CHAPTER-ONE: INTRODUCTION

This chapter introduces different terminologies related to linguistics, language teaching and literature. It gives a short introduction about the title and background information, review of the related literature, significance of the study and the objectives of the study.

1.1   General Background

It is an openly articulated fact that language is a means of communication. Human beings communicate by means of speech, for which they use sounds that have specific patterns and meaning. Humans have been accustomed to following this system of communication, which we call 'language'. Animals, just as humans also have to communicate for survival but their system of communication is far more limited while compared to human language. Some animals possess some of the features of human language like interchangeability, displacement, semanticity, etc., but studies show that no animal can use human language. The reason behind it is that they don't have well-developed vocal organs and brain as humans do (Rai, 2000:19). From this it is clear that language is species specific i.e. specific to human being only.

Although we cannot exactly say as to how many languages are spoken in the world, it is reported that there are over 3,000 languages (Huxley, 1968:6) and English is one of them. It is believed that English originated in England and belongs to the West Germanic sub-branch of the Indo-European family of language. It is developed from old English which was used by the Anglo-Saxons. Soon it spread to many of the British Isles and colonies of the British Empire.

English is often considered as the most widely used language of the world. It is the dominant language of the United Kingdom, the United States, Australia, Canada and many other countries. It is used as an official language in several countries such as India, Hong Kong, the Philippines, Singapore,

South Africa, Ireland, New Zealand and so on. It is estimated that there are 300-500 million people who speak English as their first language. More over, it is the mostly taught language in mass media, business, entertainment, diplomacy and the internet.

1.1.1 Language Teaching

Language teaching is a matter of pedagogy; it is a way of spreading knowledge, skills, abilities and proficiencies in language use whereas language is a scientific discipline. Linguistics has made a great contribution in the study of several fields in many ways and language teaching is one of them. It is also noted that language teaching receives implications not only from linguistics but also from other disciplines like psychology, sociology, pedagogy and so on.

In the past, when the term 'Applied Linguistics' was coined, it meant for language teaching only i.e. applied linguistics and language teaching are the same. But today because of the inclusion of several other fields of study under applied linguistics these two are not treated as the same concepts. Although the language is the common point between the two, the approaches, aims and objectives, techniques and procedures are different, consequently they are pre-occupied with different kinds of activities.

On the basis of theoretical framework, the aim of language teaching is to impart linguistic skills to the language learners i.e. to help the learners to acquire competence in language use. In other words, teaching means creating environment that maximally facilitates learning by helping the language learners to learn. Language learning involves learning of different aspects of language like vocabularies, structures, and functions of language. So in language teaching, the teacher tries to develop the skills on these aspects.

The historical background of teaching English in Nepal is not very long. Formally, it was started in 1910 B.S. when the first Rana Prime Minister Janga Bahadur Rana returned from his journey of England. He established a school in

Kathmandu for teaching the English language, which was known as Darbar School. During that period teaching learning was limited to Rana families only. Later, Dhir Shamsher permitted the sons and daughters of government officials to study in Darbar School. The common public started to study there since 1942 B.S. when Bir Shamsher became the prime minister of Nepal.

In 2007 B.S. democracy was established in Nepal. Consequently many new schools were opened. This provided the common people to study with a great freedom. Nepal National Education Planning Commission (NNEPC) was formed in 2011 B.S. which suggested that English language teaching should start from grade IV to graduate level as a compulsory subject. As per the suggestions by NNEPC report, English was started to be taught as a compulsory subject from grade IV to graduate level and as an optional subject from secondary level to master level. During the Panchayat system from 2017 to 2046 B.S., the development of teaching English was a little satisfactory because the government permitted to establish private schools. The establishment of private schools played a great role in language teaching as the English language was the medium of instruction.

When democracy was restored in 2047 B.S. in Nepal, Nepal National Education Commission (NEC) was founded in order to give suggestion to develop education system in Nepal. It submitted its report in 2049 B.S. It emphasized on developing English language teaching situation in Nepal. As a result, many campuses and universities were established and English was taught as a compulsory as well as optional subject. Nowadays, the English language is being taught from grade I to bachelor level. In private schools, nursery rhymes, songs etc. are being taught from the very beginning. This attempt will certainly play a significant role in the development of English language teaching in Nepal.

1.1.2 Techniques in Language Teaching

A technique in language teaching is considered as an implimentational trick used in real classroom teaching. An American applied linguist Edward Anthony (1963) identified technique as an implimentational trick, stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method and therefore in harmony with an approach as well (Richards and Rodgers, 2001:19). Techniques are the particular levels at which classroom procedures are described. Techniques are in direct contact with in language classroom. So, what a language teacher actually does in a real classroom teaching can be called a technique which adopts a particular approach.

There are different techniques developed nowadays in the field of language teaching. Some of them are teacher-centered techniques which focus on the dominant role of the teacher in language teaching and some others are student-centered techniques.

Some mostly used teaching techniques are listed below:

i)   Lecture;
ii)   Explanation;
iii)   Illustration;   Teacher-centered
iv)   Demonstration;   techniques
v)   Recitation;
vi)   Dramatization
vii)   Prepared talks
viii) Individual works
ix)   pair work/group work   Student-centered
x)   Role play   techniques
xi)   Simulation
xii)   Discovery technique, etc.

Although some of the above mentioned techniques are teacher-centered and some of the others are student-centered, no technique can be labeled good or bad on its own. Since a technique is applied in a language class room, a particular technique can be an appropriate way of leading the students' learning in a particular situation and may be the next technique can be a suitable trick in another situation. So, whether a teacher demonstrates, asks students to play the role of different people or asks them to recite and depends on different factors like management of language classroom, availability of teaching materials, number of students in the class, nature of the teaching point, level of students, among others.

1.1.3 Teaching of Literature

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

i)   It is motivating

ii)   It is stimulus for language acquisition.

iii)   It expands students' language awareness.

iv)   It develops students' interpretative abilities.

v)   It has general educational value.

vi)   It is an authentic material.

vii)   It helps students to understand the culture.

viii) Students enjoy it and it is a fun.

ix)   It encourages students to talk about their opinions and feelings.

x)   It is highly valued and it has a high status.

xi)   It is found in many syllabuses.

Likewise Collie and Slater (1990) identified it as the record of human spirit and the history of human race. Not only these, but literature also provides suitable context for teaching vocabulary grammar and other aspects and skills of language.

Teaching of literature effectively in a language classroom requires the following facts as Sharma (2004:294) describes:

i)   Focus on good comprehension and critical analysis.

ii)   Use of creative possibilities.

iii)   Encouragement for the students to memorize short poems and texts.

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

v)   Giving assignment etc.

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

i)   Valuable authentic material

ii)   Cultural enrichment

iii)   Language enrichment

iv)   Personal involvement, etc.

What a particular sort of literary text does a person need is questioned because the criteria of suitability clearly depends ultimately on each particular group of students' needs, interests cultural background and language level. It is

important to choose a genre of literature that is relevant to life experiences, emotions or dreams of the learners.

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 writings, discussions, questionnaires, visuals 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 incompleted. 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:

i)   Literature makes language teaching lively and interesting: while studying the target language literature, the students read poems, songs, dramas, novels; one act plays etc. which makes language learning interesting and easy. When the learners become interested in learning, it becomes live and permanent.

ii)   Literature provides variety of inputs: In learning literature students come in contact with different varieties of language, cultures, life

styles and styles of expressing and interpreting the literary text which enriches students' language learning ability.

iii) Literature helps personal growth of students: the study of literature develops students' argumentative skills, skills of systematic expression, intensive and extensive reading skills, etc. Identifying with 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' imagination, deepens experiences and heightens their awareness.

iv) Literature develops students' language awareness: Teaching of literature identifies students with different forms of discourse in which they find breaking of usual rules, deviated syntax, collocation, breaking of cohesion, etc. Similarly, they find the use of registers, styles of language use etc. The learning of such things develops students' language awareness and involves them to discover different features of language than the rigidly governed language by grammatical rules and regulations.

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

vi) Literature provides authentic materials: 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 Poetry

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, etc. 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.

Teaching poems does not mean to ask the learners to recite the poem. But it means helping them to understand the language used in them, lexis used there. It should also encourage the learners to read the poem in a poetic way. Teaching of poetry follows a systematic way of classroom activities like stimulating students' interests in the text, providing the necessary cultural and historical background of the poem, helping students towards the interpretation of the poem and follow up activities. The learners should understand the rhythm used in the poem, they should be able to read the poem properly and do the activities related to the poem, after they are taught. They should even get encouragement to write poems based on a particular theme.

1.1.6 Types of poetry

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

i)   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. 'The Paradise Lost' by

Milton, 'Iliad and Odyssey' by Homer and 'Sakuntala' by Devakota are the examples of epics.

ii)   Lyric: The poem that can be sung is called a lyric. It is a non-narrative poem which presents a single character who expresses the state of mind or process of thought or feelings. 'To a skylark' by P.B. Shelly, 'To his Coy Mistress' by Andrew Marvell etc. are the examples of lyrics.

iii)   Ballad: Balled is a poem that deals with a traditional story. The word 'ballad' is derived from the Portuguese word 'balada' which means the dancing song. A ballad is a song which tells a story. The original version of ballad is composed by an unknown author. There are different types of ballad like fold ballad, broad side ballad and literary ballad, etc.

iv)   Odes: 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 ode, irregular ode and horation ode. An ode is composed in praise of someone or something.

v)   Elegy: The poem which is composed for lamenting on someone's death is called an elegy. An elegy expresses the song of death, mourning of someone and separation of lovers and beloved. '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.

vi)   Sonnet: The poem that generally composed within fourteen lines is called a sonnet. The lines in a sonnet are usually in iambic pentameters with considerable variation in rhyming scheme. There are two main parts of a sonnet, i.e. octave and sextet. The first eight lines are called octave and the last six lines are called sextet. Sonnets

contain a special rhyming scheme. There are different types of sonnet according to their rhyming scheme. Petrachen sonnets, Shakespearean sonnets, Spenserian sonnets etc. are the examples of different types of sonnets.

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

1.1.7   Teaching Poetry in Nepal

In the present education system of Nepal, poetry has been included in the curriculum from primary level to master level. In the higher secondary compulsory English curriculum, there are five poems in each grade (grade XI and XII). From this, the necessity of teaching English poetry to develop students' language understanding power is clearly reflected. (Rai, 2004:14) writes "A true poetry opens our eyes to the sensuous beauty and spiritual meanings in words of human experience and of nature to which we otherwise should remain blind".

But teaching of poetry in the context of Nepal is not what it should be; i.e. it is mostly teacher-centered. In all levels, may it be secondary, higher secondary or university level, the teacher gives a lecture and students take notes of it. Students do not have any role in teaching and learning poetry. Rai, (2004:103) Further writes that the teachers do the following things to teach poetry in this level.

i)   Translating the poem into Nepali.

ii)   Giving line by line meaning of the poem.

iii)   Giving summary or theme of the poem.

This way of teaching poetry does not enable the students develop their own understanding of the poem. They understand what the teacher wants them

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to understand. Consequently, average students cannot understand the poem outside the text.

A poem cannot be understood without knowing about the poet and its general background, i.e. the poem written in foreign socio-cultural background cannot be understood except the meaning of individual words. That is why, the knowledge about the poet and the place where the poem is written, helps the students understand the poem.

It is always better to help the learners learn rather than telling everything about the poem. The teacher should help students to develop their own understanding of the poem by providing clues and discussing it with them. Rai (2004:104) says "Teachers should not teach but help them to learn".

1.1.8 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.

1.1.9 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 able to analyze the poems critically.

Thus, we can say that teaching poetry at higher secondary level is a challenging job.

1.1.10 Strategies of Teaching Poetry

According to Lazar (1993:129-31), the following strategies are applied while teaching poetry.

A. Pre-reading Activities

Students' interest is stimulated in the text by:

-     Making the students predict the theme of the poem, its title or a few key words or phrases in the poem.

-     Giving different lines from the poem to the students or the group of the students so that they can suggest the subject or the theme.

-     Getting the students to discuss pictures or photograph relevant to the theme of the poem.

-     Asking the students what they would do, and how they would respond, if they were in a situation similar to the one in the poem.

Students are provided with the necessary historical and cultural background by:

-     Making the students read or listen to the text which describes the historical or cultural background to the poem.

-     Getting students to read or listen to the text about the author's life which may deepen their understanding of the theories of the poem.

-     Having the students discuss what are appropriate behavous or feelings in their culture or society in a particular situation and making them compare this with the emotions in the poem.

- Giving the 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.

Students are helped with the language of the poem by:

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

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

B. 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.

C.   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 meanings 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 the students to compare the two versions of a poem in modern English, if written in rather archaic language.

- Asking very advanced students to compare a poem with two different translations of it in their own language.

- Making students practise reading the poem aloud and decide what mimes or gestures would accompany a choral reading.

D.   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.

1.2   Review of the Related Literature

So far no research has been carried out about the techniques used in teaching **Techniques Used in Teaching Poetry** in the department of English education. However, some of the researchers in this department have conducted some researches about different techniques used in language teaching and literature as well. Some of them are as follows:

Devkota (2003) carried out a complete study on the title 'Learning strategies in literary texts; an attitudinal study. 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 questionnaire for both the teachers and students. He found out that students used the strategies of immediately noting downs the unknown words and consult dictionary, using the reference materials and translation in some cases.

Gyawali (2004) conducted a research study on the title 'A Study of Teaching Poetry at Secondary Level'. His objective of the study was to explore the strategies and problems of teaching poetry in secondary level. He concluded that the majority of teachers were not acquainted with the learning strategies which created a lot of problems in teaching poetry.

Bhatta (2007) carried out a research study on the title 'A Study on grade X Students' ability to understand literary texts'. His objectives were to find out the students' ability to understand the literary text and to compare their ability in terms of text, sex district and school. He concluded that students were found better in prose than in poetry. The overall understanding of poetry of students

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of Kathmandu district was better than that of Chitwan district and the female students of Kathmandu district were in the highest level of understanding in both kinds of text; 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 in the test were in the average level of difficulty in the course of literature.

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 analyze the strategies and complexities of teaching poetry in higher secondary level and to find out the contribution of poetry in developing language skills and aspects. He randomly selected seven higher secondary schools from Udayapur district for his study. He, in his research, concluded that teaching learning processes were completely teacher-centered and majority of teachers taught vocabularies, descried the title and explained the pictures used in the poem. He also concluded that teaching poetry was an essential way of developing creativity on the students.

A part from these, there are some of the accepted thesis proposals like "A study of teaching poetry in higher secondary level; problems, prospects and methods", "A study on the comprehension of literary text: A case of grade IX optional English," "Cohesion in poems in teaching literature" etc. but they are yet to be finalized. So, the researcher is interested to study in this very title.

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 techniques can be used in teaching poetry and a good 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 "Techniques Used in Teaching Poetry" till now.

Likewise, this study will be helpful to language teachers, language learners and linguists. The findings and recommendations of this study will be beneficial to real classroom teaching. Moreover, the findings of the research will also be beneficial to the syllabus designers, 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 techniques used in teaching poetry in grade XII

ii)   To compare the teaching techniques used in urban and rural areas.

iii)   To suggest some pedagogical implications.

CHAPTER-TWO: METHODOLOGY

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. In this study, the researcher attempted to find out the situation of teaching poetry in higher secondary level regarding teaching techniques. For this the researcher prepared the tools and visited the English teachers and students of higher secondary level who were directly involved in classroom teaching learning process. The following methodologies have been adopted to carry out the study.

2.1   Sources of Data

In the process of this study, the research data have been collected from both sources: Primary and secondary.

2.1.1   Primary source

The primary sources of data were the responses made by teachers and students from questionnaire and class observation of grade XII; education stream in four sampled higher secondary schools of Panchthar district.

2.1.2   Secondary Source

The secondary sources of data collection for the study were the following materials:

- Clark, (1982), Collie, and Slater (2000).

- Apart from these, unpublished M.Ed. theses Bhatta (2006), Timsina (2007) etc. were consulted.

- Different journals, periodicals, informal interview with the language teachers, talk to the seniors and colleagues and

suggestions of the thesis guide were very helpful to finalize the study.

2.2   Population of the Study

The population for the purpose of this study included all the higher secondary level teachers and students in Panchthar district.

2.3   Sample Population and Sampling Procedures

The researcher used the probability sampling procedure to sample the population. Four higher secondary schools of education stream were selected on the basis of cluster sampling (i.e. on the basis of geographical proximity). Two schools were selected from the district headquarters and two from the remote areas of the district using judgmental sampling procedures. The data were collected from the English language teachers who were teaching the courses of 'Heritage of words' in grade XII. Moreover, ten students from each school were randomly selected using fishbowl draw technique for collecting information. 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 to the English language teachers teaching in grade-XII.

- Questionnaire to the students.

- Class observation forms.

Questionnaire to the teachers consists of 15 items (see Appendix-I) where both open ended and closed ended questions were submitted.

Questionnaire to the students also consists 15 items where both closed ended and open ended questions were submitted (see Appendix-II)

A set of class observation form was developed by the researcher consisting of pre-teaching, while-teaching and post-teaching activities (see Appendix-III) to find out the teaching techniques used by the English teachers.

2.5   Process of Data Collection

The researcher followed the following stepwise procedures of data collection:

- The researcher visited the field, i.e. Panchthar district.

- He sampled the four higher secondary schools as described in 2.3.

- 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.

- He provided the list of questionnaire both to the teachers and students respectively and asked them for the information in those schools.

- As the subject teacher taught poems in 'Heritage of Words' the researcher observed his class and marked in his form. The researcher observed three classes in each of the schools.

- Finally, the researcher thanked them for providing information and help. By the help of those data the researcher identified some of the techniques used in teaching poems in 'Heritage of Words' in grade-XII.

2.6   Limitations of the Study

This study was done with the following limitations:

-       Research field was confined to Panchthar district. Data were only collected from four sampled higher secondary schools of Education Stream in the district.

-       This study covered only the teaching techniques used in teaching poems in 'Heritage of Words' in grade XII in those higher secondary schools.

-       This study was limited to the responses from the questionnaires by the teachers and students of the sampled higher secondary schools and class observation form used by the researcher.

-       Only four teachers and forty students were taken as the informants for the research.

-       Other factors like, size of the classroom, classroom management, training to the language teachers, students' presentation and participation etc. were not considered.

CHAPTER-THREE: ANALYSIS AND INTERPRETATION

After collecting the required 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 and so on.

The analysis, interpretation and presentation of data is classified into two sections. The first section generally deals with the analysis and interpretation of the techniques used in teaching poetry in higher secondary schools of Panchthar district specially while teaching poetry in 'Heritage of Words' in grade-XII. Likewise the second section deals with the comparison of those techniques used in the classes in the urban and rural areas of the district.

3.1   Analysis of Data in terms of Techniques

This section deals with the analysis of collected data in terms of techniques used while teaching poetry from Heritage of Words. To identity those techniques 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 language teachers of those selected schools. The data were analyzed according to the findings from different tools.

3.1.1 Analysis of data from the questionnaire and face to face interview with English language teachers in terms of techniques

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

Table No. 1: Teachers' Response to item No. 1

Yes	No
80%	20%
Reasons: R_1 The best way of teaching language. R_2. Interesting	Reasons: R_1. Difficult to teach. R_2. Difficult to analyze the meaning

Q.N. 2 Do you start teaching poem by giving the background information about the poem?

Table No. 2: Teachers' response to item No. 2

Yes	Sometimes	No
40%	5%	55%
Reason: The students can not understand the poem with out giving it.	Reason: If it is found it is given, if not, no.	Reasons R_1. Poem is specially taught for pleasure. R_2. It is not given in the book

It was found that 40% of teachers always gave the background information about the poem. They said that students cannot understand the poem without giving the background information, only a few teachers said that giving background information is compulsory while teaching the poem. But 55% of the teachers never gave the background information of the poem while teaching it. According to them it was very difficult to find because it was not given in the book. It shows that most of the teachers are not internally

conscious of the necessity of giving background information while teaching poetry.

Q.N. 3 Do you give the introduction of the poet?

Table No. 3: Teacher's response to item No. 3

Yes	Sometimes	No
60%	30%	10%
Reason It tells about the background of the both poem and the poet.	Reason: If it is found it is given and if not, no.	Reason: R_1. No need to give R_2. very difficult to give.

The above table shows that most of the teachers gave the introduction of the poet but some teachers thought that it was not compulsory and a few teachers totally neglected it.

Q.N. 4. Do you describe the picture of the related poem?

Table No. 4: Teacher's response to item No. 4

Yes	Sometimes	No
70%	15%	15%
Reasons R_1. If motivates the students. R_2. Reflects the subject matter.	Reason: It depends on the clarity of the picture.	Reason: It is not obligatory.

The above table shows that 70% of the teachers always described the picture of the related poem while teaching it. They said describing pictures motivated the students and they could also reflect the subject matter of the

poem. The 15% of the teachers describes the pictures considering how clear it was and only the 15% of the teachers never described the pictures of the poem. Thus, it clarifies that describing picture is indispensable while teaching poem in higher secondary level.

Q.N. 5 Do you give the summary of the poem before teaching it?

Table No. 5: Teachers' response to item No. 5

Yes	Sometimes	No
60%	30%	10%
Reasons: R_1. It is necessary R_2. Students can make their idea about the poem.	Reason: If it is given in the book.	Reasons: R_1. It is not necessary. R_2. It can not give the summary before hand.

The above table shows that giving the summary of the poem before teaching is necessary and most of the teachers did it but some teachers did not do so because they did not think it was necessary and some of them even did not know the summary of the poem before teaching it.

Q.N. 6 Do you describe the title of the poem before teaching it?

Table No. 6: Teachers' response to item No. 6

Yes	Sometimes	No
80%	15%	5%
Reasons R_1. It is essential. R_2. It represents the whole poem.	Reason: If I think it should be described.	Reason: I only read out the title but don't think it should be described.

The above table shows the majority of the teachers i.e. 80% of them described the title of the poem before teaching it. According to them describing the title was obligatory because it represented the whole poem. But only the 15% of them optionally pointed out title of the poem considering the nature of the title and 5% of them said they did not think it should be described.

Q.N. 7 Do you explain the features of the poem, i.e. rhyme, rhythm etc. before teaching the poem?

Table No. 7: Teachers' response to item No. 7

Yes	Sometimes	No
36%	20%	34%
Reason Rhyming patterns makes learning interesting.	Reason: The students feel easy to understand the poem.	Reason: Teaching these features is only suitable in graduate level but not in this level.

The above table shows that 36% of the teachers taught the features of poetry like rhyme and rhythm saying that it made learning interesting, 20% of the teachers used them to make students feel easy to understand the poem where as 34% of the teachers thought those features were only suitable for graduate level but not for higher secondary level. But it can be said that identifying the features of poetry makes learning more interesting and easier.

Q.N. 8 Do you read the poem aloud and ask your students to follow?

Table No. 8: Teachers' response to item No. 8

Yes	Sometimes	No
28%	28%	44%
Reasons: R_1. It helps students to form the habit of reading. R_2. It makes them curious.	Reason: If there are very difficult words it is done and if not, no.	Reason: It is done in lower levels but not necessary in higher secondary level.

The above table shows that 28% of the teachers read the poem and asked students to follow because it helped them to develop reading habit and made them curious to learn. The other 28% of the teachers sometimes did so if the poem was difficult to read for students.

But most of the teachers thought that reading aloud and asking students to follow while teaching poem was appropriate in lower levels but not in higher secondary level.

Q.N. 9 Do you ask you students to predict the theme of the poem?

Table No. 9: Teachers response to item No. 9

Yes	Sometimes	No
37%		63%
Reason: If the poem is easy enough to predict the theme by the students.		Reason: Students cannot predict the theme because it is very difficult.

The above table shows that 37% of the teachers asked their students to predict the theme of the poem if they thought it would be easy for their students. But most of the teachers i.e. 63% of them did not ask to predict the theme of the poem because they thought it was quite difficult. According to the data it can be said that most of the teachers neglected the theme prediction by their students.

Q.N. 10 Do you read the poem as a whole and explain the meaning of the poem?

Table No.10: Teachers' response to item No. 10

Yes	Sometimes	No
72%	13%	15%
Reason It is difficult to give the meaning of the poem one part to another.	Reason: If the poem is difficult to explain line by line, it is explained as a whole.	Reason: Students get confuse with every words if we only explain it as a whole.

The above table shows that 72% of the teachers read the whole poem at first and explained the meaning at the end. They said that giving the meaning was very difficult from one point to another of the poem. Thirteen percent of the teachers sometimes did this and sometimes did not because they said that difficult poem could not be explained line by line. But 15% of them never did so. According to them if the teacher gave the meaning as a whole, the students did not recognize with every words and phrases of the poem. They said that this process of explaining meaning was not a good very of teaching poem.

Q.N. 11 Do you translate the poem in Nepali language?

Table No. 11: Teachers' response to item No. 11.

Yes	Sometimes	No
25%	10%	65%
Reasons: R_1. Students can't understand the poem without translating into Nepali. R_2. Students from the government schools can't understand if not translated.	Reasons: R_1. If the poem is difficult to understand. R_2. It depends on students' demands.	Reason: Teaching English translation into Nepali is not effective and it is not a good way of teaching.

The above table shows that 25% of the teachers of higher secondary level translated the poem into the Nepali language because they said that students could not understand the poem if not translated. They again added the students from government school suffered much if the poem was not translated into Nepali.

The 10% of the teachers sometimes translated and sometimes they did not. According to them it depended on students' demands. Moreover, if the text

was difficult it was translated into L_1. But most of the teachers i.e. 65% of them never translated into L_1. They said that while teaching English, translating in L_1 was not effective and it was not the good way of teaching the English language. Thus, translating poem into L_1 is not good way of teaching. But translation of the difficult words and phrases is not the serious fault of the teachers in teaching poetry.

Q.N. 12 Do you give the symbolic meaning of the poem?

Table No. 12: Teachers' response to item No. 12

Yes	Sometimes	No
70%	30%	
Reason: The poem can't be understood without giving the symbolic meaning.	Reason: If the poem can't be understood from the literal meaning it is done.	

The above table shows that 70% of the teacher always explained the symbolic meaning of the poem. According to them, students could not understand the poem without explaining the symbolic meaning. All the poems of this level consisted of symbolic meaning. Only the 30% of the teachers sometimes explained the symbolic meaning but sometimes they did not. They said that symbolic meaning is explained if the poem is difficult to understand with the literal meaning. Hence, most of the teachers seem to be conscious to the point that poems generally consist of symbolic meaning.

Q.N. 13 Do you give the critical appreciation of the poem?

Table No. 13: Teachers' response to item No. 13

Yes	Sometimes	No
63%	37%	
Reason: It makes the understanding more clear.	Reason: If the poem is easy to interpret it is given, if not, no.	

The above table shows that 63% of the teachers always gave the critical appreciation of the poem. They said that it made understanding more clear. Moreover, students learn everything about the poem with the help of critical appreciation. But 20% of the teachers sometimes gave the critical appreciation considering the nature of the poem whether it was easy to interpret or not.

Q.N. 14 Do you give the central idea of the poem at the end?

Table No. 14: Teachers response to item No 14

Yes	Sometimes	No
100%		
Reasons: R_1. It makes understanding clear. R_2. Students develop skill to analyze the text.		

The above table shows that cent percent of English language teachers of higher secondary level gave the central idea of the poem at the end. They said that the central idea of the poem made learning more clear so that students could analyze the poem in their own way.

Q.N. 15 What technique do you use to teach the poem?

Table No. 15: Teachers' response to item No. 15.

Teacher centered	Student centered	Mixed
64%	46%	12%
Reasons: R_1. Poem is very difficult to handle by students. R_2. Teachers' involvement is dominant	Reason: Student can understand the poem if their role in learning is dominant.	Reason: Any technique can be used according to the situation.

The above table shows that 46% of the teachers used teacher centered techniques in teaching poem because poetry, they think, is very difficult to handle by students so the teacher must be involved in a dominant way. Similarly, 42% of the teachers used student centered techniques in teaching poems. They said that if the students were seriously involved in learning they could learn well, and teacher's role should be of guide only. Twelve percent of the teachers thought that any technique could be used according to the situation.

3.1.2 Analysis of data from the students in terms of teaching techniques

The researcher collected the data from four higher secondary schools of Panchthar district to find out the teaching techniques used by 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 magnitude of the students was classified into four groups as shown in the following table. The total population of information was forty. The data were collected from the following four groups.

Table No. 16: An overview of total students

S.N.	Group	Informants (Students)
1.	A	The students from Shree Siddha Devi Higher Secondary School, Nangin-9, Panchthar
2.	B	The students from Prithivi Higher Secondary School, Yashok
3.	C	The students from Phidim Higher Secondary School, Phidim-1, Panchthar
4.	D	The students from Kanchanjungha Higher Secondary School, Phidim-1, Panchthar

The responses from the four groups of students are tabulated from table No. 17 to 20 below.

Table No. 17: Responses from the students of group 'A'

Question No.	Always	Sometimes	Never	Remarks
1.	43%	50%	7%	
2.	-	-	100%	
3.	40%	60%	-	
4.	10%	80%	10%	
5.	100%	-	-	
6.	18%	70%	12%	
7.	100%	-	-	
8.	80%	10%	10%	
9.	10%	16%	74%	
10.	17%	23%	60%	
11.	80%	20%	-	
12.	Yes, 60%	No.......	Not written by others	
13.	Yes, 80%	20%		
14.	'Grandmother' 65%	'Gods grandeur' 35%		
15.	Translation 100%	.....	Not written by others	

It was found that only the 43% of the students of Shree Siddha Devi Higher Secondary School got pleasure when their teacher taught poem in the class. Likewise 50% of the students sometimes got pleasure and sometimes they did not. Seven percent of the students never liked the poem in the class. Almost all of the students of the school said that their teacher never gave the general background before teaching the poem. Forty percent of the students responded that their teacher always described the pictures given in the book related to the poem whereas 60% of them said their teacher never described the pictures. Ten percent of the students said that their teacher always explained the title; other 10% of them said the teacher never explained the title and 80% of them said sometimes their teacher explained it and sometimes they did not. Cent percent of the students responded that their teacher read the poem aloud and asked them to follow. Considering the explanation of the poem they gave mixed responses. Some 18% of the students said that their teacher always read the poem aloud and explained the meaning at the end. Majority of students i.e. 70% of them responded that the teacher sometimes did so and sometimes did not. But 12% of them responded that their teacher never did so. Cent percent of the students responded that their teacher read the poem line by line and explained the meaning of it. Similarly 80% of the students responded that their teacher always translated the poem into the Nepali language. Ten percent of them responded he sometimes did so and other 10% responded the teacher never did so. Ten percent of the students responded that their teacher always gave the critical appreciation of the poem, 16% of them responded sometimes the teacher did so and sometimes not but majority of students i.e. 74% of them responded that their teacher never gave the critical appreciation of the poem. Seventeen percent of the total students responded that their teacher involved them in teaching learning activities, 23% of them responded that their teacher sometimes involved them in teaching learning activities and sometimes not but 60% of the students responded that their teacher never involved them in teaching learning activities. Likewise, 80% of the students responded that their

teacher summarized the poem at the end but 20% of them responded that he sometimes did so and sometimes did not.

Similarly, 60% of the students responded that learning poem was more difficult than other texts but the others gave no response about it. Fifty percent of the students forwarded their view that they liked to write poems but 20% of them said they did not like because it was very difficult to write. Sixty five percent of the total students forwarded their view that the poem 'Grandmother' was very interesting because it generally described the family life but 35% of them said that the poem 'God's grandeur' was very interesting because it talked about the power of god. Cent percent of the students responded that their teacher applied the translation technique to teach poetry in their class.

Table No. 18: Responses from the students of Group-'B'

Question No.	Always	Sometimes	Never	Remarks
1	60%	30%	10%	
2	-	20%	80%	
3	50%	30%	20%	
4	90%	-	10%	
5	80%	20%	-	
6	20%	-	80%	
7.	100%	-	-	
8.	60%	10%	30%	
9.	18%	22%	60%	
10.	30%	-	70%	
11.	80%	20%	-	
	Yes	No		
12.	Yes, 50%	Not written by others		
13.	Yes, 80%	20%		
14.	'Gods Grandeur' 45%	'Full Fathom Five Thy Father Lies'55%		
15.	Translation, 90%	Explanation,10%		

It was found that 60% of the students from Prithivi Higher Secondary School Yashok got pleasure when their teacher taught poems in the class. Thirty percent of them sometimes liked it and sometimes did not, but 10% of them never got pleasure in learning poetry in the class. Twenty percent of them responded that their teacher gave the general background of the poem but 80% of them responded that their teacher never gave the general background. Similarly, 50% of the students responded that the teacher always described the pictures related to the poem, 30% of them said the teacher sometimes did so and sometimes not but 20% of them said that the teacher never descried the pictures. Likewise, 90% of the students responded that their teacher described the title always before teaching the poem but 10% of them said that the teacher sometimes described the title and sometimes not. Similarly, 80% of the students responded that their teacher read the poem aloud and asked them to follow always but 20% of them responded that sometimes he did so and sometimes did not. Twenty percent of the students responded that their teacher always explained the meaning of the poem but 80% of them responded that their teacher never explained the meaning.

The total number of students i.e. 100% of them responded that their teacher always read the poem line by line and explained the meanings of the lines. Similarly, 60% of the students said that their teacher always translated the poem into the Nepali language, 10% of them said sometimes did so and sometimes did not but 30% of them said that their teacher never translated the poem into Nepali language i.e. mother tongue. Similarly, 18% of the students responded that their teacher always gave the critical appreciation of the poem, 22% of them responded that their teacher sometimes did so and sometimes not but 60% of the students responded that their teacher never gave the critical appreciation of the poem. Thirty percent of the students said that their teacher always involved them in teaching learning activities but the majority of students i.e. 70% of them said that their teacher never involved them in teaching learning activities. Eighty percent of the students responded that their

teacher always summarized the poem at the end but 20% of them responded that their teacher sometimes did so and sometimes not.

Similarly, 50% of the students responded that learning poetry is more difficult than the other texts but no response was got from 50% of the students. Eighty percent of the students forwarded their view that they liked writing poem all the time but 20% of them said that sometimes they liked to write poem and sometimes not. Likewise 45% of the students responded that they liked the poem 'God's grandeur' from the text but some 55% of them responded that they liked the poem 'Full Fathom Five Thy Father Lies' from the text (book). Ninety percent of the students responded that their teacher used the translation technique while teaching poetry but 10% of them responded that their teacher used the explanation technique in teaching poetry.

Table No. 19: Responses from the students of Group 'C'

Question No.	Always	Sometimes	Never	Remarks
1	70%	30%	-	
2	40%	20%	40%	
3	70%	-	30%	
4	50%	50%	-	
5	-	60%	40%	
6	10%	10%	80%	
7	100%	-	-	
8	10%	10%	80%	
9	-	-	100%	
10	64%	20%	16%	
11	45%	55%	-	
12	Yes 100%	No	-	
13	Yes 57%	No 23%	Not written by other	
14	'Grandmother' 40%	'God's Grandeur' 55%		
15	Discovery 65%	Recitation 35%		

It was found that 70% of the students from Phidim Higher Secondary School, Phidim-1, Panchthar always got pleasure when their teacher taught poem in their class but 30% of the students responded that sometimes they liked it and sometimes did not. Forty percent of the students said that their teacher always gave the general background of the poem before teaching it, 20% of them responded that their teacher sometimes did so and sometimes did not and rest 40% responded that their teacher never gave the general background before teaching the poem. Similarly, 70% of the students forwarded their view that their teacher always described the pictures related to the poem but other 30% of them responded that the teacher never described the picture given. Fifty percent of the students responded that their teacher always described the title of the poem before teaching the actual lines of the poem but rest 50% responded that he sometimes described the title and sometimes not. Similarly, 60% of the students responded that their teacher sometimes read the poem aloud and asked them to follow but 40% of them responded that their teacher never did so. Ten percent of them responded that their teacher always read the poem as a whole and explained the meaning of it, 10% of them responded that their teacher sometimes did so and sometimes not whereas 80% of them responded that their teacher never read the poem as a whole and explained the meaning of it. The total number of students i.e. 100% of them responded that their teacher always read the poem line by line and explained the meaning of it. Similarly, 10% of the total students responded that their teacher always translated the given poem into Nepali language, i.e. L1 but other 10% of them said that he sometimes did so and sometimes not. But majority of the students i.e. 80% of them responded that their teacher never translated the poem into Nepali language. Cent percent of the students responded that their teacher always gave the critical appreciation of the poem. Likewise, 64% of the students responded that their teacher always involved them in teaching learning activities, 20% of them said that he sometimes involved them and sometimes did not but 20% of the students responded that their teacher never involved them in teaching learning activities. Forty five

percent of the students responded that their teacher always summarized the poem at the end but 55% of them responded that their teacher never gave the summary of the poem.

Similarly, 57% of the students forwarded their views that they liked writing poems but 23% of the students responded that they sometimes liked it and sometimes did not but rest of students did not response anything about it. Forty percent of the students responded that they liked the poem 'Grandmother' because it was about kindness and devotion to family and 55% of the students liked 'God's Grandeur' because it was a devotion to god. It was found that 65% of the students responded that their teacher used the discovery technique to teach in the class and 35% of them responded that their teacher used the recitation technique in teaching poem in their class.

Table No. 20: Responses from the students of Group-'D'

Question No.	Always	Sometimes	Never	Remarks
1	90%	10%	-	
2	74%	6%	20%	
3	100%	-	-	
4	80%	20%	-	
5	35%	30%	35%	
6	60%	-	20%	
7	46%	24%	30%	
8	19%	10%	80%	
9	100%	-	-	
10	85%	15%		
11	100%	-	-	
12	Yes, 16%	No, 84%		
13	100%	-		
14	'Grandmother' 81%	'Traveling Through the Dark' 19%		
15	Pair work, 42%	Discovery, 58%		

It was found that 90% students of Shree Kanchanjungha Higher Secondary School, Phidim-1, Panchthar forwarded their view that they always got pleasure when their teacher taught poem in the class but 10% of them responded that sometimes they liked the poem and sometimes did not. Similarly, 74% of students responded that their teacher always gave the general background of the poem and the poet before teaching it. Six percent of them responded that the teacher sometimes did so and sometimes did not but 20% of the students responded that their teacher never gave the general background of the poem and poet before teaching the poem. Cent percent of the students responded that their teacher described the pictures given in the text before teaching the poem. Likewise, 80% of the students responded that their teacher always explained the title of the poem before teaching the actual poem but 20% of them responded that their teacher sometimes explained the title and sometimes did not. Thirty five percent of the students responded that their teacher always read the poem aloud and asked them to follow. Thirty percent of them responded that he sometimes did so and sometimes not but 35% of them responded that their teacher never read the poem aloud and asked them to follow. Sixty percent of the students responded that their teacher always read the poem as a whole and explained the meaning of it but 20% of the students responded that the teacher never did so. Similarly, 46% of the students responded that their teacher always read the poem line by line and explained the meaning, 24% of them said that the teacher sometimes did so but 30% of them responded that their teacher did not read the poem line by line and explained the meaning. Ten percent of the students responded that their teacher always translated the poem into the Nepali language, 10% of them responded that their teacher sometimes translated the poem into the Nepali language but 80% of the students responded that the teacher never translated the poem into the Nepali language. All of the students i.e. 100% of them responded that the teacher gave the critical appreciation of the poem. Similarly, 85% of the total students responded that their teacher always involved them in teaching learning activities but 15% of them responded that the teacher sometimes involved the

students in teaching learning activities and sometimes did not. The total number of students i.e. 100% responded that the teacher always summarized the poem at the end.

Similarly, 16% of the total students responded that learning poem was more difficult than learning the other texts but 84% of them responded that learning poem was not difficult than learning the other texts. The total number of students i.e. 100% of them responded that they always liked to write the poem. Eighty one percent of the students responded that they liked the poem 'Grandmother' from their text whereas 19% of the students responded that they liked the poem 'Traveling through the Dark' from their text. Similarly, 42% of the students responded that their teacher used the 'Pair Work' technique in teaching but 58% of them responded that their teacher used discovery technique in teaching poetry in the class.

3.1.3 Analysis of Data from the Class Observation form in Terms of Teaching Techniques

The researcher observed the classes of each English language teacher three times while teaching poetry in the class. The researcher filled the checklist form observing the class. The teaching techniques 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. 21: Responses from the class observation form

Pre-teaching activities

Items	Siddha Devi H.S. School		Prithvi H.S. School		Phidim H.S. School		Kanchanjungha H.S. School	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Stimulating students	√			√	√		√	
2. Giving background information		√		√		√	√	
3. Describing pictures	√		√		√			√
4. Introducing the author		√	√			√	√	
5. Introducing rhetorical devices		√		√		√	√	
6. Reading the poem aloud	√		√		√		√	
7. Teaching vocabulary related to the poem		√	√		√			√
8. Introducing the tone of the poem		√		√		√	√	
9. Explaining the title	√			√	√		√	
10. Asking students to guess about the poem	√		√			√	√	

It was found that in Siddha Devi H.S. School the teacher stimulated his students, in Prithivi H.S. School the teacher did not stimulate. In Phidim H.S. School and in Kanchanjungha H.S. School the teacher stimulated his students. Similarly, in Siddha Devi H.S. School, the teacher did not give the background information of the poem and in Prithivi H.S. School and in Phidim H.S. also the teacher did the same but in Kanchanjungha H.S. School, the teacher gave the general background information of the poem. In Siddha Devi H.S. School

the teacher gave the general background information of the poem. In Siddha Devi H.S. School, in Prithivi H.S. School Yashok and in Phidim H.S. School the teacher described the pictures related to the poem but in Kanchanjungha H.S. School, the teacher did not explain the pictures given. Likewise, in Siddha Devi H.S. School, in Prithivi H.S. School Yashok and in Phidim H.S. School the teachers did not introduce the author but in Kanchanjungha H.S. School, the teacher introduced the author also. In Siddha Devi H.S. School, in Prithivi H.S School Yashok and in Phidim H.S. School the teachers did not introduce the rhetorical devices and rhyme and rhythm but in Kanchanjungha H.S. School the teacher introduced the rhetorical devices. Almost all the teachers in all the schools read the poem aloud. Similarly, in Siddha Devi H.S. School and in Kanchanjungha H.S. School the teacher did not teach the difficult vocabularies found in the poem but in Prithivi H.S. School Yashok and in Phidim H.S. School the teachers taught the difficult vocabularies and then only they moved towards the actual lines of the given poem. In Siddha Devi H.S. School, Prithivi H.S. School Yashok and Phidim H.S. School the teachers did not introduce the tone of the poem but only in Kanchanjungha H.S. School the teacher introduced the tone of the poem. Similarly, in Siddha Devi H.S. School and in Prithvi H.S. School Yashok the teachers did not explain the title of the poem they directly went to the lines of the poem but in Phidim H.S. School and in Kanchanjungha H.S. School, the teachers explained the title of the poem. Similarly, in Siddha Devi H.S. School, in Prithivi H.S. School and in Kanchanjungha H.S. School, the teachers asked the students to guess about the poem but in Phidim H.S. School, the teacher did not give a chance for the students to guess about the poem.

Table No. 22: Responses from the class observation form

While-teaching activities

Items	Siddha Devi H.S. School		Prithvi H.S. School		Phidim H.S. School		Kanchanjungha H.S. School	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Giving jumbled version of the poem and asking to put together again		√		√	√		√	
2. Asking to guess what comes in order		√		√		√	√	
3. Leading students to wards symbolic meaning	√			√		√	√	
4. Asking students to recite the poem	√		√		√		√	
5. Creating group/pair work/activity		√	√		√		√	
6. Asking to do the gap filling exercise		√		√	√		√	
7. Asking students to look dictionary for meaning	√			√	√		√	
8. Asking comprehension questions		√		√	√		√	
9. Imparting the theme of the poem	√		√		√		√	
10. Asking students to explain the theme		√		√	√		√	

It was found that in Siddha Devi H.S. School and in Prithivi H.S. School, the teachers did not give the jumbled versions of the poem and asked students to put them together again while teaching poetry in the class but in Phidim H.S. School and in Kanchanjungha H.S. School, the teachers gave the jumbled versions and asked students to put them together again. In Siddha Devi H.S. School, in Pirthvi H.S. School and in Phidim H.S. School, the teachers did not ask students to guess what came in order in the poem but in Kanchanjungha H.S. School, the teacher asked students to guess what come in order in the poem. Similarly, in Siddha Devi H.S. School, in Prithvi H.S. School Yashok and in Phidim H.S. School, the teachers did not lead the students towards the symbolic meaning of the poem but in Kanchanjungha H.S. School, the teacher always led the students towards the symbolic meaning of the poem. Likewise all of the teachers in all of the schools asked students to recite the poem. In Siddha Devi H.S. School, the teacher didn't create the group work/pair work activity but in others all the schools the teachers created the group/pair work activities. In Siddha Devi H.S. School and in Prithivi H.S. School, the teacher did not give the gap filling exercises but in Phidim H.S. school and in Kanchanjungha H.S. school the teachers provided the gap filling exercises. In Prithivi H.S School the teacher did not ask students to look dictionary for the difficult vocabulary used in the poem but in Siddha Devi H.S. School, in Phidim H.S. school and in Kanchanjungha H.S. school, the teachers asked students to look dictionary for the meaning of the difficult words given in the poem. Similarly, in Siddha Devi H.S. School and in Prithivi H.S. School, the teachers did not provide the comprehensive questions while teaching poem in the class but in Phidim H.S. School and in Kanchanjungha H.S. School the teachers asked students the comprehensive questions related to the poem while teaching in the class. All of the teachers in all of the schools imparted the theme of the poem at the end of their lesson while teaching poetry in the class. Similarly, in Siddha Devi H.S. School and in Prithivi H.S. School, the teachers did not ask students to explain the theme of the poem in their own words but in

Phidim H.S. School and in Kanchanjungha H.S. School the teachers asked their students to explain the theme of the poem in their own words.

Table No. 23: Responses from the class observation form

Post-teaching activities

Items	Siddha Devi H.S. School		Prithvi H.S. School		Phidim H.S. School		Kanchanjungha H.S. School	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Giving different interpretations and asking to find out the correct one		√		√	√		√	
2. Asking to compare the language of the poem with general language	√			√	√		√	
3. Asking students for choral reading	√		√		√		√	
4. Asking to make similar poem of their own		√		√		√		√
5. Asking to read other poems by the same author	√			√	√		√	
6. Asking students' own opinion about the poem		√	√			√	√	
7. Asking them to find out focused lines in the poem	√		√		√		√	
8. Asking students to do the activities given in the text	√		√		√		√	

It was found that in Siddha Devi H.S. School and in Prithivi H.S. School, the teachers did not give different interpretations of the poem and ask the students to select the correct one but in Phidim H.S. School and in Kanchanjungha H.S. School, the teachers gave different interpretations of the poem and asked students to select the correct one as a post teaching activity. Similarly, the teacher in Prithivi H.S. School did not ask their students to compare the language of the given poem with the general language but in Siddha Devi H.S. School, in Phidim H.S. School and in Kanchanjungha H.S. School, the teachers asked the students to compare the language of the poem with general language. In all of the four higher secondary schools, the teachers asked students for choral reading. Likewise, it was found that no teachers in no schools asked students to prepare the similar type of poem. In Prithivi H.S. School, the teacher did not ask the students to read other poems by the same author but in Siddha Devi H.S. School, in Phidim H.S. School and in Kanchanjungha H.S. School, the teachers asked their students to read other poems by the same author. In Siddha Devi H.S. School and in Phidim H.S. School, the teachers did not ask their students to give their own opinion about the poem but in Prithivi H.S. School and in Kanchanjungha H.S. School, the teacher asked their students to give their own opinion about the poem, taught. It was found that all of the teachers in all the four higher secondary schools asked their students to find out the mostly focused lines in the poem as a post teaching activity. Similarly in all the four schools, the teachers asked their students to do all the exercises given in the text.

CHAPTER-FOUR: FINDINGS AND RECOMMENDATIONS

4.1 Findings

The findings of the study are as follows:

4.1.1 Findings in terms of teaching techniques

In general, the following techniques were applied by the teachers while teaching poems.

    i) Translation

    ii) Explanation

    iii) Recitation

    iv) Group work/pair work

    v) Discovery technique, etc.

4.1.2 Findings in terms of the techniques used in urban and rural areas of the district

Findings in terms of similarities

    i)   It was found that a great majority of the teachers had interests in teaching poem in grade XII.

    ii)   It was found that both in urban and the rural areas the teachers read the poem aloud and asked the students to follow in pre-teaching stage.

    iii)   It was found that both in urban and rural areas, the teachers asked students to recite the poem that showed that students were made habituated to read out the poem.

iv) It was found that 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.

Findings in terms of differences

i) It was found that the teachers in urban areas explained the pictures related to the poem and the title of the poem but they did not teach difficult vocabularies used in the poem.

ii) The teachers in rural areas did not encourage their students to guess about the subject matter, and they did not ask guessing questions. But in urban areas, the teachers asked guessing questions also.

iii) Some teachers in rural areas did not provide the background information about the poem and the poet that made students difficult to understand and analyze the poem.

iv) It was found that the teachers teaching in rural areas of the district did not introduce the rhetorical devices used in the poem that made teaching poem ineffective.

v) It was found that the teachers teaching in rural areas of the district did not give the jumbled version of the poem and ask students to put the sentences together again. But in urban areas of the district the teachers followed this technique.

vi) It was found that most of the teachers teaching in rural areas did not provide the symbolic meaning of the poem.

vii) It was found that about the 50% of the teachers in urban areas created the group work/pair work activities in teaching poetry. It was a good way of involving students in real learning situation.

viii) It was found that the teachers teaching in rural areas of the district did not ask the students to consult dictionary for difficult words but teachers in urban areas of the district asked to do so. This showed that there was a difference in teaching techniques in remote and urban areas of the district.

ix) It was found that most of the teachers gave the theme of the poem which was satisfactory. But the teachers teaching in rural areas of the district did not ask their students to explain the theme of the poem. So, those students were not able to understand it in a clear way.

x) It was found that in rural areas, the teachers read the poem aloud and explained its meaning line by line into the Nepali language but they did not teach the features of the poem and explain the meaning verse by verse more effectively which is regarded as a very important activity. This showed that the teachers were using the faculty strategies in teaching poetry.

xi) In post-teaching activities also, the teachers were found not giving different interpretations, creative writing exercises and not involving students in acting discussion and conversation in rural areas that showed the teachers were poor in teaching.

xii) The teaching learning process was highly teacher centered. The teachers came in the class and explained the subject matter in their own way. But there was no motivation, encouragement and students' participation in the classroom in rural areas of the district.

4.2 Recommendations

The researcher puts forward the following recommendations as pedagogical implications.

i) The teaching learning process should be made fun. English should be used as a medium of instruction and teaching learning should be learner centered.

ii) Communicative language teaching atmosphere should be created in the class.

iii) The teacher should start the class with motivation and warming up activities.

iv) The teacher should encourage the students to guess the subject matter of the text and answer the questions before teaching poem in the class.

v) The description of the title and pictures related to the poem is highly important while teaching poetry in the class.

vi) The teachers should introduce the rhyming patterns of the poem.

vii) It is necessary to teach vocabularies used in the poem before going through the poem.

viii) It is better to read the whole poem first by the teacher and ask students to follow him.

ix) It is better to explain the meaning of the poem verse by verse than line by line or word by word.

x) It is not admirable to translate the poem into the Nepali language but the teacher is permitted to explain some difficult words or phrases in students' mother tongue.

xi) Giving a long critical appreciation of the poem is not appropriate in this level but it is better to give the summary of the poem.

xii)   The teacher should give the central idea of the poem.

xiii)   Giving the symbolic meaning of the poem depends upon the poem itself. If the poem is understandable through the literal meaning, the symbolic meaning is not necessary. If not, it is obligatory.

xiv)   The teacher should evaluate the students and provide necessary feedback at the end of the class that can be fruitful for further learning.

xv)   The students should be given different writing exercises. They should not only deal with textbook exercises but also other various types of exercises.

xvi)   Creating rhymes by the teacher and asking students to do so is better because it leads students learn the text in a cheerful manner.

xvii)   It is better to create different classroom activities like role play, dramatization, group work/pair work activities, conversation, discussion etc. in the classroom. It makes learning more effective and memorable.

xviii) The teacher should focus in listening and reading skills while teaching poetry in the class. Moreover, he/she can give different practices focusing on other language skills as well.

xix)   The teacher should play the role of a facilitator but not of a dictator in teaching poetry in the language classroom.

xx)   The teacher should encourage his students to guess the answers, predict the theme, subject matter etc. of the poem before teaching it.

xxi) The teacher should use different kinds of teaching materials in the language classroom as the situation demands.

xxii) English language teachers should be laborious to minimize the problems in teaching and to maximally facilitate the students.

xxiii) For the general uniformity in teaching, English language teachers should be involved in professional seminars, conferences and meetings and share the ideas among them.

xxiv) Higher secondary Education Board, Ministry of Education and other concerning authorities should arrange the training programmes to English teachers of Higher Secondary Level on 'How to teach poetry in the classroom?'

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QUESTIONNAIRE PLUS INTERVIEW SCHEDULE TO THE ENGLISH LANGUAGE TEACHERS

Name of the teacher:

School/College:

Qualification:

Experience: ....years

Please read the following questions and give your answers.

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

....

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

....

Q.N. 3 Do you give the introduction of the poet?

....

Q.N. 4 Do you describe the pictures related to the poem?

....

Q.N. 5 Do you give the summary of the poem before teaching it?

....

Q.N. 6 Do you describe the title of the poem?

....

Q.N. 7 Do you explain the features of the poem like rhyme rhythm etc?

....

Q.N. 8 Do you read the poem aloud and ask your students to follow?

....

Q.N. 9 Do you ask your students to predict the theme of the poem?

....

Q.N. 10 Do you read the poem as a whole and explain the meaning of the poem?

....

Q.N. 11 Do you translate the poem in Nepali language?

....

Q.N. 12 Do you give the symbolic meaning of the poem?

....

Q.N. 13 Do you give the critical appreciation of the poem?

....

Q.N. 14 Do you give the central idea of the poem at the end?

....

Q.N. 15 What technique do you use to teach the poem?

....

QUESTIONNAIRE TO THE STUDENTS

Name of the Student:

School/College:

Grade:

Age:

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

Q.N. 1 Do you get pleasure when your teacher teachers poem in the class?

    i) Always   ii) Sometimes   iii) never

Q.N. 2 How often does your teacher start teaching poem from some general background?

    i) Always   ii) Sometimes   iii) Never

Q.N. 3 How often does your teacher describe the picture of the poem before teaching it?

    i) Always   ii) Sometimes   iii) Never

Q.N. 4 How often does your teacher explain about the title of the poem before teaching it?

    i) Always   ii) Sometimes   iii) Never

Q.N. 5 How often does your teacher read the poem loudly and ask you to follow?

    i) Always   ii) Sometimes   iii) Never

Q.N. 6 How often does your teacher read the poem as a whole and explain the meaning at the end?

    i) Always   ii) Sometimes   iii) Never

Q.N. 7 How often does your teacher read the poem line by line and explain the meaning of it?

     i) Always   ii) Sometimes   iii) Never

Q.N. 8 How often does your teacher translate the poem in Nepali?

     i) Always   ii) Sometimes   iii) Never

Q.N. 9 How often does your teacher give the critical appreciation of the poem?

     i) Always   ii) Sometimes   iii) Never

Q.N. 10 How often does your teacher involve you in teaching learning activities?

     i) Always   ii) Sometimes   iii) Never

Q.N. 11 How often does your teacher summarize the poem?

     i) Always   ii) Sometimes   iii) Never

Q.N. 12 Is learning poem more difficult than learning other texts? If yes please point out the causes of it.

     ....

Q.N. 13 Do you like to write Poem? If not, why?

     ....

Q.N. 14 Which poem from your book is very interesting? Why?

     ....

Q.N. 15 What are the techniques that your teacher uses in your classroom?

     ....