic meaning of poem, but 70% of them responded that they did not give symbolic meaning arguing that it was difficult for students.

As the table shows, most of the teachers gave critical appreciation arguing that it was necessary for the students, but 20% of them responded that they did not give critical appreciation of the poem. Cent percent teachers responded that they gave central idea of the poem since it made their students clear about the poem. Likewise, 25% of the teachers regularly gave pair work activities, 50% of them sometimes gave pair work activities and rest 25% of them did not give pair work activities responding that students would make unnecessary noise in that activity. Most of the teachers responded that they did some activities following pre-reading, while-reading and post-reading activities but 15% of them responded that it was not possible to do all the activities in a single class. Half percent of the teachers responded that they talked about historical or cultural background of the poem, however, 50% of them talked about it if it was available in the book only.

3.1.2 Analysis of Data from the Students in Terms of Teaching Strategies

The researcher collected the data from four Higher Secondary Schools of Morang district used by the English language teachers while teaching poetry in Grade XII in 'Heritage of Words' in those Higher Secondary Schools. Ten students from each school were randomly selected. The total number of respondent students was classified into two groups considering the urban and rural areas. The total population of informants was 40.

Table No. 2: Overview of Total Students

S. N.	Group	Informants
1	A	Students from Laxmi Higher Secondary School and Kali Higher Secondary School, Dangihat, Morang
2	B	Students from Amar Singh Higher Secondary School, Hasandaha and Birendra Sarbajanik H. S. S., Amardaha

The responses from two groups of students are tabled below:

Table No. 3 Responses from the Group- 'A' students

Question No.	Always	Sometimes	Never	Remarks
1. Do you get pleasure when your teacher teaches the poem in the class?	30%	70%	-	
2. How often does your teacher let you guess about the message of the poem?	70%	30%	-	
3. How often does your teacher start teaching poem from some general background?	70%	10%	20%	
4. How often does your teacher let you guess the meaning of the difficult words?	40%	50%	10%	
5. How often does your teacher describe the picture of the poem before teaching it?	60%	40%	-	
6. How often does your teacher explain about title of the poem before teaching it?	90%	10%	-	
7. How often does your teacher read the poem aloud and ask you to follow?	-	10%	90%	
8. How often does your teacher read the poem as a whole and explain the meaning at the end?	30%	70%	-	
9. How often does your teacher read the poem line by line and explain the meaning of it?	10%	90%	-	
10. How often does your teacher translate the poem in Nepali?	-	20%	80%	

11. How often does your teacher give the critical appreciation of the poem?	-	80%	20%	
12. How often does your teacher involve you in teaching-learning activities?	10%	90%	-	
13. How often does your teacher give you group work?	-	80%	20%	
14. How often does your teacher give you pair work activities?	10%	10%	80%	
15. How often does your teacher summarize the poem?	80%	20%	-	
16. How often does you teacher ask you while he is teaching poem?	10%	50%	40%	
	Yes	No		
17. Is learning poem more difficult than learning other texts? If yes, give reasons.	80%	20%	-	
18. Do you like write poem? If yes, why?	60%	40%	-	
19. Which poem from your book is very interesting?	The Lamentation of the Old Pensioner 20%	Grand Mother 60%	God's Grandeur 20%	
20. Do you know the strategies the teacher uses while teaching poem? If yes, write some of them.	Group work, Question and Answer, Summary, Discussion, etc.			

The above table shows that 30% of the students of Laxmi Higher Secondary School and Kali Higher Secondary School got pleasure when their teacher taught poem. Most of the students, i.e., 70% of them sometimes got pleasure. This shows that they were interested to read poem if it was easy. Likewise, 70% of them responded that their teacher always let them guess about the message of the poem, however, 30% of them responded that their teachers sometimes let them guess

about the message of the poem. Seventy percent of them responded that their teacher always started the poem with a general background; however, 10% students responded that their teacher sometimes started the poem with a general background and 20% of them said that their teacher never gave general background of the poem. In the same way, 40% students responded that their teacher always let them guess the meaning of the difficult words whereas, 50% of them responded that their teachers sometimes let them guess the meaning of difficult words. Likewise, 60% of the students said that their teacher explained the picture of the poem before teaching it, however, 40% said that their teacher did not describe the picture of the poem before teaching it. Ninety percent students agreed that their teacher always explained about the title of the poem but 10% said that their teacher sometimes explained about the title of the poem. In the same way, most of the students responded that their teacher never read the poem aloud and asked them to follow. Most of the students responded that their teacher read the poem as a whole and explained the meaning at the end. Ninety percent students responded that their teacher sometimes read the poem line by line and explained the meaning of its, however, 10% of them responded their teacher always did it. Ten percent of the students said that their teacher sometimes translated the poem into Nepali but most of them agreed that their teacher never translated the poem into Nepali. Ninety percent students responded that their teacher involved them in teaching learning activities. Eighty percent of them responded that their teacher sometimes gave them group work activities. In the same way, 80% of them responded that their teacher never gave them pair work activity. Eighty percent students said that their teacher summarized the poem, however, rest of them said their teacher did not do it.

In the same way, 80% of them responded that learning poem is more difficult than other text. Twenty percent said that it was interesting so that they thought it was easy. Likewise, 60% students responded that they wrote poems and rest 40% of them did not write. They chose mostly three poems that they felt interesting from their book. Sixty percent of them responded that they liked 'Grandmother', 20% of them responded that they liked 'The Lamentation of the Old Pensioner' and 20%

liked 'God's Grandeur'. In response to the strategies their teacher used, few of them did not know, but most of them wrote discussion, summary writing, group work, question and answer.

Table - 4 Responses from the Group B Students

Q. No.	Always	Sometimes	Never	Remarks
1	20%	50%	30%	
2	50%	30%	20%	
3	40%	20%	40%	
4	30%	70%	-	
5	30%	70%	-	
6	60%	40%	-	
7	-	30%	70%	
8	40%	50%	10%	
9	-	40%	60%	
10	-	40%	60%	
11	-	70%	30%	
12	20%	50%	30%	
13	40%	60%	-	-
14	-	30%	70%	
15	50%	30%	20%	
16	-	60%	40%	
	Yes	No		
17	60%	40%		
18	70%	30%		
19	God's Grandeur 20% Grandmother 30% The Lamentation of the Old Pensioner 10%		Full Fathom Five Thy Father Lies 40%	
20	Discussion, Translation, Summary Writing, Explanation, etc.			

The above table shows the responses given by the students of Shree Amar Singh Higher Secondary School, Hasandaha and Shree Birendra Sarbajanik Higher Secondary School, Amardaha, Morang. The table shows that 20% students responded that they always got pleasure when their teacher taught poem. Fifty percent of them responded that they only got pleasure in interesting poem, but 30% of them never got pleasure when their teacher taught poem. Likewise, 50% students responded that their teacher always let them guess about the message of the poem. Thirty percent students responded that their teacher sometimes let them guess the message of the poem. However, 20% of them responded that they were

never let to guess the message of the poem. According to the table, 40% of them said that their teacher started poem by some general background, 20% and 40% of them responded that their teacher sometimes and never started poem by some general background respectively. Thirty percent of the student responded that their teacher always let them guess the meaning of difficult words. However, 70% of them responded that their teacher sometimes let them guess the meaning of difficult words. Similarly, 30% and 70% of them responded that their teacher always and sometimes described the picture of the poem before teaching it respectively. Thirty percent of the students responded that their teacher sometimes read the poem aloud and asked them to follow, however, 70% of them responded that their teacher never read the poem aloud and asked them to follow. Likewise, 40% students responded that their teacher always read the poem as a whole and explained the meaning at the end, 50% said that their teacher sometimes read the poem as a whole and explained the meaning at the end and 10% of them responded that their teacher never read the poem as a whole and explained at the end. Forty percent students responded that their teacher read the poem line by line and explained the meaning of it and 60% of them responded that their teacher never read the poem line by line and explained the meaning of it. According to the table, 40% students responded that their teacher translated the poem into Nepali and 60% of them said that their teacher never translated the poem into Nepali. Regarding group work activities, 40% of them said that they always got the group work and 60% of them responded that they sometimes got. Fifty percent of them said that their teacher always summarized the poem, 30% said that their teacher sometimes summarized the poem and 20% said that their teacher never summarized the poem.

According to the table, 60% of the students responded that learning poem is more difficult than other text. They argued that poem had difficult vocabularies and different symbolic meanings. Forty percent students did not feel reading poem a difficult task. Fifty percent of them responded that they wrote poem, however, 50% responded that they did not write. Forty percent of the students liked 'Full Fathom Five Thy Father Lies', 20% liked 'God's Grandeur', 'The Lamentation of

Old Pensioner' 10% and 'Grandmother' 30%. Regarding the strategies, they responded that their teacher used translation, discussion, summary writing, question and answer, etc. and some of them did not know any strategies.

3.1.3 Analysis of Data from Class Observation form in Teaching Strategies

The researcher observed the classes of each English language teachers three times while teaching poetry in the class. The researcher filled the checklist form observing the class. The teaching strategies performed by the teachers were analyzed and interpreted in the form of 'Yes' or 'No'. All the pre-teaching, while-teaching and post -teaching activities were observed.

Table No. 5: Responses from the Class Observation Form

Pre-teaching Activities

Item	Laxmi H.S.S		Kali H. S.S		Birendra Sarbajanik H. S.S.		Amar Singh H. S. S.	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Stimulating students	√		√		√		√	
2. Predicting the theme of the poem	√			√	√			√
3. Describing pictures		√	√		√			√
4. Describing cultural Background	√			√	√		√	
5. Introducing the author	√		√		√		√	
6. Giving genre of literary moment		√		√		√		√

The above cited table shows that all the teachers in all schools stimulated the students when they started poem. Similarly, in Laxmi Higher Secondary School and Birendra Higher Secondary School, the teachers predicted the theme of the

poem whereas in Kali Higher Secondary School and Amar Singh Higher Secondary School, the teacher did not predict the theme of the poem. Likewise, in Kali Higher Secondary School and Birandra Higher Secondary School, the teachers described the picture of the poem whereas in Laxmi H. S. S. and Amar Singh H. S. S. the teachers did not describe the pictures of the poem. According to the table, in Laxmi H. S. S, Birendra H. S. S. and Amar Singh H. S. S. the teachers gave the cultural background of the poem but in Kali H. S. S., the teachers did not give the cultural background of the poem. In all schools, the teachers gave the introduction of the author. In the same way, none of the teachers from all the schools gave genre of literary movement of the poem.

Table No. 6: Responses from the Class Observation Form

While-teaching Activities

Item	Laxmi H.S.S		Kali H. S.S		Birendra Sarbajanik H. S.S.		Amar Singh H. S. S.	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Giving Jumbled version and putting together again		√		√	√			√
2. Giving symbolic meaning	√		√			√	√	
3. Reciting the poem		√	√		√		√	
4. Creating group /pair work activities	√		√		√		√	
5. Looking dictionary for meaning		√		√		√		√
6. Asking comprehension question	√		√		√		√	

The above table describes the responses found out from the class observation form of the teachers regarding while-teaching activities. It was found that in Birendra Sarbajanik H. S. S. the teacher gave jumbled version of the poem and asked them to put together again whereas, the teachers in Laxmi H. S. S., Kali H. S. S. and Amar Singh H. S. S. did not give jumbled version of poem. Similarly, in Lamxi H. S. S., Kali H. S. S. and Amar Singh H. S. S., the teachers gave symbolic meaning of the poem to the students, however, the teacher in Birendra H. S. S. did not give

the symbolic meaning of the poem to the students. Likewise, in Kali H. S. S., Birendra Sarbajanik H. S. S. and Amar Singh H. S. S., the teachers asked their students to recite the poem, whereas, the teacher in Laxmi H. S.S., did not ask students to recite the poem. All the teachers from all schools gave their students some group as well as pair work activities. Since those activities can promote students' creativity, they were emphasized, according to the teachers. In the same way, none of the teachers from no schools let the students look dictionary for meaning. Similarly, all the teachers from all schools asked comprehension question to their students.

Table No. 7: Responses from the Class Observation Form

Post-teaching Activities

Items	Laxmi H.S.S		Kali H. S.S		Birendra Sarbajanik H. S.S.		Amar Singh H. S. S.	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Giving different interpretations		√	√			√		√
2. Asking students for choral reading	√			√	√			√
3. Asking to make similar poem		√		√		√		√
4. Asking the opinion about the poem	√		√		√		√	
5. Asking other poems by the same author		√		√		√		√
6. Doing activities given in the text	√		√		√		√	

The above table shows that in Kali H. S. S., the teacher gave different interpretation of the poem, however, in Laxmi H. S. S., Birendra Sarbajanik H. S. S. and Amar Singh H. S. S. the teachers did not give different interpretation of the poem. Similarly, the teachers in Lamxi H. S. S. and Birendra Sarbajanik H. S. S. asked the students for choral reading but in Kali H. S. S. and Amar Singh H. S. S., the teachers did not ask the students for choral reading. Similarly, none of the teachers from any school asked students to make similar poem of their own. According the table, all the teachers from all schools asked their students' opinion about the poem. Likewise, in all schools the teacher did not ask their students other poems by the same author. All the teachers in all schools asked their students to do the activities given in the text.

CHAPTER -FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

The findings of the study are as follows:

4.1.1 Findings in Terms of Teaching Strategies

i) It was found that translation was used in a great deal.

ii) Explanation was the easy way of clarifying the poem.

iii) Summary writing was done after teaching the poem.

iv) Students were engaged in group and pair works.

v) Question and Answer was the best strategy to get students' view.

vi) Discussion was made among the teachers and students.

4.1.2 Findings in Terms of Strategies used in Urban and Rural Areas of District

i) It was found both in urban and rural areas the teachers stimulated the students when they started teaching poem.

ii) It was found that in both urban and rural areas, the teacher asked students to recite the poem, that showed that they wanted to make their students habituated to read out the poem.

iii) No evaluative measure was used to access their students' knowledge in poetry that they taught in the class both in urban and rural areas of the district.

iv) It was found that both in urban and rural areas the teachers liked to teach the poem in a great deal.

v) It was found that most of the teachers in urban areas explained the pictures and titles related to the poem but some of the teacher in rural areas missed that activity.

vi) In both areas, some of the teachers predicted the theme of the poem but, some of them did not predict the theme of the poem.

vii) Some teachers in both areas did not provide necessary historical and cultural background of the poem and about the poet that made the students difficult to understand the poem.

viii) The findings show that most of the teachers teaching in rural areas did not provide symbolic meaning of the poem.

ix) It was found that in both areas the teacher did not give jumbled version of the poem and asked to put together again.

x) The finding shows that in both areas, the teachers created some group as well as pair work activities.

xi) Use of the dictionary in the classroom is not practiced in both areas so no teachers let the students use dictionary in the classroom which created confusion on the part of students regarding vocabularies.

xii) In both areas, the teachers asked their students some comprehensive questions while teaching poems.

xiii) It was found that, in urban areas, some teachers gave different interpretation of the poem but in rural areas the students did not get various interpretations of the poem.

xiv) Most of the teachers in both areas were not found to ask their students for choral reading but some teachers in urban areas did it.

xv) It was found that discussion, conversation and other creative types of activities were not given in the both of the areas. So, the teaching strategies used by teachers were traditional ones.

xvi) The teaching-learning process was teacher-centered. The teacher came in the class and explained the subject matter on their own way. There was no motivation, encouragement and students' participation in classroom in rural areas of the district.

4.2 Recommendations

The researcher puts forward the following recommendations as pedagogical implications.

i) Teaching-learning process is a kind of fun activities so, students should play on the words of the book.

ii) Teachers should provide communicative environment using learner-centered teaching strategies.

iii) Translation should not be the way of teaching. Target language should be used in the classroom.

iv) Motivation and warming up activities should highly be applied to attract the students' attention towards learning.

v) The teacher should engage the students in learning by giving some creative activities such as: guessing the subject matter and answering the questions before teaching poem in the classroom.

vi) The teachers should introduce the features of poetry such as rhyme, rhythm etc.

vii) The teachers should teach vocabulary of the text before teaching poem.

viii) The teachers should summarize the poem.

ix) The teachers should give central idea of the poem.

x) The teachers should give symbolic meaning of the poem.

xi) The teachers should give creative types of activities such as jumbling the words and putting them together again, filling in the gaps, etc. which promote students' creativity.

xii) It is better to create different classroom activities like role play, dramatization, group /pair work activities, conversation, discussion, question and answer, information gap, reading aloud, learning by teaching, substitution, sentence construction, etc. in the classroom. It makes learning more effective and memorable.

xiii) Language skills such as listening and reading should be focused while teaching poem. Other skills, viz. speaking and writing should also be practised in the classroom.

xiv) The teachers' role is as a facilitator or advisor.

xv) The teachers should prepare teaching materials and show in the classroom as per the situation demands.

xvi) The teacher should be laborious to act well in the classroom for teaching poetry.

xvii) Higher Secondary Education Board, Ministry of Education and other concerned authorities should launch trainings, seminars to the English language teachers of Higher Secondary level on 'How to teach poetry in the classroom'.

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APPENDIX-I

QUESTIONNAIRE SCHEDULE TO THE ENGLISH LANGUAGE TEACHERS

Name of the teacher:- ……………………………………………………..

School or College:- ……………………………………………………….

Qualification:- ……………………………………………………………….

Experience:- ………………………. 　　　　　Date:- ………………….

Please read the following questions and give your answers.

1. Do you like to teach the poem in the class?

……………………………………………………………………………….

2. Do you start teaching poem by giving general background of the poem?

……………………………………………………………………………….

3. Do you ask your students predict the theme of the poem from its title?

……………………………………………………………………………….

4. Do you give any introduction of the poet?

……………………………………………………………………………….

5. Do you ask students to discuss on the picture related to the poem?

……………………………………………………………………………….

6. Do you talk about some metaphorical meanings of the poem?

……………………………………………………………………………….

7. Do you give some group work activities?

……………………………………………………………………………….

8. Do you describe the title of the poem?

……………………………………………………………………………….

9. Do you give the summary of the poem before teaching it?

……………………………………………………………………………….

10. Do you explain the features of the poem?

……………………………………………………………………………….

11. Do you read the poem aloud and ask your students to follow?

……………………………………………………………………………….

12. Do you ask your students to predict the theme of the poem?

……………………………………………………………………………….

13. Do you read the poem as a whole and explain the meaning of the poem?

……………………………………………………………………………….

14.Do you translate the poem in the Nepali language?

……………………………………………………………………………….

15. Do you give the symbolic meaning of the poem?

……………………………………………………………………………….

16. Do you give the critical appreciation of the poem?

……………………………………………………………………………….

17. Do you give the central idea of the poem?

……………………………………………………………………………….

18. Do you give pair work activities?

……………………………………………………………………………….

19. Do you follow pre-reading, while reading, post-reading and further follow-up activities?

……………………………………………………………………………….

20. Do you talk about the historical or cultural background of the poem?

……………………………………………………………………………….

APPENDIX-II

QUESTIONNAIRE SCHEDULE TO THE STUDENTS

Name of the student:- ……………………………………………………

School or College:- …………………………………………………….

Grade:- …………………….   Age: - ………………….

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

1. Do you get pleasure when your teacher teaches the poem in the class?

     i) always   ii) sometimes   iii) never

2. How often does your teacher let you guess about the message of the poem?

     i) always   ii) sometimes   iii) never

3. How often does your teacher start teaching poem from some general background?

     i) always   ii) sometimes   iii) never

4. How often does your teacher let you guess the meaning of the difficult words?

     i) always   ii) sometimes   iii) never

5. How often does your teacher describe the picture of the poem before teaching it?

     i) always   ii) sometimes   iii) never

6. How often does your teacher explain about title of the poem before teaching it?

     i) always   ii) sometimes   iii) never

7. How often does your teacher read the poem aloud and ask you to follow?

     i) always   ii) sometimes   iii) never

8. How often does your teacher read the poem as a whole and explain the meaning at the end?

     i) always   ii) sometimes   iii) never

9. How often does your teacher read the poem line by line and explain the meaning of it?

     i) always   ii) sometimes   iii) never

10. How often does your teacher translate the poem in Nepali?

i) always   ii) sometimes   iii) never

11. How often does your teacher give the critical appreciation of the poem?

i) always   ii) sometimes   iii) never

12. How often does your teacher involve you in teaching-learning activities?

i) always   ii) sometimes   iii) never

13. How often does your teacher give you group work?

i) always   ii) sometimes   iii) never

14. How often does your teacher give you pair work activities?

i) always   ii) sometimes   iii) never

15. How often does your teacher summarize the poem?

i) always   ii) sometimes   iii) never

16. How often does you teacher ask you while he is teaching poem?

i) always   ii) sometimes   iii) never

17. Is learning poem more difficult than learning other texts? If yes, give reasons.

…………………………………………………………………………..

18. Do you like write poem? If yes, why?

…………………………………………………………………………..

19. Which poem from your book is very interesting?

…………………………………………………………………………..

20. Do you know the strategies the teacher uses while teaching poem? If yes, write some of them.

…………………………………………………………………………..

APPENDIX-III

CHECK LIST FORM

Teacher's Name:- ....

Schools or Colleges' Name:- ....

PRE-TEACHING ACTIVITIES:

1. How does the teacher stimulate when he starts poem?

☐ With a joke   ☐ Relating to the previous lesson   ☐ Doesn't stimulate

2. Does he /she ask students to predict the theme of the poem?

☐ Yes   ☐ No

3. Does he/she ask students to describe the pictures or photographs?

☐ Yes   ☐ No

4. Does he /she provide necessary historical or cultural background of the poem?

☐ Yes   ☐ No

5. Does he/she introduce the author?

☐ Yes   ☐ No

6. Does he/she inform the students about genre of literary movement to which the author belongs to?

☐ Yes   ☐ No

WHILE- TEACHING ACTIVITIES

1. Does the teacher give jumbled version of the poem and ask to put together again?

☐ Yes   ☐ No

2. Does he/she lead the students towards symbolic meaning?

☐ Yes   ☐ No

3. Does he/she ask students to recite the poem?

☐ Yes   ☐ No

4. Does he/she create group/ pair-work activities?

☐ Yes   ☐ No

5. Does he/she let the students look dictionary for the meaning?

☐ Yes   ☐ No

6. Does he/she ask comprehension questions?

☐ Yes   ☐ No

POST-TEACHING ACTIVITIES

1. Does the teacher give different interpretations?

☐ Yes   ☐ No

2. Does he/she ask the students for choral reading?

☐ Yes   ☐ No

3. Does he/she ask them to make similar poem of their own?

☐ Yes   ☐ No

4. Does he/she ask their own opinions about the poem?

☐ Yes   ☐ No

5. Does he/she ask to read other poems by the same author?

☐ Yes   ☐ No

6. Does he ask them to do the activities given in the text?

☐ Yes   ☐ No

APPENDIX-I

QUESTIONNAIRE SCHEDULE TO THE ENGLISH LANGUAGE TEACHERS

Name of the teacher:- Tulsi Ram Kharel

School or College:- Laxmi Higher Sec. School, Dangihat- 5

Qualification:- M. Ed.

Experience:- More than five years   Date:-

Please read the following questions and give your answers.

1. Do you like to teach the poem in the class?

Yea, I like to teach the poem in the class.

2. Do you start teaching poem by giving general background of the poem?

Yes, I really start teaching poem by giving general background of the poem.

3. Do you ask your students predict the theme of the poem from its title?

Yes, I would ask my students to predict the theme of the poem from its title.

4. Do you give any introduction of the poet?

Yes, I give introduction of the poet.

5. Do you ask students to discuss on the picture related to the poem?

Yes, I ask students to discuss on the picture related to the poem.

6. Do you talk about some metaphorical meanings of the poem?

Yes, I talk some metaphorical meanings of the poem.

7. Do you give some group work activities?

Yes, I really give some group work activities.

8. Do you describe the title of the poem?

Yes, I describe the title of the poem.

9. Do you give the summary of the poem before teaching it?

Yes, I give the summary of the poem before teaching it.

10. Do you explain the features of the poem?

...Yes, I explain the features of the poem...

11. Do you read the poem aloud and ask your students to follow?

...Yes, I read the poem aloud and ask my students to follow if demanded.

12. Do you ask your students to predict the theme of the poem?

Yes, I ask my students to predict the theme of the Poem.

13. Do you read the poem as a whole and explain the meaning of the poem?

Yes, I read the poem as a whole and explain the meaning of the Poem.

14. Do you translate the poem in the Nepali language?

...Yes, I translate the poem in the Nepali language if difficult.

15. Do you give the symbolic meaning of the poem?

...Yes, I give the symbolic meaning of the poem...

16. Do you give the critical appreciation of the poem?

...Yes, I give the critical appreciation of the poem.

17. Do you give the central idea of the poem?

...Yes, I give the central idea of the poem...

18. Do you give pair work activities?

...Yes, I give pair work activities...

19. Do you follow pre-reading, while reading, post-reading and further follow up activities?

...Yes, I follow pre-reading, while reading, post reading and further follow up activities.

20. Do you talk about the historical or cultural background of the poem?

...Yes, I talks about the historical or cultural background of the poem.

APPENDIX-II

QUESTIONNAIRE SCHEDULE TO THE STUDENTS

Name of the student:- Binita Karki

School or College:- Shree Laxmi Higher Sec S Jangihat

Grade:- 12   Age:-

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

1. Do you get pleasure when your teacher teaches the poem in the class?

   i) always   ii) sometimes   iii) never

2. How often does your teacher let you guess about the message of the poem?

   i) always   ii) sometimes   iii) never

3. How often does your teacher start teaching poem from some general background?

   i) always   ii) sometimes   iii) never

4. How often does your teacher let you guess the meaning of the difficult words?

   i) always   ii) sometimes   iii) never

5. How often does your teacher describe the picture of the poem before teaching it?

   i) always   ii) sometimes   iii) never

6. How often does your teacher explain about title of the poem before teaching it?

   i) always   ii) sometimes   iii) never

7. How often does your teacher read the poem aloud and ask you to follow?

   i) always   ii) sometimes   iii) never

8. How often does your teacher read the poem as a whole and explain the meaning the end?

   i) always   ii) sometimes   iii) never

9. How often does your teacher read the poem line by line and explain the meaning of it?

i) always   ii) sometimes   iii) never

10. How often does your teacher translate the poem in Nepali?

    i) always   ii) sometimes   iii) never

11. How often does your teacher give the critical appreciation of the poem?

    i) always   ii) sometimes   iii) never

12. How often does your teacher involve you in teaching-learning activities?

    i) always   ii) sometimes   iii) never

13. How often does your teacher give you group work?

    i) always   ii) sometimes   iii) never

14. How often does your teacher give you pair work activities?

    i) always   ii) sometimes   iii) never

15. How often does your teacher summarize the poem?

    i) always   ii) sometimes   iii) never

16. How often does you teacher ask you while he is teaching poem?

    i) always   ii) sometimes   iii) never

17. Is learning poem more difficult than learning other texts? If yes, give reasons.

yes, poem has difficult words

18. Do you like write poem? If yes, why?

No, I have no idea.

19. Which poem from your book is very interesting?

grand mother

20. Do you know the strategies the teacher uses while teaching poem? If yes, write some of them.

Discussion

APPENDIX-II

CHECK LIST FORM

Teacher's Name:- ....Yuva Raj Bhandari............

Schools or Colleges' Name:- .Shree Birendra sarbajanik H.S.E Amarda.

PRE-TEACHING ACTIVITIES:

1. How does the teacher stimulate when he starts poem?

☐ With a joke   ☑ Relating to the previous lesson   ☐ Doesn't stimulate

2. Does he /she ask students to predict the theme of the poem?

☑ Yes   ☐ No

3. Does he/she ask students to describe the pictures or photographs?

☑ Yes   ☐ No

4. Does he /she provide necessary historical or cultural background of the poem?

☑ Yes   ☐ No

5. Does he/she introduce the author?

☑ Yes   ☐ No

6. Does he/she inform the students about genre of literary movement to which the author belongs to?

☐ Yes   ☑ No

WHILE-TEACHING ACTIVITIES

1. Does the teacher give jumbled version of the poem and ask to put together again?

☑ Yes ☐ No

2. Does he/she lead the students towards symbolic meaning?

☐ Yes ☑ No

3. Does he/she ask studetns to recite the poem?

☑ Yes ☐ No

4. Does he/she create group/ pair-work activties?

☑ Yes ☐ No

5. Does he/she let the students look dictionary for the meaning?

☐ Yes ☑ No

6. Does he/she ask comprehension questions?

☑ Yes ☐ No

POST-TEACHING ACTIVITIES

1. Does the teacher give different interpretatioins?

☐ Yes ☑ No

2. Does he/she ask the studensts for choral reading?

☑ Yes ☐ No

3. Does he/she ask them to make similar poem of their own?

☐ Yes ☑ No

4. Does he/she ask their own opinion about the poem?

☑ Yes ☐ No

5. Does he/she ask to read other poems by the same author?

☐ Yes ☑ No

6. Does he ask them to do the activities given in the text?

☑ Yes ☐ No