

## **CHAPTER - ONE**

### **INTRODUCTION**

This study is about "Teaching Poetry Through Interaction." This chapter consists of general background of teaching literature, review of the related literature, objectives of the study and significance of the study.

#### **1.1 General Background**

Literature simply refers to the pieces of writing that are valued as works of art, especially poems, dramas, novels and short stories. In a general sense, it is the expression of human thoughts, feelings and experiences. Literature can display both good and bad aspects of society. Hence, it can be regarded as the mirror of society. It also represents the voice of unspoken people. It means literature makes people speak and heals the wound of the marginalized people. Literature, then, is a successful medium to express human emotion, sadness, happiness, pleasure, pain, love, hate, fear, disgust and anger. Such human emotions in literature are expressed artistically through language. It means literature needs to be beautiful and trustful.

Literature has been the most influential resource that helps the students to acquire the language. It creates interests, stimulates and provokes the imagination on the part of the readers. It is creative possibility of human language. It emerges from one mind and touches the thousand hearts. It also offers hints, suggestions and flashes of insights in our life.

In this sense Collie and Slater (1987) defines as:

Literature speaks to the heart as much as to the mind provides materials with some emotional colour, that can make fuller contact with the learner's own life and can thus counterbalance the more fragmented effect of many collections of texts used in the classroom. (p.2)

In their opinion, literature is a vital record of what men have seen in life, what they experienced of it, what they have thought and felt about those aspects of it which have the most immediate and enduring interest for all of us. Similarly, Lazar says "Literature is a world of fantasy, horrors, feelings, thought, vision which put into words" (1993, p.1). In addition to this, OALD (2000), also defines literature "as a pieces of writing that are valued as works of art i.e. fiction, drama and poems" (p.751). It means literature is a legitimate and valuable resource for language teaching.

By observing these above definitions, we can conclude that literature is fundamentally an expression of life through the medium of language. It is the imitation of human life. It is the expression of human thoughts, feelings and emotion announced artistically through language. Literature is mirror of the society in the sense that it exhibits both good and bad aspects of the society.

### **1.1.1 Literature and Language Teaching**

Literature is an indispensable tool for teaching and learning of a language. It is a key of language teaching. In addition to this, literature has always been an important resource for teaching and learning of language. Literature provides variety of inputs. In learning literature, students come in contact with different varieties of languages, cultures, lifestyles and styles of expressing and interpreting the literary text. Moreover, literature develops language skills in students; literature helps students to develop all four language skills, i.e. listening, speaking, reading and writing. While studying literature, the students automatically practice the language skills. They listen to different texts, cassettes, speak more about the subject matter in an interesting way, read more texts and write appreciation, analyze and interpret the text. As a result, language skills develop naturally. So, the exposure to literature in its various forms such as poems, dramas, stories, novels and essays definitely enriches the students' language learning ability.

Littlewood (1976 as cited in Brumfit and Carter, 1986, p. 178) views literature "not qualitatively different from any other linguistic performance. It is an instance of the productive use of limited number of linguistic structures in order to achieve communication". This means literature encourages interaction which stimulates the learners' imagination and promotes discussion in which they share their feelings and opinion. Similarly Lazar (1993, p.22) states:

Literature should be used in language class or it can be very useful resource in language class because it is very motivating. It is authentic material, it encourages language acquisition, it expands students' language awareness and it develops students' interpretive abilities.

To sum up, all the teachers, linguists, ELT experts and students are in favour of the importance of literary text in the classroom. Literature stretches students' imagination, widens their insights, deepens their experiences and heightens their awareness. Therefore, it can be said that literature is a vehicle for carrying various contextual syntactic structures, various communicative activities and language used in a variety of cultural settings. Thus, using literature in language teaching assists the learners to learn both language usage and language use creating language awareness.

### **1.1.2 Poetry**

Poetry is an art of producing pleasure by the expression of imaginative thought and feeling in metrical language. Following Wordsworth, poetry is the spontaneous overflow of powerful feelings recollected in tranquillity. In fact, the poet expresses his thoughts, ideas, feelings and emotion indirectly to the readers through the use of images, symbols, metaphor and personification. Poetry is different from prose writing in its physical shape, way of delivering the message to the readers and in its tone. The poet in the poem uses connotation, meditation, metrics, music, aesthetic and didactic, imagination and feelings and visible shape.

Poetry is a genre of literature which often explores the themes of universal concerns and embodies life experiences, observations and feelings evoked by the readers. Poetry introduces on more standard written sentence structure, lexis, rhyme, rhythm, tone, of the language. It is characterized as a deviating form of the norms of language. It reorganizes syntax, invents its own vocabulary, freely mixes registers and creates its own punctuation. The language of poetry makes students aware of the fact that language is not always governed by the rigid body of rules. It develops students' interpretative abilities and creativity.

Poetry is a conventional form of art where one can find aesthetic pleasure and knowledge expressed in beautiful language. Poetry emphasizes rhythm and other musical potentials of language, figurative language and intricate patterns of more than literal meanings, imagery and other many possible ways in which words can suggest meaning and convey a verbal message.

### **1.1.2.1 Features of poetry**

Poetry, a conventional form of literature, can have the following characteristic features.

- i. Deviation of linguistic norm - Poetry has been characterized as the deviating form of the norms of language (Widdowson, 1984, p. 146). It has been argued that poetry frequently breaks the 'rules' of language, but by so doing it communicates with us in a fresh, original way.

- ii. Rhyming scheme - Generally, poetry is composed in verse. So rhyming patterns should be used to make the verse systematic. For example, 'right' with 'light', 'night' with 'sight'.
- iii. Rhythm - Rhythm is a way of composing poem. The rhythm of lyric differs from the rhythm of sonnet. Similarly, the rhythm of epic differs from the rhythm of elegy.
- iv. Diction - Diction refers to the selection of appropriate words in poetry. While composing a poem, the poet selects the appropriate words that suit to the subject matter of the poem.
- v. Music and Tune - Music and the tune are the significant features of poetry. The music and tune make the poem sweet and hearty.
- vi. Assonance and Alliteration - Assonance refers to the repetition of vowel sound in the same or adjacent lines. i.e. 'O lady bright can't be right.' On the other hand, alliteration refers to the repetition of the same consonant sound either in the beginning of the words or in the same or adjacent lines, i.e. "I caught this morning, morning minion."
- vii. Use of Simile and Metaphor - Simile refers to a way of comparing something by using 'as' and 'like'. For example, "My love is like a red red rose". Metaphor refers to a way of comparing something without using the words 'like' or 'as' e.g. - Ram is a tiger.

In poetry, simile and metaphor are used in great deals which make poetry more interesting and effective. In addition to this, the poetic language is unique and unusual. The poetic language is neither used in everyday communication nor in interpreting the texts.

### **1.1.2.2 Types of Poetry**

Poetry can be of the following types:

**i. Epics**

Epics are long narrative poems, frequently extending to several books, on a great and serious subject. For example, Spenser's "The Faerie queen" (p.152), Milton's 'paradise lost' (p.380), Wordsworth's 'The prelude' (p.714). (as cited in Ferguson, et al. 1996, p.xi).

**ii. Ballads**

Ballads are simple songs or poems specially that tell stories of unhappy love affairs, dramatic tragedies, specially family feuds or murders, historical events like battles, ship wrecks and mine disasters.

**iii. Lyrics**

The poem that can be sung is a lyric. It is a non narrative poem which presents a single character and expresses the state of mind or process of thought or feelings. "To a skylark" by Shelly, "To his Coy Mistress" by Marvell are the examples of lyrics.

**iv. Odes**

Odes are poems expressing noble feelings. They are dignified compositions almost always in rhyme and longer than the lyrics. They are praising songs addressing a man, thing, object of change in nature, standard and elevated tone and structure.

## **v. Elegies**

An elegy is a poem that laments on the death of some person. It is a poem of mourning that expresses the intense feelings of the poet about the loss of someone very near and dear to him. It is a purgation of the writers' heart. It is written after someone's demise. It expresses the song of death, mourning and separation of lovers and beloved. For example, 'Tears idle tears' in memoriam by Tennyson.

## **vi. Sonnets**

Sonnets basically are the short, self contained poems of fourteen lines having the introductory part of any issues, its description and justification at the end. The lines in sonnets are usually in iambic pentameters.

Generally, there are two main roots of sonnets i.e, octave and sextet. The first eight lines are called octave and the six lines are called sextet and the last stanza (i.e. two lines) are called couplets. There are mainly two types of sonnets in English literature. They are Shakespearean sonnets which are also known as Elizabethan sonnet and Petrarchen (i.e. Italian sonnet).

## **vii. Pastoral**

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

### **1.1.2.3 Strategies of Teaching Poetry**



Lazar (1993, pp.129-131), gives the following strategies while teaching poetry.

### **A. Pre-reading Activities**

Students are stimulated in the text by making them predict the theme of the poem, its title or a few key words or phrases in the poem.

- Students are given different lines from the poem and asked to suggest the subject or themes of the poem.
- Students discuss or describe pictures or photographs relevant to the theme of the poem.
- 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.

The teacher provides the historical and cultural background by:

- assigning them to read or listen to a text which describes the historical or cultural background to the poem.
- involving the students read or listens to a text about the author's life which may deepen their understanding of the theories of the poem.
- making them discuss about the appropriate behaviours or feelings in their culture or society in a particular situation.
- giving appropriate information about the genre of the poem or the literary movement to which the author belongs to, before reading it to the more literary minded students.

The teacher helps the students to interpret the language of the poem:

- If there is unusual or deviant language in the poem, students could be asked to work on activities exploring more normative uses of language. For example, if certain verbs in a poem collocate 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.
- Giving guidelines to students towards an understanding of more metaphorical or symbolic meanings in the poem, they are asked to free associate round some of these words in a poem which carry powerful symbolic connotations.

### **B. While reading Activities**

- Students are given a jumbled version of the poem (either lines or verses) and asked to put it together again. Jumbling up verses 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 a particular lexical set and then speculate on their metaphorical or symbolic meaning.
- Students decide which definitions of a particular word in the dictionary is the one that best fits for the meaning of the word.

- Students answer comprehension questions about the meaning of certain words and phrases in the poem.

### **C. Post-reading Activities**

The teacher facilitates the students to grasp the subject matter of the poem by:

- giving them a series of statements about the possible underlying meanings of the poem, and asking them to decide which ones are true or false.
- giving them two or three interpretations of a poem (possibly from critics) and they decide which one, they think are the most plausible or appropriate.
- asking the students to compare the version of a poem in modern English, if written in archaic language.
- making students practice reading the poem aloud and decide what mimes or gestures would accompany a choral reading.

### **II. Further follow up Activities**

- 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.

#### **1.1.2.4 Teaching Poetry in Nepal**

In the present education system of Nepal, different literary genres have been included in the English curricula. Among the various literary genres, poetry has taken its own place in different curricula at various levels. In the higher secondary compulsory English curriculum, there are 6 poems in each grade. From this statement, it can be argued that the teaching poetry is inevitable to enhance comprehension power of the learners in secondary level.

Regarding the teacher's activities in teaching poetry in the context of Nepal, it is believed that the majority of the teachers are implementing conventional way of teaching. The teacher gives lecture and students take note of it.

Teacher gives line by line meaning of the poem. Finally, he gives summary or theme of the poem. This reveals the fact that the students do not have any role in teaching learning poetry. The conventional way of teaching poetry does not enable the students to develop their comprehension power. The students only understand what the teacher wishes them to understand. As a result, most of the students can not understand the poem outside the text.

As my concern is to identify the effectiveness of interaction technique in teaching poetry in secondary level, I would like to focus on the introduction of interaction.

### **1.1.2.5 Interaction**

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two way effects is essential in the concept of interaction, as opposed to a one way. According to Ellis (1985), interaction consists of discourse jointly constructed by the learners and their interlocutors (p. 127). In the same way, Brown (2001, p. 165) says "Interaction is a collaborative exchange of thoughts, feelings or ideas between two or more people resulting in reciprocal effect on each other." Supporting this, Rivers (1988, p.4) defines interaction as:

Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages. This is interaction. Interaction involves not just expression of one's own ideas but comprehension of those of others. One listens to others; one responds (directly or indirectly) others listen and respond.

In addition to this, Tsui (2001) defines interaction as the inter-relationship between input and output with no assumption of a linear cause and effect relationship between the two (as cited in Carter and Nunan, p.121).

Interactive teaching emphasizes learning a language by the collective effort of the learners rather than being a spoon-fed by the teacher. Putting it in another way, learners learn very little just by listening to the class lectures and more by involving in a conversation. When they get engaged in a piece

of discourse, their creation will foster. Therefore, teaching learning activities should be conducted in an interactive way. Learning through interaction among the learners, is likely to be more effective in the sense that learners can develop their communicative competence and self confidence. On the other hand, the teacher should share a wide range of knowledge making the learners ready from the inner soul. The teacher should encourage the students to learn further working on their own weakness and insufficiencies.

Learners can best learn the language by exchanging the knowledge and experiences either in a group or in pair. Interactive learning ensures the learners' interest and participation where all of them have equal chances to share their varied opinions without being instructed what they have to do by the teacher. Brown (2001, p.177) argues that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language.

Brown (2001, p.48) suggests 'interaction lies at the heart of communication'. So, learners should participate in discourse for the development of spoken skill and critical thinking since they do not get enough practice just by talking to the instructor, and very little by listening to the instructor. Each and every learner possesses a unique way of handling the situation. So, to flourish their ability, the teacher can encourage them, educate them, and build up their confidence by creating relaxed atmosphere in what they are doing. On the other hand, teacher directed and dominated classrooms cannot by their nature, be interactive and this is what every language teacher has to bear it in his/her mind. "Interactive learning can be two way or four-way-but-never one way" (Rivers, 1988, p.9).

A good interactive teaching and learning includes the following characteristics:

- A task or lesson which offers a challenge and gives pupils something to think about.
- A positive learning which fosters confidence and respect, enabling learners to give and accept constructive criticism and see errors as stepping stones to success.
- Teaching which addresses a variety of learning styles has high expectation and allows thinking time.
- Leadership, vision, which anticipates the needs of teachers and pupils
- Appropriate resources in the right place. Retrieved from (<http://www.mape.org.uk/activities/disclose/resources/menu.htm>: 12 April 2008)

### **1.1.3 Levels of Interaction**

Interaction is a collaborative exchange of thoughts and ideas between two or more people in a certain issue. Regarding this, interactive teaching involves the interaction between the teacher and the students and interaction among the students.

#### **a) Students - teacher Interaction**

Students-teacher interaction is often a two way process where the teacher encourages the students to participate more actively in class. Students

remain more active to learn. When students are well motivated in the subject matter, they will ask for additional information. They will volunteer to take part in activities. Their attentiveness and willingness to learn will in turn motivate the teacher to teach.

## **b) Interaction among the Students**

Interaction among the students enhances their communicative performance. The students involving themselves in interaction helps them to achieve better educational out comes, recall the information and apply knowledge to new and novel situations. Interaction among the students develops communicative competence, co-operative learning skills and motivate for learning. Thus, the interactions among the students help to lay the foundation for the development of independent, self-directed and long learning skills.

### **1.1.4 Interaction Patterns**

Ur. (1996, p.102.), gives the following patterns for interaction.

#### **a) Group work**

Students work in small groups or tasks that entail interaction: conveying information, for example, group decision-making. The teacher walks around listening, intervenes little if at all.

#### **b) Close-ended teacher questioning (IRF)**

Only one 'right' response gets approved. Sometimes cynically called the 'guess what the teacher wants you to say' game.



**c) Individual work**

The teacher gives a task or set of tasks and students work on them independently, the teacher walks around monitoring and assisting where necessary.

**d) Choral response**

The teacher gives a model which is repeated by all the class in the chorus; or gives a cue which is responded to in chorus.

**e) Collaboration**

Students do the same sort of tasks as in 'individual work' but work together, usually in pairs to try to achieve the best results they can. The teacher may or may not intervene

**f) Student initiates, teachers answers**

For examples, in a guessing game: the students think of questions and the teacher responds but the teacher decides who asks.

**g) Full class interaction**

The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

**h) Teacher talk**

This may involve some kind of silent-student response, such as writing from dictation, but there is no initiative on the part of the students. Ellis (1996 p.146) defines teacher talk as the language that the teacher addresses to the L<sub>2</sub> learners, with its own specific, formal and interactional properties. He (ibid) further summarizes that the "teacher talk occurs in one to many interaction, where the learners may vary in their levels of proficiency and where there is likely to be only limited feed back from the few students."

**i) "Self-access"** Students choose their own learning tasks and work autonomously.

**j) Open-ended Teacher Questioning**

There are a number of possible 'right' answers, so that more students answer each cue.

Teaching through interaction follows the principle of collaborative learning. The teacher designs a learning problem or task, and assigns small groups of students to address the problem collaboratively. Students are typically instructed to reach a consensus on an issue or to create a group product.

Thus, we can conclude that the more the learners get chances to interact with each other through oral discourse the more their communicative abilities are enhanced. So to make students competent in language, different sorts of classroom activities are helpful to foster genuine meaningful communication including oral communication. The important facts of interaction are give

and take procedures and negotiate meanings. Pair work and group work give rise to interaction.

## **1.2 Review of Related Literature**

A number of research studies have been carried out in teaching literary genres i.e., teaching poetry, story, drama, novel through different techniques under the department of English education, T.U. Kirtipur. They are somehow related to teaching poetry through interaction. Some of them are as follows:

Gyawali (2004) carried out a research on the title "A study of teaching poetry at secondary level" The objective of his study was to explore the strategies and problems of teaching poetry in secondary level. He concluded that the majority of the teachers were not acquainted with the learning strategies which created a lot of problems in teaching poetry.

Bhetuwal (2006) carried out a research on "A Study of lexical cohesion in the poems of teaching English literature taught in B.Ed. 3<sup>rd</sup> year "The main aim of his study was to find out and analyze lexical cohesions used in the poems prescribed for B.Ed. level students. He found out that the existence of reiteration was more than that of collocation.

Timsina (2007) carried out a research on the title "A study on teaching poetry in higher secondary level". The objectives of his study were to analyze the strategies and complexities of teaching poetry in higher secondary level and also to find out the contribution of teaching poetry in

developing language skills and aspects. He concluded that teaching learning process was completely teacher-centered and majority of the teacher taught vocabularies, described the title and explained the pictures of the poem.

Adhikari (2008) carried out a research study on "Techniques used in teaching poetry". The objective of his study was to find out the techniques used by the teachers in teaching poetry. He concluded that most of the teachers in urban area employed learner centred techniques- such as group work/pair work activities and majority of the teachers in rural areas adopted teacher centred techniques in teaching poetry.

Bashyal (2009) carried out a study on "Figures of speech used in Poetry". The main objective of his study was to find out the frequency of major figures of speech used in generation. He concluded that great majority of the figures of speech were used in the poetry. The figures of speech used in the poem were common type that could easily be understood. Some of the figures of speech were used line by line and some were used once.

Though a number of studies have been carried out to find out the effectiveness of teaching literary genres, teaching techniques and methods, none of the studies relates with teaching poetry through interaction till now. Therefore, The researcher is interested to carry out this research to explore the effectiveness of teaching poetry through interaction.

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

The objectives of this study are as follows:

- i) to find out the effectiveness of interaction technique in teaching poetry.
- ii) to suggest some pedagogical implications.

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

The study attempts to find out the effectiveness of interaction in teaching poetry. Therefore, the study is expected to be significant to all those who are interested in language teaching and learning especially the teachers and the students will be highly benefited. Along with this, the study will be helpful to the subject experts, syllabus designers, textbook writers, language and literature teachers, researchers and those who are directly and indirectly involved in teaching and learning the English language.

## **CHAPTER - TWO**

### **2. METHODOLOGY**

Methodology is an important part of any kind of study. The research remains incomplete in its absence. This chapter describes the design of the plans and procedures of the study carried out by the researcher to achieve the desired objectives of the study. This study was carried out adopting the following methodologies.

#### **2.1. Source of Data**

The researcher collected data from both the primary and secondary sources.

##### **2.1.1. Primary Source of Data**

The primary sources of the data for this study were the students of grade nine studying at Bhu. Pu. Sainik Rising School in Palpa district. The primary data for this study were collected by administering the pre-test and the post-test. The pre-test was administered before the classroom teaching so as to identify the actual level of performance before teaching and the post-test was administered after teaching.

##### **2.1.2. Secondary Source of Data**

The researcher consulted and studied different books, especially Rivers (1988), Harmer (1991), Lazar (1993), Ur (1996), Brown (2001), Ferguson, et al.(1996), Journals of NELTA, research studies, Internet related to the topic and theses carried out in the Department of English Education.

## 2.2. Sampling Procedures

The researcher purposively selected Shree Bhu. Pu. Sainik Rising School, Darchha, Rampur, Palpa as a research area of his study. Similarly, the researcher selected students of Grade nine who were altogether thirty-six in number.

## 2.3. Tools of Data Collection

A set of questionnaire was used as a major tool for data collection. It consisted of 45 items including both subjective and objective items with the weightage of 100 marks. The nature of test items was as follows:

**Table No. 1**

<b>S.N.</b>	<b>Types of Items</b>	<b>Number of Items</b>	<b>Marks for each item</b>
1	Multiple choice	5	10
2	True –false	4	8
3	Matching	5	10
4	Finding similar meaning	4	8
5	Finding opposite meaning	4	8
6	Finding rhyming words	3	6
7	Substitution item	10	10
8	Short-answer	10	40
<b>Total</b>		<b>45</b>	<b>100</b>

(See appendix - 1)

## 2.4. Process of Data Collection

The researcher followed the following procedures:

- i. At first the researcher visited the concerned school and established a rapport. He informed them about the purpose of his study.
- ii. After getting the permission, the researcher prepared the test items to be used for the pre test and the post test. The pre-test was administered to identify the actual level of performance of the students and the post test was administered after teaching the students.
- iii. The students were ranked for the first, (1<sup>st</sup>) to the last (36<sup>th</sup>) position on the basis of the merit list prepared after the result of the pre -test. The ranking procedure and group division was as follows:

**Table No. 2**

Pre-test rank	Experimental Group	Control Group
1-12	odd	Even
13-24	Even	odd
25-36	Odd	Even

- iv. The students divided into two groups were taught the same language items. However, the experimental group was taught through interaction and the control group was taught through the conventional way of teaching. Each group was taught for six days a week, one period a day, and each period lasted for 40 minutes. Altogether 20 classes for each group were taken. It took almost one month to complete teaching all the selected items from the textbook of grade nine.



- v. Finally, the researcher administered the post test using the same set of test items used in the pre-test and the result of the two tests were compared to identify the effectiveness of interaction in teaching poetry.

## **2.5 Limitations of the Study**

This study was carried out within the following limitations:

- i. The population of the study was confined to thirty-six students studying at grade nine in only one private school (Shree Bhu. Pu. Sainik Rising School) of Palpa district.
- ii. The researcher taught for four weeks in the selected school.
- iii. The primary data for this study was collected only from the written test.
- iv. Although there are a number of techniques in the field of ELT, this study was limited to teaching poetry through interaction.
- v. The test items were based on the text book of grade nine.
- vi. The primary data for the study was collected by administering the pre-test and the post-test.

## **CHAPTER THREE**

### **ANALYSIS AND INTERPRETATION**

This chapter mainly consists of analysis and interpretation of the data. The main concern of the researcher in this study was to identify the effectiveness of interaction technique in teaching poetry. For this purpose, the researcher initially administered the pre-test to find out the actual level of performance. Then, divided the students into the experimental and the control group. Finally, after teaching the selected items, the researcher administered the post-test. The differences of the scores between the pre-test and the post-test of each item were changed into percentage and then compared to each other to find out the effective performance of the students in each and every item and in the whole test. In every research, it is assumed that the higher the percentage the better the result and vice-versa. The data were analyzed and compared on the basis of the following headings:

- i. Holistic Comparison
- ii. Item wise comparison

#### **3.1 Holistic comparison**

This section mainly consists of holistic comparison of the score obtained by the experimental and control group from the pre-test and the post-test. In this analysis, the scores obtained by the of experimental and the control group are presented.

Test: Subjective + objective

**Table No. 3**

**Holistic Comparison**

Group	av. score in P <sub>1</sub>	Av. score in P <sub>2</sub>	D.	D%
Exp.	58.69	74.8	16.11	16.11
Cont.	57.69	70	12.31	12.31

The test-item included 45 items of 100 marks. The above table shows that the average scores obtained by the experimental group were 58.69 in the pre-test and 74.8 in the post-test. This group increased its average score by 16.11 percent. It means that the difference of the score between the pre and post-test was 16.11. Similarly, the average scores obtained by the control group were 57.69 and 70 respectively in the pre-test and the post-test. The control group increased the average score by 12.31 or 12.31 percent in the post-test.

**3.2 Item wise Comparison**

This category consists of different test-items namely multiple choice item true-false, matching items, finding similar meaning, finding opposite meaning, finding rhyming pattern, substitution item and short answer. The scores obtained by each group in these items are as follows:

**Table No. 4**

**Multiple Choice**

Group	Av. score in p <sub>1</sub>	Av. score in p <sub>2</sub>	D	D%
Exp.	6.55	8.22	1.72	17.2
Cont.	7.33	8.44	1.11	11.1

This item consisted of 5 sub-items with the weightage of 2 marks for each item. The above table reflects that the average scores obtained by the experimental group were 6.55 in the pre-test and 8.22 in the post test. The difference of their mark was by 1.72 or 17.2 percent. This means that experimental group increased its average score by 1.72. Similarly, the average scores obtained by the control group were 7.33 in the pre-test and 8.44 in the post-test. The difference of their mark was by 1.11 or 11.1 percent.

**Table No. 5**  
**True/False**

Group	Av. score in p <sub>1</sub>	Av. score in p <sub>2</sub>	D	D%
Exp.	6	6.33	0.33	4.12
Cont.	6	6	0	0

In this test item, the students had to decide whether the given statements were true/false on the basis of the given text. This test item included 4 sub-items with the weightage of 2 marks for each item.

The above table shows that the average scores obtained by the experimental group were 6 and 6.33 respectively in the pre-test and post-test. Here, the experimental group increased its average score by 0.33 or 4.12 percent. Similarly, the average scores obtained by the control group were 6 in the pre-test and 6 in the post-test. There was no increment in the score by this group.

**Table No. 6**  
**Matching**

Group	av. score in P <sub>1</sub>	Av. score in P <sub>2</sub>	D.	D%
Exp.	7.33	8.88	1.55	15.5
Cont.	7	8.44	1.44	14.4

In this test item, the students had to match column A with the column B. There were altogether 5 sub-items with the weightage of 2 marks for each item. The above given table shows that the average scores obtained by the experimental group were 7.33 in the pre-test and 8.88 in the post-test. Here the average increased score by this group was 1.55 or 15.5 percent. Similarly, the average scores obtained by the control group were 7 and 8.44 respectively in the pre and the post-tests. The average increased score was 1.44 or 14.4 percent.

**Table No. 7**  
**Finding Similar Meaning**

Group	av. score in P <sub>1</sub>	Av. score in P <sub>2</sub>	D.	D%
Exp.	3.55	6.27	2.72	33
Cont.	3.55	6.72	3.17	39.62

In this test item, the students had to find out the similar meaning from the given text. This test item consisted of 4 sub-items with the weightage of 8 marks. The above given table shows that the average scores obtained by the experimental group were 3.55 and 6.27 respectively in the pre and the post-test. The difference of the score in the pre and post-test was 2.72 or 33 percent. Similarly, the average scores obtained by the control group were

3.55 in the pre-test and 6.72 in the post-test. The average increased score in the post-test by this group was 3.17 or 39.62 percent.

**Table No. 8**  
**Finding Opposite Meaning**

Group	av. score in P <sub>1</sub>	Av. score in P <sub>2</sub>	D.	D%
Exp.	6.88	7.44	0.56	7
Cont.	7	7.5	0.5	6.25

This test item consisted of 4 sub-items with the weightage of 2 marks for each item. The above given table shows that the average score obtained by the experimental group were 6.88 and 7.44 respectively in the pre and post-test. This group increased its score by 0.56 or 7 percent. It means the difference of the score was 0.56. Similarly, the average scores obtained by the control group were 7 and 7.5 respectively in the pre and the post-test. Here the difference of the score between the pre and the post-test was 0.5 or 6.25 percent.

**Table No. 9**  
**Finding Rhyming Pattern**

Group	av. score in P <sub>1</sub>	Av. score in P <sub>2</sub>	D.	D%
Exp.	4.55	5.66	1.11	18.5
Cont.	4.88	5.55	0.67	11.17

This item consisted of 3 sub-items with the weightage of 2 marks for each item. The above given table shows that the average score obtained by the experimental group were 4.55 and 5.66 respectively in the pre-and the post-test. The difference of the score obtained in the pre and the post-test was by 1.11 or 18.5 percent. Similarly, the average scores obtained by the control

group were 4.88 and 5.55 respectively in the pre-test and the post-test. The difference of the score obtained in the pre and the post-test was 0.67 or 11.17 percent.

**Table No. 10**  
**Substitution**

Group	av. score in P <sub>1</sub>	Av. score in P <sub>2</sub>	D.	D%
Exp.	5.02	6.33	1.31	10.3
Cont.	4.91	5.61	0.70	7.1

In this test-item, students had replaced the underlined words, phrases or sentences. There were altogether 10 sub-items with the weightage of 1 mark for each item.

The above table shows that the average score obtained by the experimental group were 5.02 in the pre-test and 6.33 in the post-test. The difference of the mark between the pre-and the post-test was 1.31 or by 10.3 percent. Similarly the average score obtained by the control group were 4.91 in the pre-test and 5.61 in the post test. The difference of the score obtained by this group between the pre and the post-test was 0.70 or 7 percent.

**Table No. 11**  
**Short Answer**

Group	av. score in P <sub>1</sub>	Av. score in P <sub>2</sub>	D.	D%
Exp.	18.66	25.52	6.86	17.15
Cont.	17	21.72	4.72	11.80

This test item consisted of 10 items with the weightage of 4 mark for each item. The above table shows that the average scores obtained by the

experimental group were 18.66 in the pre-test and 25.52 in the post-test. The difference of the score between the pre and the post test was 6.86 or 17 percent. Similarly, the average score obtained by the control group were 16.17 in the pre-test and 21.72 in the post-test. The difference of the score between the pre and the post test was by 4.72 or 11.80 percent.



## CHAPTER - FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

In course of analyzing the data collected from the pre-test and the post-test, the use of interaction was found to be effective in teaching English poetry. For the sake of completion of this study, the researcher carried out the analysis and interpretation on the basis of two points namely, holistic comparison and item wise comparison. In each and every analysis, it is found that the students performed better on the given task as they attended the classroom teaching which was conducted through interaction.

In general, it was found that teaching poetry through interaction was relatively more effective than the conventional way of teaching poetry. The results showed that the students belonging to the experimental group performed better than the students belonging to the control group. During the analysis of those two categories, the findings of the study have been derived as follows:

1. The holistic result shows that the average increment percentage obtained by the experimental group was 16.11 and the control group was 12.31. It indicates that the experimental group made remarkable improvement than the control group. So, the technique used in teaching the students of experimental group advocates as the better technique in teaching poetry.
2. The results drawn out from the various items such as multiple choice, true/false, matching, finding opposite meaning, finding rhyming

- pattern and substitution item show that the students belonging to the experimental group made remarkable improvement than the students belonging to the control group. Therefore, we can conclude that interaction technique was found to be effective and better technique than the conventional way of teaching poetry.
3. The result drawn out from finding similar meaning shows that the control group performed better than the experimental group. Here conventional way of teaching was more effective than teaching through interaction technique. However, the deference is not so significant.
  4. Observing the results of the students in short answer item, it was found that experimental group performed better than the control group. Hence, teaching poetry through interaction was more effective than the conventional way of teaching poetry.

## **4.2 Recommendations**

On the basis of the findings, the following recommendations for pedagogical implication have been derived.

- i. The experimental group performed comparatively better in the test than the control group. Thus, it indicates that interaction technique is more effective than conventional technique for teaching poetry. So that, interaction technique should be used for teaching poetry in grade nine.
- ii. The language teachers, syllabus designers and methodologists should emphasize in the application of interaction technique in teaching poetry.

- iii. Interaction assists to enhance students' creativity and oral efficiency. Even the shy and poor students get facilitated. So that, it can be used to increase creativity in the students.
- iv. Students should be psychologically and mentally free to express their opinions, ideas, thoughts and feelings. So that teachers should be encouraged to use this technique in their classroom teaching.
- v. Students learn more by the collective effort rather than being spoon-fed from the teachers. So, interactional environment should be created in the classroom.
- vi. This study was conducted in one of the private school of Palpa district. It was limited to only thirty-six students. So, it cannot be claimed that the findings of this study are applicable to all the schools. Therefore, it is suggested that further research in different schools should be carried out involving a large number of students to make the findings more reliable and valid.

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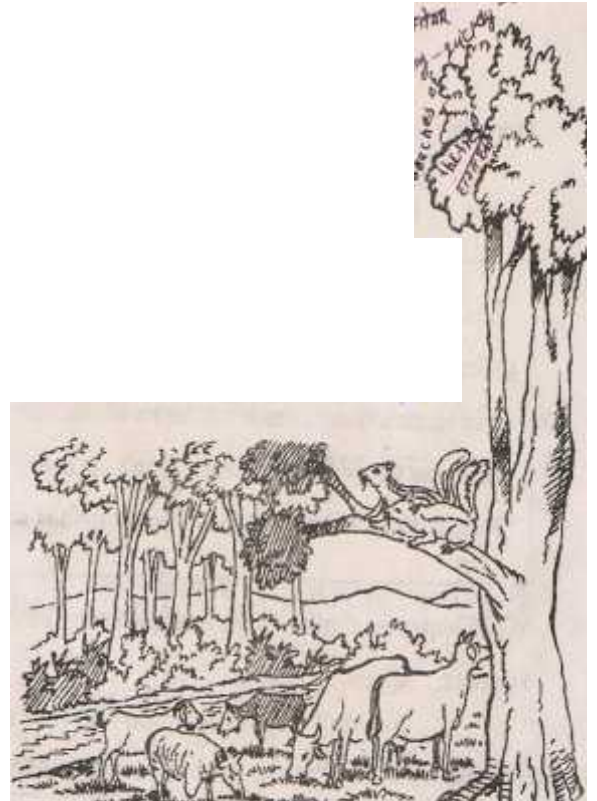
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## APPENDIX - 1

### Test Items

#### Leisure

What is this life if, full of care,  
We have no time to stand and stare,  
No time to stand beneath the boughs,  
And stare as a long as sheep or cows.  
No time to see, when woods we pass,  
Where squirrels hide their nuts in grass,  
No time to see, in broad daylight  
Streams full of stars like skies at night,  
No time to turn at Beauty's glance,  
And watch her feet, how they can dance,  
No time to wait, till her mouth can,  
Enrich that smile her eyes began,  
A poor life this if, full of care,  
We have no time to stand and stare.



- W.H Davies

**Appendix - II**  
**Rank of the students according to the pre-test result**

<b>S.N.</b>	<b>Obtained Marks</b>	<b>Pre-test</b>
1	Sabina Shrestha	81
2	Uma Ale	76.5
3	Nil Kumari Rana	74
4	Chanda G.C	73
5	Manish Dhakal	71.5
6	Binod Neupane	70
7	Shanker Subedi	68.5
8	Shanti Shahi	68.5
9	Manoj Thapa	68.5
10	Narendra Rana	66
11	Bandana K.C.	65
12	Kiran Khand	64
13	Sunil Shrestha	63
14	Sangita Sen	61
15	Sanju Sunam	61
16	Rajan Khanal	60
17	Ramesh Thapa	60
18	Mahendra Shrestha	58
19	Istfar Ali	56.5
20	Safina Khatun	56
21	Wakir Ali	56
22	Sanju Thapa	56
23	Yogendra Sen	54
24	Santosh Sunam	54
25	Uma Thapa	53.5
26	Rabin Malla	52.5
27	Ashok Sing	51.5
28	Yogendra Rana	51
29	Ravi Shahi	48.5
30	Yanu Maya Thapa	46.5
31	Netra Rana	46.5
32	Puran Thapa	46
33	Mani Ram Thada	44.5
34	Kabita Rana	43.5
35	Khem Bdr. Shahi	38.5
36	Padam Raj Shrestha	30.5

**Appendix - II**  
**Group division on the basis of the odd even ranking process of the pre-**  
**test**  
**Experimental Group**

<b>S.N.</b>	<b>Obtained Marks</b>	<b>Pre-test</b>
1	Sabina Shrestha	81
3	Neel Kumari Rana	74
5	Manisha Dhakal	71.5
7	Shankar Subedi	68.5
9	Manoj Thapa	68.5
11	Bandana K.C.	65
14	Sangeeta sen	61
16	Rajan khalal	59.5
18	Mahendra Shrestha	58
20	Safina Khatun	55.5
22	Sanju Thapa	56
24	Santosh Sunam	54
25	Uma Thapa	53.5
27	Ashok Sing	51.5
29	Ravi shahi	48.5
31	Netra Rana	47
33	Mani Ram Thada	44.5
35	Khem Bdr. Shahi	38.5



**Group division on the basis of the odd even ranking process of the pre-  
test  
Control Group**

<b>S.N.</b>	<b>Obtained Marks</b>	<b>Pre-test</b>
2	Uma Ale	76.5
4	Chanda G.C.	73
6	Binod Neupane	70
8	Shanti Shahi	67.5
10	Narendra Rana	66
12	Kiran Khand	64
13	Sunil Shrestha	63
15	Sanju Sunam	61.5
17	Ramesh Thapa	60
19	Istfar Ali	56.5
21	Wakir Ali	56
23	Yogendra sen	54
26	Rabin Malla	52.5
28	Yogendra Rana	51
30	Yanu Maya Thapa	46.5
32	Puran Thapa	46
34	Kabita Rana	43.5
36	Padam Raj Shrestha	30.5

**Appendix - III**  
**Item wise Individual scores of Experimental group in the Pre-test**

S.N.	Name	Multiple Choice	True/false	Matching	Similar meaning	Opposite meaning	Rhyming	Q.A.	Substitution	Total
1	Sabina Shrestha	8	8	10	4	8	6	29	8	81
2	Neel Kumari Rana	8	8	10	2	8	6	27	5	74
3	Manisha Dhakal	8	6	10	6	8	-	30	3.5	71.5
4	Shankar Subedi	10	8	10	2	6	6	20.5	6	68.5
5	Manoj Thapa	4	6	6	8	8	6	25.5	5	68.5
6	Bandana K.C.	6	4	6	6	6	6	25	6	65
7	Sangeeta sen	6	6	6	4	8	6	19	6	61
8	Rajan khanal	8	8	10	2	6	4	19	3	60
9	Mahendra Shrestha	6	6	6	4	6	4	20	6	58
10	Safina Khatun	6	6	10	2	8	6	14	4	56
11	Sanju Thapa	6	6	6	2	6	6	18	6	56
12	Santosh Sunam	6	6	6	4	8	4	15	6	54
13	Uma Thapa	6	6	6	4	6	6	14.5	5	53.5
14	Ashok Sing	6	6	6	2	8	6	12.5	5	51.5
15	Ravi shahi	6	6	6	4	8	6	7.5	5	48.5
16	Netra Rana	4	4	6	2	4	6	14.5	6	46.5
17	Maniram Thada	10	2	6	2	6	-	15.5	3	44.5
18	Khem Bdr. Shahi	4	6	6	4	6	-	9.5	3	38.5
	<b>Total marks</b>	<b>118</b>	<b>108</b>	<b>132</b>	<b>64</b>	<b>124</b>	<b>84</b>	<b>336.5</b>	<b>90.5</b>	<b>1056.5</b>
	<b>Percentage</b>	<b>65.5</b>	<b>75</b>	<b>73.5</b>	<b>44.37</b>	<b>86</b>	<b>75.83</b>	<b>46.66</b>	<b>50.2</b>	<b>58.69</b>
	<b>Average marks</b>	<b>6.55</b>	<b>6</b>	<b>7.33</b>	<b>3.55</b>	<b>6.88</b>	<b>4.51</b>	<b>18.66</b>	<b>5.02</b>	<b>58.69</b>

### Item wise Individual scores of Experimental group in the Post-test

S.N.	Name	Multiple Choice	True/false	Matching	Similar meaning	Opposite meaning	Rhyming	Q.A.	Substitution	Total
1	Sabina Shrestha	10	6	10	6	8	6	32.5	8	86.5
2	Neel Kumari Rana	10	8	10	6	8	6	30.5	7	85.5
3	Manisha Dhakal	10	6	10	8	8	6	30	8	86
4	Shankar Subedi	10	8	10	8	8	6	30.5	8	88.5
5	Manoj Thapa	8	8	10	6	8	6	30.5	7	83.5
6	Bandana K.C.	10	6	10	6	8	6	28	6	80
7	Sangeeta sen	6	6	10	6	7	4	25.5	7	71.5
8	Rajan khanal	8	6	10	4	7.5	4	15	4	58.5
9	Mahdenra Shrestha	6	6	10	4	6	6	24	6	68
10	Safina Khatun	10	8	10	7.5	8	6	23	6	78.5
11	Sanju Thapa	8	6	10	6	8	6	28.5	8	80.5
12	Santosh Sunam	6	6	10	6	8	6	25	6	73
13	Uma Thapa	8	6	6	8	8	6	26	6	74
14	Ashok Sing	8	6	6	7.5	7.5	6	21	5	67
15	Ravi shahi	8	6	6	8	8	6	32	8	82
16	Netra Rana	8	6	6	4	4	6	19	6	59
17	Maniram Thada	8	6	10	8	8	6	23.5	3	72.5
18	Khem Bdr. Shahi	6	4	6	4	6	4	15	5	52
	<b>Total marks</b>	<b>148</b>	<b>114</b>	<b>160</b>	<b>113</b>	<b>134</b>	<b>102</b>	<b>114</b>	<b>459.5</b>	<b>1346.5</b>
	<b>Percentage</b>	<b>82.2</b>	<b>79.12</b>	<b>88.8</b>	<b>78.37</b>	<b>93</b>	<b>94.33</b>	<b>63.3</b>	<b>63.75</b>	<b>74.8</b>
	<b>Average marks</b>	<b>8.22</b>	<b>6.33</b>	<b>8.88</b>	<b>6.27</b>	<b>7.44</b>	<b>5.66</b>	<b>6.33</b>	<b>25.52</b>	<b>74.80</b>

### Item wise Individual scores of Control group in the Pre-test

S.N.	Name	Multiple Choice	True/false	Matching	Similar meaning	Opposite meaning	Rhyming	Q.A.	Substitution	Total
1	Uma Ale	8	6	10	2	8	6	28.5	8	76.5
2	Chanda G.C	8	6	10	4	6	6	28	5	73
3	Binod Neupane	8	6	10	4	6	6	25	5	70
4	Shanti Shahi	8	4	10	4	8	6	22.5	6	68.5
5	Narendra Rana	8	6	10	4	6	6	22	4	66
6	Kiran Khand	6	6	6	8	8	6	18	6	64
7	Sunil Shrestha	8	6	10	4	6	6	19	4	63
8	Sanju Sunam	8	8	6	4	8	6	15	6	61
9	Ramesh Thapa	6	6	6	4	8	6	18	6	60
10	Istfar Ali	10	8	6	2	6	4	15.5	5	56.5
11	Wakir Ali	8	6	10	2	6	6	13	5	56
12	Yogendra sen	6	6	6	4	6	4	17	5	54
13	Rabin Malla	6	8	6	4	8	4	11.5	5	52.5
14	Yogendra Rana	6	6	6	4	6	6	12	5	51
15	Yanu Maya Thapa	6	6	4	2	8	6	9.5	5	46.5
16	Puran Thapa	8	6	2	4	8	4	12	2	46
17	Kabita Rana	8	4	4	2	6	-	16.85	3	43.5
18	Padam Shrestha	6	4	4	2	8	-	3	3.5	30.5
	<b>Total marks</b>	<b>132</b>	<b>108</b>	<b>126</b>	<b>64</b>	<b>126</b>	<b>88</b>	<b>306</b>	<b>88.5</b>	<b>1038.5</b>
	<b>Percentage</b>	<b>73.3</b>	<b>75</b>	<b>70</b>	<b>44.37</b>	<b>87.5</b>	<b>81.33</b>	<b>42.5</b>	<b>49.16</b>	<b>57.69</b>
	<b>Average marks</b>	<b>7.33</b>	<b>6</b>	<b>7</b>	<b>3.55</b>	<b>7</b>	<b>4.88</b>	<b>17</b>	<b>4.91</b>	<b>57.69</b>

### Item wise Individual scores of Control group in the Post-test

S.N.	Name	Multiple Choice	True/false	Matching	Similar meaning	Opposite meaning	Rhyming	Q.A.	Substitution	Total
1	Uma Ale	10	6	10	8	8	6	31	9	88
2	Chanda G.C	10	6	10	8	8	6	32	6	86
3	Binod Neupane	8	6	10	6	8	6	29	7	80
4	Shanti Shahi	6	6	10	8	8	4	24.5	7	73.5
5	Narendra Rana	8	4	10	6	6	6	24.5	6	70.5
6	Kiran Khand	8	6	10	6	8	6	26	8	78
7	Sunil Shrestha	10	6	10	6	8	6	22	6	74
8	Sanju Sunam	10	6	6	8	8	6	17	5	66
9	Ramesh Thapa	10	6	6	8	8	6	27	5	76
10	Istfar Ali	8	4	6	5	8	6	12	4	53
11	Wakir Ali	8	6	6	6	6	6	16	6	60
12	Yogendra sen	8	8	6	6	6	6	16	7	63
13	Rabin Malla	8	8	10	8	7	6	24.5	4	75.5
14	Yogendra Rana	8	6	10	6	6	4	15	6	61
15	Yanu Maya Thapa	6	8	8	6	8	4	10.5	5	55.5
16	Puran Thapa	10	4	10	7	8	6	24.5	5	74.5
17	Kabita Rana	8	6	10	6	8	4	24.5	5	71.5
18	Padam Shrestha	8	6	4	7	8	6	15	-	54
	<b>Total marks</b>	<b>152</b>	<b>108</b>	<b>152</b>	<b>121</b>	<b>135</b>	<b>100</b>	<b>101</b>	<b>391</b>	<b>1260</b>
	<b>Percentage</b>	<b>84.4</b>	<b>75</b>	<b>84.4</b>	<b>84.62</b>	<b>93.75</b>	<b>55.5</b>	<b>56.1</b>	<b>54.3</b>	<b>70</b>
	<b>Average marks</b>	<b>8.44</b>	<b>6</b>	<b>8.44</b>	<b>6.72</b>	<b>7.5</b>	<b>5.55</b>	<b>5.61</b>	<b>21.72</b>	<b>70</b>

## **APPENDIX - IV**

### **Daily Lesson Plan**

**Date: 2066-09-07**

**Topic: Leisure**

**No. of students: 18**

**Teaching item: Read and answer**

**Time: 40mins**

**Technique: Interaction**

**1. Specific objectives: On completion of this lesson, the students will be able to:**

- describe the picture given in the textbook.
- answer the questions based on the poem. Eg.
  - a. What is the poem about?
  - b. What are the streams compared with?

**2. Teaching materials:**

A picture of people being busy in their own work.

**3. Teaching Learning Activities:**

**Pre-reading activities**

The teacher shows the picture and asks the students to speculate on what is happening.

- He writes down the title of the poem on the board.
- He divides the students into the groups and let them speculate on what the poem with this title is likely about.

- The students interact each other, combine their ideas and report back to the whole class.

### **While Reading Activities**

The teacher provides the students the title and first line of the poem and asks them to suggest what the second line might be.

- When all suggestions will be heard, the teacher writes the second line and asks for the third and so on, till the end of the poem.

- The teacher gives the missing words and students have to fill in the gaps either by themselves or using a list of words provided.

- The teacher engages the students in a brief discussion in which they find themselves the acceptable lines of the poem.

- The teacher asks the students to decide which definitions of a particular word in the one that best fits the meaning of the words.

- The teacher asks the students some comprehension questions. Eg.

a. Why is the poet unhappy?

b. What is a poor life according to the poet?

### **Post -reading activities**

The teacher gives two or three interpretations of the poem asks them to decide which they think is the most appropriate.

### **Evaluation:**

The teacher evaluates the students asking the following questions. e.g.

a) What are the natural beauties mentioned in the poem?

b) What is the main message of the poem?

c) Why isn't the poet happy?

## Daily Lesson Plan

**Date: 2066-09-07**

**Topic: Leisure**

**No. of students: 18**

**Teaching item: Read and answer**

**Time: 40mins**

**Technique: Conventional**

**1. Specific objectives: On completion of this lesson, the students will be able to:**

- describe the picture given in the textbook.
- answer the questions based on the poem. Eg.
  - a. What is the poem about?
  - b. What are the streams compared with?

**2. Teaching materials:**

Usual classroom materials.

**3. Teaching Learning Activities:**

- The teacher describes the picture in the poem for example. The cattles are grazing under the trees. The squirrels are climbing on the boughs of the tree.
- He writes down the meaning of some words eg. boughs, glance, stare.
- He also picks up the rhyming words from the poem and clarifies them.
- He reads the poem line by line and translates in both the source and target language text.
- He assigns the students to read the poem silently. He facilitates them if they find any difficulties.



- He finally gives the summary of the poem and the students take note of it.

**Evaluation:**

The teacher evaluates the students asking the following questions:

- a) Who has composed this poem?
- b) Is the poet happy with the human life?
- c) What does the poet want from the readers?



