

CHAPTER ONE

INTRODUCTION

This study is concerned with the activities used for teaching poems in 'New Generation English'. This chapter will introduce different terminologies related to linguistics, language teaching and literature. It will give 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

New Generation English is a newly introduced textbook prescribed for the three - year Bachelor of education programme under Tribhuvan University. This is one of the three books prescribed for the General English course which carries 70 percent of the total weighting allocated focusing on two skills reading and writing.

Definitely, considering the needs of the students of the Faculty of Education and to develop their wider exposure to a variety of reading materials and genres, the renowned authors have brought reading materials from varied regions like Japan, Malaysia, India, the Caribbean, South Africa, Great Britain, the USA, Spain, the Arab, Fiji, Oceanian, Nepal which present the widest variety in terms of geographical locations, linguistic backgrounds, socio-political context and historical diversity. As well as they have equally included traditionally defined genres such as poems, short stories, essay, novels (excerpts); non-fiction texts such as travelogue, interview and several descriptive and narrative writings.

Altogether there are fifty-two authentic reading text, a large number of them are descriptive, narrative and expository ones. These reading materials will introduce personalities of great eminence or otherwise, like Rabindranath Tagore, Albert Einstein, Sigmund Freud, William Wordsworth, Dominique Lapierre, Vs Naipaul, Salman Rushid, Paulo Coelho, and many more.

To develop the students' argumentative and critical thinking the writers have selected all together eight poems from different linguistic and cultural background which play significant role on language awareness and familiarization of foreign cultures. The poems included in this book are:

- i. Letter from foreign grave
- ii. Do not say
- iii. Mother to son
- iv. Stopping by woods on a snowy evening.
- v. The Buddha's wife
- vi. Composed upon westminister Bridge
- vii. A mid -summer Noon in the Australian forest
- viii. Gitanjali

These poems will be the source of amusement as well as motivation to the students to engage them in different learning activities. Similarly, the main motives of this course book are to develop in students an ability to comprehend and interpret different kinds of written texts by exposing them to a wide variety of authentic contemporary reading materials and to develop in students different kinds of writing skills needed for effective communication on matters of general and academic interests.

1.1.1 Texts in New Generation English

A newly introduced textbook 'New Generation English' is prescribed for the three year Bachelor of Education programme under Tribhuvan University. This is one of the three books prescribed for the General English course which carries 70 percent of the total weighting allocated to this course - focusing mainly in the skills, reading and writing.

This book has been prepared by a team comprised of ten university teachers who have a long experience in the field of English language teaching. The team has

been led by professor Jai Rai Awasthi, Chairperson of the English and Other Foreign Languages Education Subject Committee. This book is a response to the university decision taken last year in favour of the total overhaul of the extant curriculum in order to make it in consonance with new socio-political changes in Nepal.

Definitely, the preparation of the textbook required to undergo different stages like selection of appropriate materials, their grading and sequencing in the most suitable order. Moreover, each of the selected texts demands series of exercises in order to give the ample opportunity to practice a variety of language learning skills that the curriculum focuses. Considering this fact and to develop the wider exposure of the students of Faculty of Education the renowned authors have brought reading materials from varied regions like Japan, Malaysia, India and so on.

The reading materials included in this book present the widest variety in terms of geographical locations, linguistic backgrounds, socio-political contexts and historical diversity. The variety can also be realized in terms of theme, genre, topic and form of writing. Finally, there are altogether fifty two authentic reading texts, a large number of them are descriptive, narrative and expository consisting poems, short stories, novels (excerpts); non fiction text such as travelogue, interview, and several descriptive and narrative writings by the famous authors like Rabindranath Tagore, Albert Einstein, Sigmund Freud, William Wordsworth and so on.

1.1.2 Language Teaching

Language teaching is a matter of pedagogy; it is an art. It is a way of spreading the skills, abilities and proficiencies in language use. Linguistics has made a great contribution in the study of several fields in many ways and language teaching is one of them. The language teachers make use of different linguistic theories and insights in course of imparting education. In this connection, linguistics is a

producer or giver and language teaching is a consumer or taker. But 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 means 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 language is the common point between the two, the approaches, aims and objectives, techniques and procedures are different consequently they are preoccupied with different kinds of activities. On the other hand, 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 the different aspects like vocabulary, structure and function 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 returned from his journey of England. He established a school in Kathamandu for teaching 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 become 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 Educaiton planning commission (NNEPC) was formed in 2001 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 development of English language teaching.

1.1.3 Techniques in Language Teaching

A technique in language teaching is referred to an implicational aspects, which actually takes place in a real classroom teaching. An American applied linguist Anthony (1963) defined "A technique is implicational that actually takes place in a classroom". It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well Richard and Rodgers (2001, p. 19). Thus, techniques are the particular levels at which classroom procedures are described. Techniques are in direct contact with in language classroom. So, what a teacher actually does in a real classroom can be called a technique which adopts a particular approach. It varies when teacher varies. It depends upon the teacher, his individual artistry and the composition of the class.

Nowadays, different techniques are developed in the field of language teaching. Some of them are teacher-centered techniques which focus on the dominant role of the teacher and which are more logical than psychological. On the other hand, others are student-centered techniques which emphasize the student and his or her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority and educational requirements. It is more psychological than logical.

Some mostly used teaching techniques are listed below:

- i. Lecture
- ii. Explanation
- iii. Illustration
- iv. Demonstration
- v. Individual work
- vi. Pair work
- vii. Group work
- viii. Project work
- ix. Drama
- x. Strip story
- xi. Role play
- xii. Simulation
- xiii. Discovery technique

1.1.3.1 Teacher -Centered Techniques

In teacher -Centred techniques teacher plays the dominant role. S/he is the authority in the classroom. This approach is more logical than psychological. It emphasizes the product rather than the process. Some of the teacher-centered techniques are discussed in the following section.

I. Lecture

It is a pedagogical device in which generally teacher gives lecture on subject to be taught. According to lee (quoted in Agarwal, 1996), "The lecture is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem". It can be used to clarify matters, to review significant details of the lesson, to expand contents and motivate students.

II. Explanation

Explanation is explicit description or definition of concepts or process. The success/failure largely depends upon successful explanation which is greatly influenced by factors like continuity, fluency and simplicity. According to Panton (cited in Aggarwal, 1996), "explanation forms a kind of bridge between telling and revealing knowledge of the lesson, and it involves a number of other techniques as well as narration and description". The main objective of the explanation is to enable the children to take an intelligent interest in the lesson to grasp the purpose of what is being done and to develop their insight and understanding of how to do it.

III. Illustration

Simply, illustration refers to the use of materials or examples to help make the content interesting, understandable and clear to children. It is one of the forms of explanation and it is useful to bring clarity and vividness to the subject matter. The illustration should be related to the lesson. Illustration is further classified into two, verbal and visual. Verbal illustration refers to any illustrative examples in language. It is especially used at higher level. Similarly, visual illustration is also called concrete or non-verbal. It includes drawing, pictures, maps, charts, flash card etc. It is especially used at lower level. It should be big enough and attractive and should be used when required.

IV. Demonstration

Demonstration is one of the teacher-centered techniques in language teaching. This refers to the acts of showing and explaining something or how something works. In this technique the teacher may demonstrate himself or he may make students demonstrate something.

1.1.3.2 Learner-Centered Techniques

Learner-Centred technique emphasizes the student and his or her individual characteristics as central in conducting instruction instead of focusing on subject matter, external authority, and educational requirements. It is more psychological than logical. It emphasizes the process rather than the product. The teacher functions as a facilitator or a guide. The learners learn by doing themselves. Some of the learner-centered techniques are given below:

I. Individual work

Individual work is one of the learner-centered techniques in language teaching. It is opposed to the concept of whole class teaching. It is also called lockstep learning in which all students learn same thing using same material. It is useful technique for those students who enjoy finding out information for themselves. Such individual learning is a vital step in the development of learner autonomy.

II. Pair work

Pair work is one of the important learner-centered techniques often used in communicative classroom. It is a management task for developing communicative ability (Cross, 1992). In pair work two students can practice language together, study a text, research language or take part in information gap activities. During the pair work students engage in interaction to each other. Teacher works as a monitor or a resource person.

III. Group work

Group work is a learner-Centered language teaching technique provoking involvement and participation of students. In group work real interpersonal interaction takes place. There is not absolute group size in group work. The number of group may vary three to seven/eight. In this technique we can discuss the issue and come up with the group discussion. Harmer says, "small group of around five students provoke greater involvement and participation than a larger group".

IV. Project work

Project work is very much effective but time consuming learner-Centered technique of language teaching. It has been introduced in 1970s as a part of communicative language teaching. The significant feature of this technique is that it involves all the language skills to conduct activities. Moreover, it is an activity which centers around the completion of a task, and usually requires an extended amount of independent work either by an individual student or by group of students. Much of this tasks takes place outside classroom (Richards et. al. 1985).

V. Drama

In a very simple term 'drama is doing'. It is normal thing. It is something that we all engage in daily life when faced with a difficult situation. It encourages genuine communication and involves real emotions and use body language. Definitely, it involves imagination as well as performance. It brings outside world into classroom. Obviously, drama involves use of body language, facial expression, gestures, non-verbal sounds and so on. It emphasizes in learning by doing. It helps developing language skills especially oral skills.

VI. Strip Story

Strip story is a learner-centered technique of language teaching, especially developed as an activity for developing reading skill. It is a technique for presenting a story partwise on small slips of paper called strips. The strips are distributed to individual or group requiring them to organize the strips in a proper sequence so as to reconstruct the story. The main norm of strip story is the creation of information gap. Such information gap will stimulate them to speak.

VII. Role Play

Role play is a learner-centered technique which gives the students an opportunity to practice the language, the aspects of role behaviour, and the actual roles they may need outside the classroom. The distinction between role play and simulation is that students pretend as in real like in simulation but they pretend as to be something or somebody else which they are not in role play. In other words, all role plays are simulations, but not all simulations are role play (Harmer, 1991).

VIII. Simulation

The idea of simulation is the pretence of a real life situation in the classroom i.e. students simulate real world. A simulation is an event. It is not taught. The students have roles, functions, duties and responsibilities as king, manager, administrator, etc. within a structured situation involving problem solving and decision making. In a simulation there is reality of function not pretence. The chairman in a simulation is really a chairman, with the full power and responsibilities of chairmanship. According to Jones (1982), the characteristics of simulation are: (a) reality of function (b) Simulated environment (c) Structure.

IX. Discovery Technique

It is an extremely learner-centered technique for teaching language basically for teaching vocabulary and grammar. This technique does not take textbook as sole source of learning. Moreover, it supports inductive approach to language teaching. In discovery techniques students are given examples of language and are told to find out how they work to discover the grammar rules rather than be told them (Harmer, 1987: 29). It aims to give students a chance to take charge earlier. In this technique the teacher gives students a listening or reading text or source examples of English sentences and then ask them to discover how language works.

Although, some of the above techniques are teacher-centered and some of the others are considered as student-centered, no technique can be said good or bad in its first appearance. Since, a technique is applied in language classroom, a particular technique can be appropriate way of leading the students' learning in particular situation and may be the next technique can be a suitable trick in the another situation. So, whether a teacher demonstrates, asks students to play the role of different persons or asks students to recite depends on different things like management of language classroom, availability of teaching materials, number of

students in the class, nature of the teaching point, level of the students, training for language teachers and so on.

1.1.4 Teaching of Literature

Literature has been an important resource or tool for teaching and learning language. It reflects the mirror of time, place, culture, society etc. It is true that without studying literature the language learning process is always incomplete. Similarly, a literary text interests, stimulates and provokes the imagination of the readers.

According to Collie and Slater (2000) "Literature as an art of writing which collects the peoples imaginations and emotions systematically into words". Similarly, according to Lazar (1993, p.1) "literature is a world of fantasy, horrors, feelings, thoughts, visions etc. which put into words". He has also given the following reasons for using literature with the language learners:

- i. It is motivating .
- ii. It is authentic material.
- iii. It has general educational value.
- iv. It is found in many syllabuses.
- v. It helps students to Understand another culture.
- vi. It is stimulus for language acquisition.
- vii. It develops students interpretation abilities.
- viii. Students enjoy it and it is fun.
- ix. It is highly valued and has a high status.
- x. It expands students' language awareness.
- xi. It encourages students to talk about their opinions and feelings.

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

- i. Focus on good comprehension and critical analysis.

- ii. Use of creative possibilities.
- iii. Encouragement in discussion, pairwork and groupwork activities for the student to memorize short poems and texts.
- iv. Encouragement for the students to memorize short poems and texts.
- v. giving assignments, etc.

Thus, teaching of literature offers a boundful and extremely varied body of written materials. Without studying literature the study of language is worthless. The second language learner is not regarded as a competent language learner unless he learns the target language literature. So, teaching of literature is contributable for the following:

- i. valuable authentic material
- ii. cultural enrichment
- iii. language enrichment
- iv. personal involvement etc.

In this regard, teaching of literature provides the students valuable and authentic materials. It recognizes the students about foreign language and culture. Moreover teaching of literature is a fun activity. Fun in the sense that unless the teacher and the students are in cheerful manner they can't dive into the feeling that literary texts try to deviate them.

1.1.5 Importance of Teaching Literature

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

- 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 make 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 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, style 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 texts, listening cassettes, speaking

more about the subject matter interestingly, reading more texts and writing appreciation, analyzing and interpreting the text. As a result language skills develop naturally.

- 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 materials.

1.1.6 Teaching of Poetry

Wordsworth (1825) defined poetry as "the spontaneous overflow of powerful feelings, it takes its form from emotion recollected in tranquillity". Poetry is one of the literary text in which the words are used specially to express the writer's emotions, feelings and thoughts. Linguistic structures are often violated in poetry. It follows the metrical composition like rhythm, rhyme, meter, tone etc. It has its special rhetorical devices like, Simile, metaphor, irony, paradox and so on. It is characterized as a deviated form of the norms of language. It recognizes syntax, invents its own vocabulary, freely mixed registers and creates its own punctuation. Definitely, the language of poetry makes 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 helpful teaching aid to enrich vocabulary in learners. Moreover, it is useful tool to develop critical, imaginative and creative thinking as well. Teaching poems does not mean that to ask the learners to recite the poem. But it means helping them to understand the language used in them, lexis used there. Thus, using poetry is not then seen simply as activity done for its own sake but as a way of improving language knowledge. We can teach vocabulary, structure and language functions through a piece of poetry. 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' interest 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. Finally, they should even get encouragement to write poem based on a particular theme.

1.1.7 Types of Poetry

There are different forms 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 John Milton, 'Iliad and Odyssey' by Homer and 'Sakuntala' by Devkota are the example 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 example of lyrics.

III. Ballad: Ballad is a poem that deals with a traditional story. The word 'balled' 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 balled like folk ballad, broad side balled 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 example 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 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. Petrarchen hen 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.

1.1.8 Language of Poetry

Poetry is a genre of literature. It is a creative piece of writing generally composed in verse. In the past, poetry was written in verse but now it is written in verse as well as non-verse.

Poetry is created for pleasure. The aesthetic satisfaction is related to poetry. The language of poetry is special and different than the language of any other texts or daily use of language. The poetic language consists rhyming words, rhythm, meter, diction, tone music, alliteration, assonance, etc. The poet uses special type of diction selecting appropriate words to write poem. The rhyming scheme is an

important aspect of poetry which makes the poem standard and symmetrical. The rhythm, meter, tone music make the poem systematic and sweet. The alliteration and assonance are also the important factors of composing poetry.

Poetry differs linguistically from the usual or standard form of language. Poetry recognizes syntax, invents its own vocabularies, freely mix registers and creates its own punctuation. Poetry draws creativity on a full range of archaism and dialects generates new vivid metaphors. Poetry has been described as deviation from the norm of language. It has been argued that poetry frequently breaks the rules of language but it communicates with in a fresh and original way. So, poetry teaches the readers that language may not be quite rigidly governed by rules as we think. It is pedagogically useful and necessary to provide students with idealized language rules. While using poetry students find deviant and unusual language. By this students can expand language awareness and interpretative abilities.

1.1.9 Features of Poetry

The features of poetry are as follows:

- I. Deviation of linguistic norm: The linguistic norm is completely deviated in poetry. The poetic language does not follow the grammatical rules. The sentences are incomplete and unsystematic regarding the grammatical rules in poetry.
- II. Rhyming Scheme: The rhyming scheme is the main feature of poetry. Generally, poetry is composed in verse. To make the verse systematic the rhyming patterns must be used. For example, 'done' is rhyme with 'cone', 'kite' is rhyme with 'bite', etc.
- III. Rhythm: Rhythm refers to the way of composing poem. The rhythm of lyric is different with the rhythm of sonnet. Likewise, the rhythm of epic is different with the rhythm of elegy.

- IV. Diction: Diction refers to the selection of appropriate words in poetry. While composing poem the poet selects the appropriate words according to the subject matter of the poem.
- V. Music and tune: Music and tone are the very important features of poetry. All kinds of poetry are composed with special types of music and tone. The music and tune make the poem sweet and hearty.
- VI. Assonance and Alliteration: Assonance refers to the repetition of vowel sounds in the same or adjacent lines, i.e. '*O Lady bright* can't be *right*'. Alliteration refers to the repetition of the same consonant sounds on the beginning of the words in the same or adjacent lines, i.e. 'I caught this *morning, morning minion*'.
- VII. Use of unusual language: The poetic language is unique and unusual. The readers only find this type of language while reading poetry. The poetic language is used neither in everyday communication nor in interpreting the texts. The linguistic norm is completely deviated in poetry.
- VIII. Use of simile and Metaphor: Simile refers to a way of comparing something by using 'as' and 'like', e.g. My love is like a red rose. On the other hand, metaphor refers to a way of comparing something without using the words 'like' or 'as', e.g. That man is a snake'.

In poetry simile and metaphor are used in great deal which make poetry more interesting and effective.

Thus, due to the above mentioned features the poetic language is unique and different from the language of everyday use and any other texts.

1.1.10 Activities for Teaching Poetry

Poetry is an art of producing pleasure by just expressing the imaginative thoughts and feelings for metrical language. Following wordsworth, "poetry is the spontaneous overflow of powerful thoughts feelings recollected in tranquility".

A part from the aesthetic value it has high value in language teaching. Poetry is helpful teaching aid to enrich vocabulary in learners. Moreover, it is useful tool to develop critical, imaginative, creative thinking in learners and so on.

There is no single method of teaching poems even then the following basic elements must be initially mentioned:

- a. the main idea of the poem.
- b. the rhetorical devices used (simile, metaphor etc.)
- c. the tone of the poem.
- d. the form of the poem (rhyme, stanza, arrangement etc.)

The teacher should not give his own interpretation without hearing those of students. If they are encouraged to express their perceptions and feelings, they will learn to think critically and be more interested in the class and the text.

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

a. Pre-reading activities

Stimulating students interest in the text

- i. Students discuss or describe the photographs or pictures relevant to the theme of the poem.
- ii. Students predict the theme of the poem from its titles and key words and phrases in the poem.
- iii. Students are given different lines of poem and asked to suggest the theme of the poem.
- iv. Students are asked what they would do, and how would they respond if they were in similar situation ?

Providing necessary historical and cultural background

- i. Students read or listen the historical and cultural background related to the poem.
- ii. Students read and listen text about author's life which may deepen their understanding about the theme of the poem.
- iii. Students discuss what are appropriate behaviours or feelings in their culture and society in particular situation.
- iv. Give information about genre, literary movement etc., help students with language of poem metaphorical, symbolic, usual, deviated, connotative meaning of words phrases, grammatical construction, etc.

b. While-reading activities

- i. Students are given a jumbled version of the poem and are asked to put together.
- ii. Removes certain words from the poem and ask students to fill in the gaps.
- iii. Teacher asks students to read one verse at a time and try to predict what is coming next.

- iv. Students underline key words and then speculate the metaphorical or symbolic meaning.
- vi. Students answer comprehension questions about the meaning of certain words or phrases of the poem.

c. Post-reading activities

Helping students towards the interpretation of the poem.

- i. Students are given a series of statements about the possible underlying meanings of the poem and they decide which ones are true and false.
- ii. Give three interpretations and ask them to choose best one.
- iii. If archaic language is used, ask them to compare it with modern language.
- iv. Advanced learners compare the poem with two different translations of it in their own language and choose most satisfactory.
- v. Students imagine they are filming the poem. They decide what visual image they provide to each line.

d. Follow-up activities

- i. Students rewrite the poem in different forms of discourse.
- ii. Students read some other poem by the same author and having similar there.
- iii. Students write their own poem using original as a model.
- iv. Role play or discussion based on theme or subject matter.
- v. Students discuss the values and world view which either implicitly or explicitly expressed in the poem and ask them whether they agree or disagree.

1.2 Review of Related Literature

So far no research has been carried out on "Activities Used in Teaching Poetry: A Case of New Generation English" in the department of English education.

However, some researchers in this department have concluded 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 learning strategies employed in studying literary texts by the B.Ed. students. He randomly selected four campuses from Kathmandu valley for his data collection. He found out that students used the strategies of immediately note down the unknown words and consult dictionary, use of reference materials and translation in some cases. In the same way, Gyawali (2004) conducted a research study on the title, 'A study of teaching poetry at secondary level'. His tool of data collection were questionnaire plus interview to English language teachers questionnaire to the students and class observation of English language teaches. He concluded that the majority of teachers were not acquainted with the learning strategies which created a lot of problem in teaching poetry. Likewise, Bhatta (2006) carried out a research study on the title 'A study on grade ten 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 interms of text, sex, district and school. He concluded that students were found better in prose than in poetry. The overall understanding of poetry of the students of Kathmandu district was better than that of Chitwan district and the female students of Kathamndnu district were in the highest level of understanding in both kinds of texts; poetry and prose.

Subedi (2007) carried out a research on 'Item analysis of multiple choice survey in teaching literature in B.Ed. level'. His objective of the study was 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 using non-random sampling procedure for his study and he concluded that the items in the test were in the average level of difficulty in the course of literature. Timsina (2007) also 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. For this he randomly selected seven higher secondary schools from Udayapur district. He concluded that teaching learning process was completely teacher-centered and majority of teachers taught vocabularies, described the title and explained the picture used in the poem. He also concluded that teaching poetry was an essential way of developing creativity of the students. Similarly, Adhikari (2003) conducted a research study on the title 'Techniques used in teaching poetry'. His objectives of the study were to find out the techniques used in teaching poetry in grade XIII and to compare the teaching techniques used in urban and rural areas. The researcher used the probability sampling procedure to sample the population. He concluded that in general the teachers applied translation, explanation, recitation, group work/pair work and discovery technique while teaching poems and in both urban and rural areas the teachers read the poem aloud and asked the students to follow in pre-teaching stage as well as in both urban and rural areas, the teachers asked students to recite the poems that showed that students were made habituated to read out the poem. Moreover, 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.

Although, so many research works have been carried out in the field of teaching literature in the Department of English Education, no research work has been carried out on the title "Activities Used in Teaching Poetry: A Case of New

Generation English" till now. So, the researcher is interested to study in this very title.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. to explore the activities used while teaching poetry in 'New Generation English'.
- ii. to find out the students' perception on the activities employed.
- iii. to suggest some pedagogical implications.

1.4 Significance of the Study

Teaching poetry in B.Ed. level of Nepal is a difficult task because it requires so many teaching qualities like, stimulating students in learning, knowledge of vocabulary, sentence structure, rhyme, rhythm, creativity, development of argumentative and critical thinking and so on. Definitely, many activities can be used in teaching poetry and a good teacher applies any of them as the situation demands.

So far as some research work are conducted in the field of teaching literature in the department of English Education, no research is done on the title "Activities Used in Teaching Poetry : A Case of New Generating English' till now. So, the researcher thinks it is significant.

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

CHAPTER TWO

METHODOLOGY

This chapter incorporates the description of the sources of data, sampling procedures, tools for data collation and processes of data collection. It also comprises the description and the limitations of the study.

2.1 Sources of Data

Both primary and secondary sources of data were used to carryout the research.

2.1.1 Primary Sources of Data

The primary data for this study were the response made by the teachers and students from observation checklist and questionnaire of B.Ed. first year in eight colleges of Katmandu district so primary sources are the selected teachers and students.

2.1.2 Secondary Sources of Data

The secondary sources of data for this study were consist of the following materials. Clark (1982), Klipped and Penny (1984), Lazar (1999), Collie and Slater (2000), Learson Freeman (2000), Richard and Rodgers (2001). In addition to this unpublished M.Ed. theses Bhatta (2006), Timsina (2007) and different journals, periodicals, informal interview with the language teachers, talk to seniors and colleagues and suggestions of the thesis guide were also helpful to finalize the study.

2.2 Sampling Procedure

The researcher used non-probability sampling procedure to sample the population. Eight B.Ed. colleges of Kathmandu district were selected on the basis of judgmental sampling. The data were collected from eight teachers who were

teaching the course 'New Generation English' and five classes of each were observed. Moreover, ten students from each colleges were selected using quota sampling for collecting information regarding students' perception on the activities used in teaching poetry in 'New Generation English'.

2.3 Tools for Data Collection

The researcher used observation checklist and questionnaire as the research tools. A set of observation checklist form was developed by the researcher consisting of pre-teaching, while teaching and post-teaching activities to find out the activities used by English teachers. Similarly, a set of questionnaire to consisting of 25 items for the students was prepared where both open-ended and close-ended questions were also administered.

2.4 Process of Data Collection

The researcher followed the following stepwise procedures of data collection:

- The researcher visited the field, i.e. Kathmandu district.
- He sampled the eight B.Ed. colleges as described in 2.2.
- He visited each of the selected colleges and established the rapport with the college authority and subject teachers explained the purpose of his study and requested the subject teachers for allowing them to observe their classes.
- He provided the questionnaire to the students and asked them for information in those colleges.
- As the subject teacher taught poems in 'New Generation English' the researcher observed his class and marked in his form. The researcher observed five classes in each of the colleges.
- Finally, the researcher thanked them for providing information and help. By the help of those data the researcher identified some of the activities used in teaching poetry in 'New Generation English'.

2.5 Limitations of the Study

The study was carried out under the following limitations:

- Research field was confined to Kathmandu district. Data were only collected from eight sampled B.Ed. colleges in the district.
- This study covered only the activities used in teaching poems in 'New Generation English' in those colleges.
- This study was limited to the responses from the questionnaires by the students of the sampled colleges and class observation checklist used by the researcher.
- Only eight teachers and five classes of each and eighty students were taken as the informants for the research.
- Other factors like, size of the classroom, classroom management, students' presentation and participation etc. were not considered.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

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

The analysis, interpretation and presentation of data is classified into two sections. The first section generally deals with the holistic analysis of data of class observation. Likewise, the second section deals with the students' holistic perception on the activities.

3.1 Holistic Analysis of Data of Class Observation

The researcher observed the classes of eight English language teachers five times while teaching poetry in the classroom and filled the observation checklist form. The teaching activities performed by the teachers were analyzed and interpreted by using the simple statistical tools of percentage. All the pre-teaching, while-teaching and post-teaching activities were observed.

Table No. 1
Class Observation Found in Pre-Teaching Activities

	Activities	Yes (%)	No (%)	Remarks
1.	Stimulating students.	50	50	
2.	Giving background information.	100	-	
3.	Describing pictures.	10	90	
4.	Introducing the author.	100	-	
5.	Introducing rhetorical devices.	100	-	
6.	Reading the poem aloud .	100	-	
7.	Teaching vocabulary related to the poem.	90	10	
8.	Introducing the tone of the poem.	100	-	
9.	Explaining the title.	75	25	
10.	Asking students to guess about the poem.	80	20	

The above table shows that 50 per cent English language teachers of B.Ed. level started the class from stimulating their students. Almost all i.e. 100 per cent teachers gave background information of the poem. The very few number of teachers i.e. 10 per cent described the pictures related to the poem. Likewise, 100 per cent teachers introduced the author as well as rhetorical devices and read the poem aloud in the classroom. Similarly, 90 per cent teachers taught vocabularies related to the poem. It was found that 100 per cent teachers introduced the tone of the poem where as 75 per cent teachers explained the title of it. Among them 80 per cent teachers asked the students to guess about the poem.

Hence, regarding the pre-teaching activities the researcher found very good activities performing by the English language teachers of B.Ed. level. The pre-teaching activities which are so important in teaching language in general and poetry in particular. Overall, the pre-teaching activities performed by them are found sufficient.

Table No. 2
Class Observation Found in While-Teaching Activities

	Activities	Yes (%)	No (%)	Remarks
1.	Giving jumbled version of the poem and asking to put together again.	10	90	
2.	Asking to guess what comes in order.	60	40	
3.	Leading students towards symbolic meaning.	100	-	
4.	Asking students to recite the poem.	10	90	
5.	Creating group/pair work/ activity.	15	85	
6.	Asking to do the gap filing exercise.	85	15	
7.	Asking students to look dictionary for meaning.	-	100	
8.	Asking comprehension questions.	90	10	
9.	Importing the theme of the poem.	100	-	
10.	Asking students to explain the theme	25	75	

The above table shows that only 10 per cent English language teachers of B.Ed. level gave jumble version of the poem and asked students to put them together again. On the other hand, 60 per cent teachers asked students to guess what comes in order in the poem. Almost all i.e. 100 per cent teachers led the students towards symbolic meaning of the poem. But the very few number of teachers i.e. 10 per cent asked the students to recite the poem. Similarly, 15 per cent teachers created the group/pair work activities which play significant role in language learning. The 85 per cent teachers asked the students to do the gap filling exercise. It was found that 100 per cent teachers did not ask the students to look dictionary for meaning. The vast number of teachers i.e. 90 per cent asked their students the comprehensive questions related to the poem while teaching in the class. Likewise, all the teachers in all of the colleges i.e. 100 per cent imparted the theme of the poem. But only 25 per cent teachers asked the students to explain the theme of the poem in their own words.

Hence, regarding while-teaching activities the researcher found poor activities performing by the English language teachers of B.Ed level. They were found more teacher centered.

Table No. 3
Class Observation Found in Post-Teaching Activities

	Activities	Yes (%)	No (%)	Remarks
1.	Giving different interpretations and asking to find out the correct one.	20	80	
2.	Asking to compare the language of the poem with general language.	90	10	
3.	Asking students for choral reading	-	100	
4.	Asking to make similar poem of their own.	20	80	
5.	Asking to read other poems by the same author.	90	10	
6.	Asking students' own opinion about the poem.	40	60	
7.	Performing different kinds of activities, i.e. acting, conversation, discussion, role play etc.	10	90	
8.	Asking students to do the activities given in the text.	100	-	

The above table shows that only 20 per cent teachers gave different interpretations of the poem and ask the students to select the correct one. The vast majority of the teachers i.e. 90 per cent asked their students to compare the language of the poem with the general language. Likewise, it was found that no teachers in no colleges asked the students for choral reading. But only 20 per cent teachers asked students to prepare the similar type of poem. The 90 per cent teachers asked their students to read other poems by the same author. It was also found that only 10 per cent teachers asked the students to perform different kinds of activities related to poem, i.e. acting, conversation, discussion, etc. But in all eight colleges all the teachers asked their students to do all the exercises given in the text.

Hence, regarding the post-teaching activities the researcher found the teachers were not giving the different kinds of creative writing exercise, asking the students to perform different kinds of activities like, acting, conversation, discussion, evaluating students asking some questions and providing feedback etc.

3.2 Students' Holistic Perception on the Activities

The researcher collected the data from eight B.Ed. level colleges of Kathmandu district to find out the students' holistic perception on the activities while teaching poetry in 'New Generation English'. Ten students from each colleges were randomly selected. The total magnitude of the students was eight which was classified in to eighty groups. The data was collected from those eight groups.

The responses from the eight groups of students are tabulated below:

Table No. 4
Responses from the Students of Group 'A' on the Basis of
Closed-Ended Questions

Question No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1.	50	50	-	
2.	100	-	-	
3.	-	100	-	
4.	-	20	80	
5.	7	30	63	
6.	18	70	12	
7.	-	-	100	
8.	-	80	20	
9.	-	60	40	
10.	-	70	30	
11.	15	55	30	
12.	17	23	60	
13.	100	-	-	

It was found that 50 per cent of the students of Manamohan Memorial College got pleasure when their teacher taught poem in the classroom. Likewise, 50 per cent of the student sometimes got pleasure and sometimes did not. Almost all the students of the college said that their teacher always gave the general background before teaching the poem. Similarly, 100 per cent of the students responded that their teacher asked some questions about the poem before teaching it sometimes whereas a few number of students i.e. 20 per cent responded that their teacher sometimes described the picture of the poem before teaching it but 80 per cent students responded their teacher never described the picture. Some 7 per cent of the students said that their teacher always read the poem loudly and asked to follow whereas 30 per cent of the students responded their teacher did it sometimes and 63 per cent of the students said their teacher never did so.

Likewise, 18 per cent of the students said that their teacher always read the poem as a whole and explained the meaning at the end. Majority of the students i.e. 70 per cent of them responded that their teacher sometimes did so. But 12 per cent of them responded that their teacher never did so. Cent per sent of the students responded that their teacher never read the poem line by line and explain the meaning of it.

Similarly, 80 per cent of the students responded that their teacher encouraged them to predict what is coming next in the poem sometimes but 20 per cent of the students responded their teacher never did so. Sixty percent of the total students responded that their teacher involved them in role play or discussion activities sometimes whereas only 40 per cent of the students responded that their teacher never involved them in teaching learning activities. Regarding translating the poem in Nepal, 70 per cent of the students responded that their teacher translated the poem in Nepali sometimes whereas 30 per cent of the students responded that they never did so. Similarly, 15 per cent of the students responded that their teacher always gave the critical appreciation of the poem, 55 per cent of them responded sometimes their teacher did so but 30 per cent 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 activates always, 25 per cent them responded their teacher sometimes involved them in teaching learning activities and sometimes did not but 60 per cent of the students responded that their teacher never involved them in teaching learning activities. Likewise, 100 per cent of the students responded that their teacher always summarized the poem at the end.

3.2.1 Responses from the Students of Group 'A' on the Basis of Open-Ended Questions

a. Learning difficulty of the poem

A question was given to the students the purpose of which was to find out the learning difficulty of the poems.

Students' responses

Yes	No
100 Per cent	x
Reasons: R ₁ : We can't generalise the meaning of the poem in straight way. R ₂ : Difficult vocabularies are used in the poem.	

The above table shows that 100 per cent students felt difficulty in learning poetry than learning other text like, essay, story, novel and so on. According to them, they couldnot generalize the meaning of the poem in straight way and they felt difficult on understanding the vocabularies used in the poem.

b. Jumbled version of the poem given by the teachers

A question was given to the students the purpose of which was to find out the jumbled version of the poem given by their teachers.

Students' responses

Yes	No
x	100 Per cent
Reasons: R ₁ : They think that it is a lengthy process. R ₂ : They use lecture method most of the time.	

The above table shows that 100 per cent teachers did not give jumble version of the poem and ask them to put together. The students said that their teacher

perceived it as a lengthy process and they used lecture method most of the time where it was not possible.

c. Multiple interpretations of poem made by the teachers

A question was given to the students the purpose of which was to find out the multiple interpretations of poem made by their teachers.

Students' responses

Yes	No
x	100 Per cent
	Reasons: R ₁ : They think that it is not necessary. R ₂ : It's time consuming.

The above table shows that 100 per cent teachers did not give two or three interpretations of the poem and asked them to choose best one. They said that their teacher perceived it as unnecessary and time consuming task. Thus, it clarifies that teaching learning process seems more teacher-centered.

d. Teachers' encouragement to write a poem using original as a model

A question was given to the students the purpose of which was to find out their teachers' encouragement to write a poem using original as a model.

Students' responses

Yes	Sometimes	No
20 per cent	x	80 Per cent
Reasons: R ₁ : To develop our creativity.		Reasons: R ₁ : It's a time consuming process. R ₂ : He himself can't write a poem.

The above table shows that a few number of teachers i.e. only 20 per cent encouraged them to write a poem using original as a model to develop their creativity. But the majority of the teachers i.e. 80 per cent never did so. According to them, their teacher perceived it as a time consuming process and they couldn't write a poem themselves. Thus, it clarifies that students are not well-motivated to write a poem using original as a model.

e. Discussion of the values of world view expressed in the poem

A question was given to the students the purpose of which was to find out the discussion of the values of world view expressed in the poem.

Students' responses

Yes	Sometimes	No
20 per cent	x	80 Per cent
Reasons: R ₁ : To make our understanding more clear.	Reasons: R ₁ : If teacher facilitate we do if not, no.	Reasons: R ₁ : Teacher never encourage to do so.

The above table shows that a few number of students i.e. 20 per cent discussed the values of world view expressed in the poem at the end, only 10 per cent students responded sometimes and the majority of the students i.e. 70 per cent said they did not do so. According to them, their teacher never facilitated them to do so. But they agreed that it helped to make their understanding more clear. Thus, the data clearly shows that students are not facilitated to express their idea.

f. Most interesting poem of the book

A question was given to the students the purpose of which was to find out their most interesting poem of the book.

Students' responses

Gitangali	Mother to son	Composed upon west
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		minister bridge.
70 per cent	15 per cent	15 Per cent
Reasons: R ₁ : It gives deep meaning. R ₂ : Easy to understand.	Reasons: R ₁ : Easy to understand.	Reasons: R ₁ : Very simple and understandable language is used.

The above table shows that 70 per cent of the students liked the poem 'Gitangali'. They said that it gave deep meaning and it was easy to understand. Similarly, 15 per cent students liked the poem 'Mother to son' and other 15 per cent liked the poem 'Composed upon Westminster bridge'. According to them, very simple and understandable language was used in those poems.

g. Techniques used by teachers in the classroom

A question was given to the students the purpose of which was to find out the techniques used by their teachers in the classroom.

Students' responses

Teacher-centered	Student-centered	Mixed
65 per cent	25 per cent	10 Per cent
Reasons: R ₁ : Very easy to apply R ₂ : Teachers are habituated with this technique.	Reasons: R ₁ : To engage the students in teaching learning process actively.	Reasons: R ₁ : If the students are not clear with both techniques.

The above table shows that majority of the teachers i.e. 65 per cent used teacher-centered techniques in the classroom. According to them, it was very easy to apply and teachers were habituated with those techniques. Similarly, 25 per cent of the teachers used students centered techniques in teaching. They said that teachers used those techniques to engage the students in teaching learning process actively.

But only 10 per cent of the teachers used mixed techniques when their students did not clear with both techniques. Thus, the data clearly shows that most of the teachers used teacher-centered techniques while teaching poetry in B.Ed. level.

h. Students' perception on the techniques

A question was given to the students the purpose of which was to find out their perception on the techniques used by their teachers.

Students' responses

Agree	Disagree
30 per cent	70 Per cent
Reasons: R ₁ : Lecture method is appropriate for higher level. R ₂ : Teachers involvement is dominant.	Reasons: R ₁ : Most of the time they used teacher-centered techniques. R ₂ : It is monotonous.

The above table shows that only 30 per cent of the student agreed on the techniques used by their teachers. According to them, lecture method was appropriate for higher level and teacher must be involved in a dominant way. But the majority of the students i.e. 70 per cent disagreed on the techniques used by their teachers. They said that most of the time they used teacher-centered techniques and it was monotonous for them. Thus, the data clearly shows that most of the students are disagreed with the techniques used by their teachers.

i. Students' satisfaction on the techniques used

A question was given to the students the purpose of which was to find out their satisfaction on the techniques used.

Students' responses

Satisfied	Dissatisfied	Somehow satisfied
20 per cent	60 per cent	20 Per cent

Reasons: R ₁ : In higher level student-centered techniques are not possible. R ₂ : According to the students' level lecture method is appropriate.	Reasons: R ₁ : No room for self learning. R ₂ : Always teacher centered method is tedious.	Reasons: R ₁ : It is not possible to engage the students in different activities alwatys. R ₂ : According to our level it is fine.
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The above table shows that only 20 per cent of the students are satisfied with the techniques used by their teaches. According to them, in higher level student-centered techniques were not always possible and according to the students' level lecture method was appropriate. Similarly, majority of the students i.e. 60 per cent dissatisfied with the techniques used by their teachers. They said that there was no room for self-learning and always teacher-centered technique was tedious. The other 20 per cent of the students were somehow satisfied with the techniques used by their teachers and they responded that it was not possible to engage the students in different activities always and according to their level it was fine. Thus, the data clearly shows that most of the students are dissatisfied with the techniques used by their teachers.

j. Problems in learning poetry

A question was given to the students the purpose of which was to find out their problems in learning poetry.

Students' responses

Understanding the theme of the poem	Vocabulary problem	Language deviation problem
25 per cent	65 per cent	10 Per cent
Reasons:	Reasons:	Reasons:

R ₁ : Poetry is difficult than prose writing.	R ₁ : Difficult vocabularies are used in the poem.	R ₁ : Day to day language is not used.
R ₂ : Meaning is implicitly expressed.	R ₂ : Poet creates their own diction.	R ₂ : The rule of language is highly violated in poetry.

The above table shows that 25 per cent of the students felt difficulty on understanding the theme of the poem while learning poetry in the classroom. According to them, poetry was difficult than prose writing and the meaning was implicitly expressed in the poem. Similarly, the 65 per cent of the students felt difficulty on vocabulary used in the poem. They said that difficult vocabularies were used in the poem and the poet created their own diction. But the other 10 per cent of the students felt problem on language deviation. They responded that day to day language was not used in the poetry and the rule of language was highly violated in it. Thus, the data clearly shows that most of the students felt difficulty on vocabulary while learning poetry in the classroom.

k. Role of Reading poem in learning English

A question was given to the students the purpose of which was to find out the role of reading poem in learning English.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : It develops our language learning skill. R ₂ : It develops our creativity.	

The above table shows that 100 per cent of the students agreed on reading poem helped to learn English language. According to them, it developed their language learning skill, enriched their vocabulary power and developed their creativity.

Thus, the data clearly shows that reading poetry is helpful to learn English language.

Table No. 5
Responses from the students of Group 'B' on the basis of
Closed-ended Questions

Question No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1.	-	50	50	
2.	100	-	-	
3.	-	60	40	
4.	-	15	85	
5.	-	40	60	
6.	80	20	-	
7.	-	-	100	
8.	-	90	10	
9.	-	85	15	
10.	-	90	10	
11.	100	-	-	
12.	-	80	20	
13.	100	-	-	

It was found that 50 per cent of the students of Gramshewa College sometimes got pleasure whereas 50 per cent did not when their teacher taught poem in the classroom. Almost all the students of the college said that their teacher always gave the general background before teaching the poem. Similarly, 60 per cent of the students responded that their teacher sometimes asked some questions about the poem before teaching it but other 40 per cent said that they never did so. 15 per cent of the students responded that their teachers sometimes described the picture of the poem before teaching it but the majority of the students i.e. 85 per cent said that their teacher never described the picture. Likewise, 40 per cent of the students said that their teacher sometimes read the poem loudly and asked them to follow but 60 per cent of the students responded that their teacher never did so. The majority of the students i.e. 80 per cent said that their teacher always read the

poem as a whole and explained the meaning at the end. But only 20 per cent of the students responded that their teacher sometimes did so. Similarly, cent percent of the students responded that their teacher never read the poem line by line and explained the meaning of it. Ninety per cent of the students responded that their teacher encouraged them to predict what is coming next in the poem sometimes but only a few number of students i.e. 10 per cent responded that their teacher never did so.

Likewise, the vast number of students i.e. 85 per cent responded that their teacher involved them in role play and discussion activities sometimes whereas only 15 per cent of the students responded their teacher never involved them in such activities. Regarding translating the poem in Nepali, the vast majority of the students i.e. 90 per cent responded that their teacher translated the poem in Nepali sometimes but only 10 per cent of the students said that their teacher never did so. Similarly, 100 per cent of the students said that their teacher always gave the critical appreciation of the poem. But 80 per cent of the total students responded that their teacher involved them in teaching learning activities sometimes whereas 20 per cent of the students responded they never did so. Almost all the students i.e. 100 per cent responded that their teacher summarized the poem at the end.

3.2.2 Responses from the Students of Group 'B' on the Basis of Open-ended Questions

a. Learning difficulty of the poem

A question was given to the students the purpose of which was to find out the learning difficulty of the poems.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : It is highly imaginative. R ₂ : Language deviation is found in	

poetry it makes difficulty in learning.	
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The above table shows that 100 per cent students felt difficulty in learning poetry than learning other texts like, story, essay, drama and so on. According to them, highly imaginative language was used in the poem and language deviation was also found in the poetry that made learning difficult.

b. Jumbled version of the poem given by the teachers

A question was given to the students the purpose of which was to find out the jumbled version of the poem given by their teachers.

Students' responses

Yes	Sometimes	No
10 per cent	30 Per cent	60 Per cent
Reasons: R ₁ : To engage the students in teaching learning process. R ₂ : To make the students understanding clear.	Reasons: R ₁ : If the students' feel difficulty in understanding the poem.	Reasons: R ₁ : Teachers take it as a lengthy process. R ₂ : Teachers use lecture method most of the time.

The above table shows that only 10 per cent of the students' responded their teacher gave jumble version of the poem and asked them to put together.

According to them, they did so to engage the students in teaching learning process and to make the students' understanding clear. Similarly, 30 per cent of the students said that their teacher did so sometimes when the students' felt difficulty in understanding the poem. But 60 per cent of the students responded that their teacher never did so. They said that teacher took it as a lengthy process and they used lecture method most of the time. Thus, the data, clearly shows that most of the teachers did not give jumble version of the poem and ask the students to put together.

c. Multiple interpretations of poem made by the teachers

A question was given to the students the purpose of which was to find out the multiple interpretations of poem made by their teachers.

Students' responses

Yes	Sometimes	No
x	x	100 Per cent
		Reasons: R ₁ : Teachers take it as a time consuming process. R ₂ : They think it is not necessary in higher level.

The above table shows that 100 per cent teachers did not give two or three interpretations of the poem and asked the students to choose best one. According to them, their teacher took it as a time consuming process and they thought it was not necessary in higher level.

d. Teachers' encouragement to write a poem using original as a model

A question was given to the students the purpose of which was to find out their teachers' encouragement to write a poem using original as a model.

Students' responses

Yes	Sometimes	No
x	20 Per cent	80 Per cent
	Reasons: R ₁ : To develop students creativity. R ₂ : To follow student-centered techniques.	Reasons: R ₁ : In lecture method it is not possible. R ₂ : Teachers don't have art of motivating the students.

The above table shows that a few number of teachers i.e. only 20 per cent encouraged them to write a poem using original as a model sometimes. According to them, they did so to develop students' creativity and to follow the student-centered technique. But the majority of the teachers i.e. 80 per cent never did so.

They said that in lecture method it was not possible and the teachers did not have art of motivating the students. Thus, the data clearly shows that students are not well-motivated to write a poem using original as a model.

e. Discussion of the values of world view expressed in the poem

A question was given to the students the purpose of which was to find out the discussion of the values of world view expressed in the poem.

Students' responses

Yes	Sometimes	No
30 per cent	10 Per cent	60 Per cent
Reasons: R ₁ : To make students' understanding clear. R ₂ : Students develop skill to analyse the text.	Reasons: R ₁ : If teacher facilitate we do if not, no.	Reasons: R ₁ : Teacher never encourage to do so. R ₂ : Teacher use lecture method where it is not possible.

The above table shows that 30 per cent of the students discussed the values of world view expressed in the poem at the end. According to them, they did so to make students' understanding clear and to develop their skill to analyse the text. Similarly, 10 per cent of the students sometimes did so. They said that if their teacher facilitated they do if not, no. But 60 per cent of the students said that they never did so. They responded that their teacher never encouraged them to do so and teacher used lecture method where it was not possible.

f. Most interesting poem of the book

A question was given to the students the purpose of which was to find out their most interesting poem of the book.

Students' responses

Stopping by woods on a snowy evening	Mother to son	Composed upon westminister bridge
65 per cent	20 Per cent	15 Per cent

Reasons: R ₁ : Simple and easy to understand. R ₂ : Language deviation is not found.	Reasons: R ₁ : It is very sentimental. R ₂ : Heart touching poem.	Reasons: R ₁ : Easy to understand R ₂ : The beauty of nature is expressed very nicely in this poem.
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The above table shows that 65 per cent of the students liked the poem 'Stopping by woods on a snowy evening'. According to them, that poem was simple and easy to understand and language deviation was not found. Similarly, 20 per cent of the students liked the poem 'Mother to son'. They said that it was very sentimental and heart touching poem. But other 15 per cent of the students liked the poem 'Composed upon westminister bridge'. They said that it was easy to understand and the beauty of the nature was expressed very nicely in that poem.

g. Techniques used by teachers in the classroom

A question was given to the students the purpose of which was to find out the techniques used by their teachers in the classroom.

Students' responses

Teacher-centered	Student-centered	Mixed
65 per cent	25 Per cent	10 Per cent
Reasons: R ₁ : Very easy to apply. R ₂ : Teachers are habituated with this technique.	Reasons: R ₁ : To engage the students in teaching learning process actively.	Reasons: R ₁ : According to the situation they used this technique.

The above table shows that majority of the teachers i.e. 65 per cent used teacher-centered techniques in the classroom. According to them, it was very easy to apply and teachers were habituated with those techniques. Similarly, 25 per cent of the teachers used students-centered techniques in teaching. They said that teachers used those techniques to engage the students in teaching learning process actively. But only 10 per cent of the teachers used mixed technique. They said that

according to the situation they used it. Thus, the data clearly shows that majority of the teaches used teacher-centered techniques while teaching poetry in B.Ed. level.

h. Students' perception on the techniques

A question was given to the students the purpose of which was to find out their perception on the techniques used by their teachers.

Students' responses

Agree	Disagree
25 per cent	75 per cent
Reasons: R ₁ : Teacher-centered technique is appropriate for higher level. R ₂ : Teachers role is key because poetry is difficult than prose.	Reasons: R ₁ : There is no room for self-learning. R ₂ : It is dry and monotonous.

The above table shows that only 25 per cent of the students agreed on the techniques used by their teachers. According to them, teacher-centered technique was appropriate for higher level and teachers role was key because poetry was difficult than prose. But the majority of the students i.e. 75 per cent disagreed on the techniques used by their teachers. They said that there was no room for self-learning and it was dry and monotonous. Thus, it clearly shows that most of the students are disagreed with the techniques used by their teachers.

i. Students' satisfaction on the techniques used

A question was given to the students the purpose of which was to find out their satisfaction on the techniques used.

Students' responses

Satisfied	Dissatisfied	Somehow satisfied
25 per cent	65 per cent	10 Per cent
Reasons: R ₁ : Teacher-centered	Reasons: R ₁ : Students role is	Reasons: R ₁ :Both techniques should

techniques are appropriate in higher level. R ₂ : It is not possible to engage the students in role play, group work etc. always.	deemphasized R ₂ : Always teacher centered activates are boring.	be used according to the situation.
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The above table shows that only 25 per cent of the students were satisfied with the techniques used by their teachers. According to them, teacher-centered techniques were appropriate in higher level and it was not possible to engage the students in role play, dramatization, group work etc. always. Similarly, majority of the students i.e. 65 per cent dissatisfied with the techniques used by their teachers. They said that students' role was deemphasized and always teacher-centered techniques were boring. The other 10 per cent of the students were somehow satisfied with the techniques used by their teachers. They said that both techniques should be used according to the situation. Thus, the data clearly shows that most of the students are dissatisfied with the techniques used by their teachers.

j. Problems in learning poetry

A question was given to the students the purpose of which was to find out their problems in learning poetry.

Students' responses

Vocabulary problem	Understanding the theme of the poem	Language deviation problem
60 per cent	30 per cent	10 Per cent
Reasons: R ₁ : Poets create their own diction. R ₂ : Difficulty vocabularies are used in the poem.	Reasons: R ₁ : Poetry is highly imaginative. R ₂ : Meaning is implicitly expressed.	Reasons: R ₁ : The norm of language and grammar is violated. R ₂ : Day to day language is not used.

The above table shows that the majority of the students i.e. 60 per cent felt difficulty on vocabularies used in the poem. According to them, poet created their own diction and difficult vocabularies were used in the poem. Similarly, 30 per cent of the students felt difficulty on understanding the theme of the poem. They responded that poetry was highly imaginative and meaning was implicitly expressed in the poem. But only 10 per cent of the students felt problem on language deviation. They said that the usual norm of language and grammar was violated in the poem and day to day language was not used. Thus, the data clearly shows that majority of the students feel difficulty on vocabulary while learning poetry in the classroom.

k. Role of Reading poem in learning English

A question was given to the students the purpose of which was to find out the role of reading poem in learning English.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : It develops our language learning skill. R ₂ : It enriches our vocabulary power. R ₃ : It makes us aware about language deviation.	

The above table shows that 100 per cent of the students agreed on reading poem helped to learn English language. According to them, it developed their language learning skill, enriched their vocabulary power and made them aware about language deviation found in poetry. Thus, the data clearly shows that reading poetry is helpful to learn English language.

Table No. 6
Responses from the students of group 'C' on the basis of
closed-ended questions.

Question	Always (%)	Sometimes (%)	Never (%)	Remarks
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No.				
1.	100	-	-	
2.	100	-	-	
3.	-	85	15	
4.	-	5	95	
5.	-	25	75	
6.	75	25	-	
7.	-	-	100	
8.	-	-	100	
9.	-	70	30	
10.	-	80	20	
11.	90	10	-	
12.	-	60	40	
13.	100	-	-	

It was found that 100 per cent of the students of N.R. multiple campus got pleasure when their teacher taught poem in the classroom. Similarly, almost all the students of the college i.e. 100 per cent said that their teacher always gave the general background before teaching the poem. Majority of the students i.e. 85 per cent responded that their teacher sometimes asked some questions about the poem before teaching it but 25 per cent of them said their teacher never asked. Some 5 per cent of the students said that their teacher sometimes described the picture of the poem before teaching it but the vast majority of the students i.e. 95 per cent responded that their teacher never described the pictures of the poem before teaching it. Likewise, 25 per cent of the students said that their teacher sometimes read the poem loudly and asked them to follow whereas 75 per cent of the students responded that their teacher never did so. Seventy five per cent of the students responded that their teacher always read the poem as a whole and explained the

meaning at the end but only 25 per cent of the students responded that their teacher never read the poem as a whole and explained the meaning at the end.

The total number of students i.e. 100 per cent of them responded that their teacher never read the poem line by line and explained the meaning of it. Similarly, cent per cent of the students responded that their teacher never encouraged them to predict what is coming next in the poem. But 70 per cent of the students said that their teacher involved them in role play and discussion activities sometimes.

Whereas only 30 per cent of them responded their teacher never involved them in such activities. Regarding translating the poem in Nepali, 80 per cent of the students responded that their teacher translated the poem in Nepali sometimes but other 20 per cent of them said that they never did so. Similarly, 90 per cent of the students said that their teacher always gave the critical appreciation of the poem but other 10 per cent of them said that their teacher gave it sometimes. Likewise, 60 per cent of them responded that their teacher involved them in teaching learning activities sometimes but other 40 per cent responded that their teacher never involved them in teaching learning activities. But almost all the students i.e. 100 per cent responded that their teacher always summarized the poem at the end.

3.2.3 Responses from the Students of Group 'C' on the Basis of Open-ended Questions

a. Learning difficulty of the poem

A question was given to the students the purpose of which was to find out the learning difficulty of the poems.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : Difficult vocabularies are used in the poem. R ₂ : Meaning is indirectly expressed.	

The above table shows that 100 per cent students felt difficulty in learning poetry than learning other texts like, story, drama, essay and so on. According to them, difficult vocabularies were used in the poem and the meaning was indirectly expressed.

b. Jumbled version of the poem given by the teachers

A question was given to the students the purpose of which was to find out the jumbled version of the poem given by their teachers.

Students' responses

Yes	Sometimes	No
13 per cent	20 Per cent	67 Per cent
Reasons: R ₁ : To make the students curious on the topic. R ₂ : To engage the students in teaching learning process.	Reasons: R ₁ : If they think it is necessary they do if not, no.	Reasons: R ₁ : It is not possible always. R ₂ : Teachers think it is time consuming process and not appropriate for higher level.

The above table shows that only 13 per cent of the teachers gave jumble version of the poem and asked them to put together. According to them, they did so to make the students curious on the topic and to engage them in teaching learning process. Similarly, 20 per cent of the students' said that their teacher did so sometimes if they think it is necessary and if not, no. But 67 per cent of the students responded that their teacher never did so. They said that it was not possible always and teacher thought it was time consuming process and not appropriate for higher level.

c. Multiple interpretations of poem made by the teachers

A question was given to the students the purpose of which was to find out the multiple interpretations of poem made by their teachers.

Students' responses

Yes	Sometimes	No
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x	x	100 Per cent
		Reasons: R ₁ : Teachers think that students' can interpret themselves in this level. R ₂ : They think it is time consuming process.

The above table clearly shows that 100 per cent teachers did not give two or three interpretations of the poem and ask the students to choose best one. According to them, teacher thought that students could interpret themselves in that level and it was time consuming process.

d. Teachers' encouragement to write a poem using original as a model

A question was given to the students the purpose of which was to find out their teachers' encouragement to write a poem using original as a model.

Students' responses

Yes	Sometimes	No
x	10 Per cent	90 Per cent
	Reasons: R ₁ : To check students' creativity.	Reasons: R ₁ : They think it consumes time. R ₂ : They think that it is not necessary.

The above table shows that a few number of teachers i.e. only 10 per cent sometimes encouraged their students to write a poem using original as a model. According to them, they did so to check their students' creativity. But the vast majority of the teachers i.e. 90 per cent never did so. They said their teacher thought it consumed time and it was not necessary in higher level. Thus, the data clearly shows that students are not well-motivated to write a poem using original as a model.

e. Discussion of the values of world view expressed in the poem

A question was given to the students the purpose of which was to find out the discussion of the values of world view expressed in the poem.

Students' responses

Yes	Sometimes	No
22 per cent	18 Per cent	60 Per cent
Reasons: R ₁ : To develop our communicative skill. R ₂ : To make our understanding clear.	Reasons: R ₁ : If teacher involve us in such activates we do if not, no.	Reasons: R ₁ : Teachers never facilitate to do so. R ₂ : Teachers used lecture method in which we can't do such activities.

The above table shows that 22 per cent of the students discussed the values of world view expressed in the poem at the end. According to them, it developed their communicative skill and made their understanding clear. Similarly, 18 per cent of the students responded that they did it sometimes. They said that if their teacher facilitated them they did if not, no. But other 60 per cent of the students responded that they never did so. They said their teacher never facilitated them to do so and teacher followed lecture method most of the time in which they couldn't perform such activities.

f. Most interesting poem of the book

A question was given to the students the purpose of which was to find out their most interesting poem of the book.

Students' responses

Composed upon Westminster bridge	Mother to son	Stopping by woods on a snowy evening
65 per cent	20 per cent	15 Per cent
Reasons: R ₁ : The beauty of nature is expressed very nicely in this poem. R ₂ : Easy to understand.	Reasons: R ₁ : It is very sentimental. R ₂ : Heart touching poem.	Reasons: R ₁ : Language deviation is not found. R ₂ : Simple and easy to understand.

The above table shows that 65 per cent of the students liked the poem 'composed upon westminister Bridge'. According to them, the beauty of nature was expressed very nicely in that poem and it was easy to understand. Similarly, 20 per cent of the students liked the poem 'Mother to Son'. They said that it was very sentimental and heart touching poem. But other 15 per cent of the students liked the poem 'Stopping by Woods on a Snowy Evening'. They said that language deviation was not found in that poem and it was simple and easy to understand.

g. Techniques used by teachers in the classroom

A question was given to the students the purpose of which was to find out the techniques used by their teachers in the classroom.

Students' responses

Teacher-centered	Student-centered	Mixed
55 per cent	25 Per cent	20 Per cent
Reasons: R ₁ : Teachers think that their role is dominant. . R ₂ : This technique is very easy to apply in the classroom.	Reasons: R ₁ : To involve the students in teaching learning activities. R ₂ : To make students understanding more clear.	Reasons: R ₁ : If the students are not clear with both techniques.

The above table shows that majority of the teachers i.e. 55 per cent used teacher-centered techniques in the classroom. According to them, teacher thought that their role was dominant and those techniques were very easy to apply in the classroom. Similarly 25 per cent of the teachers used student-centered techniques in the classroom. They said that teachers used those techniques to engage the students in teaching learning process and to make their understanding more clear. But only 20 per cent of the teachers used mixed technique. They said if the students were not clear with both techniques they used those techniques. Thus, the data clearly shows that majority of the teachers used teacher-centered techniques while teaching poetry in B.Ed. level.

h. Students' perception on the techniques

A question was given to the students the purpose of which was to find out their perception on the techniques used by their teachers.

Students' responses

Agree	Disagree
31 per cent	69 per cent
Reasons: R ₁ : Teacher-centered techniques are appropriate for higher level. R ₂ : Poetry is difficult to understand so teachers' role is dominant.	Reasons: R ₁ : Teacher-centered techniques are more logical than psychological. R ₂ : Students' role is passive.

The above table shows that only 31 per cent of the students agreed on the techniques used by their teachers. According to them, teacher-centered techniques were appropriate for higher level and poetry was difficult to understand, so teachers' role was dominant. But the majority of the students' i.e. 69 per cent disagreed on the techniques used by their teachers. They said that teacher-centered techniques were more logical than psychological and students' role was passive.

Thus, it clarifies that most of the students are disagree with the techniques used by their teachers.

i. Students' satisfaction on the techniques used

A question was given to the students the purpose of which was to find out their satisfaction on the techniques used.

Students' responses

Satisfied	Dissatisfied	Somehow satisfied
20 per cent	72 per cent	8 Per cent
Reasons: R ₁ : Student-centered techniques are not possible always. R ₂ : In higher level teacher-centered techniques are applicable.	Reasons: R ₁ : No room for self-learning. R ₂ : Teacher-centered techniques are dry and monotonous.	Reasons: R ₁ :Both techniques should be used according to the situation.

The above table shows that only 20 per cent of the students were satisfied with the techniques used by their teachers. According to them, students-centered techniques were not possible always and in higher level teacher-center techniques were applicable. Similarly, majority of the students i.e. 72 per cent dissatisfied with the techniques used by their teachers. They said there was no room for self-learning and teacher-centered techniques were dry and monotonous. The other 8 per cent of the students were somehow satisfied with the techniques used by their teachers. They said both techniques should be used according to the situation. Thus, the data clearly shows that most of the students are dissatisfied with the techniques used by their teachers.

j. Problems in learning poetry

A question was given to the students the purpose of which was to find out their problems in learning poetry.

Students' responses

Vocabulary problem	Language deviation problem	Understanding the theme of the poem
65 per cent	10 per cent	25 Per cent
Reasons: R ₁ : Difficult vocabularies are used in the poem. R ₂ : Symbolic and metaphorical words are used.	Reasons: R ₁ : The norm of language and grammar is violated in the poetry.	Reasons: R ₁ : A poem gives multiple meaning. R ₂ : It is highly imaginative.

The above table shows that majority of the students i.e. 65 per cent felt difficulty on vocabularies used in the poem. According to them, difficult vocabularies were used in the poem and symbolic and metaphorical words were also used. Similarly, 10 per cent of the students felt difficulty on language deviation. They said the norm of language and grammar was violated in the poetry. But other 25 per cent students felt difficulty on understanding the theme of the poem. They responded that a poem gave multiple meaning and it was highly imaginative. Thus, the data clearly shows that most of the students feel difficulty on vocabulary while learning poetry in the classroom.

k. Role of Reading poem in learning English

A question was given to the students the purpose of which was to find out the role of reading poem in learning English.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : It enriches our vocabulary power. R ₂ : It develops our language learning skill. R ₃ : It makes aware about language deviation.	

The above table shows that 100 per cent of the students agreed on reading poem helped to learn English language. According to them, it enriched their vocabulary power, developed their language learning skill and made them aware about language deviation found in poetry. Thus, the data clearly shows that reading poetry is helpful to learn English language

Table No. 7
Responses from the students of group 'D' on the basis of
closed-ended questions

Question No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1.	50	53	15	
2.	100	-	-	
3.	-	40	60	
4.	-	30	70	
5.	-	20	80	
6.	100	-	-	
7.	-	85	15	
8.	-	65	35	
9.	-	70	30	
10.	-	75	25	
11.	100	-	-	
12.	-	70	30	
13.	100	-	-	

It was found that 50 per cent of the students of Jitpur Phedi Higher Secondary School always got pleasure when their teacher taught poems in the class. Thirty five per cent of them sometimes got pleasure and sometimes did not, but 15 per cent of them never got pleasure. Almost all the students of the college said that

their teacher always gave the general background before teaching the poem. Similarly, 40 per cent of the students responded that their teacher sometimes asked some question about the poem before teaching it but other 60 per cent said that they never did so. 30 per cent of the students responded that their teacher sometimes described the picture of the poem before teaching it but the majority of the students i.e. 70 per cent said that their teacher never described the picture. Likewise, 20 per cent of the students said that their teacher sometimes read the poem loudly and asked them to follow but 80 per cent of the students responded that their teacher never did so. Almost all the students i.e. 100 per cent said that their teacher always read the poem as a whole and explained the meaning at the end.

Similarly, 85 per cent of the students responded that their teacher sometimes read the poem line by line and explained the meaning of it but other 15 per cent said that their teacher never did so. Likewise, 65 per cent of the students responded that their teacher encouraged them to predict what is coming next in the poem sometimes but other 35 per cent of the students responded that their teacher never did so. Seventy percent of the students responded that their teacher involved them in role play or discussion activities sometimes whereas 30 per cent of them responded that their teacher never involved them in such activities. Regarding translating the poem in Nepali, 75 per cent of the students responded that their teacher translated the poem in Nepali sometimes whereas 25 per cent of them responded that they never did so. Almost all the students i.e. 100 per cent responded that their teacher always gave the critical appreciation of the poem. Similarly, 70 of the total students responded that their teacher involved them in teaching learning activities sometimes. But other 30 of them said that their teacher never involved. Almost all the students i.e. 100 per cent responded that their teacher always summarized the poem at the end.

3.2.4 Responses from the Students of Group 'D' on the Bias of Open-ended Questions

a. Learning difficulty of the poem

A question was given to the students the purpose of which was to find out the learning difficulty of the poems.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : Metaphoric and symbolic language is used in poem. R ₂ : It is highly imaginative. R ₃ : Vocabularies are hard to understand.	

The above table shows that 100 per cent students felt difficulty in learning poetry than learning other texts like, story, drama, essay and so on. According to them, metaphoric and symbolic language was used in poem, it was highly imaginative and vocabularies used in the poem were hard to understand. Thus, the data clearly shows that learning poem is more difficult than learning other texts.

b. Jumbled version of the poem given by the teachers

A question was given to the students the purpose of which was to find out the jumbled version of the poem given by their teachers.

Students' responses

Yes	Sometimes	No
10 per cent	x	90 Per cent
Reasons: R ₁ : To make the students understanding clear. R ₂ : To engage the students in teaching learning process.		Reasons: R ₁ : Teachers used teacher-centered techniques most of the time. R ₂ : They think it is not necessary for higher level.

The above table shows that only 10 per cent of the teachers gave jumble version of the poem and asked their students to put together. According to them, they did so to make the students' understanding clear and to engage the students in teaching learning process. But the vast majority of the students i.e. 90 per cent responded that their teacher never did so. They said that teachers used teacher-centered techniques most of the time and they thought it was not necessary for higher level. Thus, the data clearly shows that most of the teachers did not give jumbled version of the poem and ask the students to put together.

c. Multiple interpretations of poem made by the teachers

A question was given to the students the purpose of which was to find out the multiple interpretations of poem made by their teachers.

Students' responses

Yes	Sometimes	No
x	15 per cent	85 Per cent
	Reasons: R ₁ : If the teacher want they give, if not, no.	Reasons: R ₁ : It is not necessary in higher level. R ₂ : Teachers think that students can interperate themselves in this level.

The above table clearly shows that only 15 per cent of the teachers gave two or three interpretations of the poem and asked their students to choose best one Sometimes. According to them, if the teacher wanted they give if not no. But the majority of the students i.e. 85 per cent said they never did so. They said that teachers thought students' could interpreter themselves in that level and it was not necessary in higher level. Thus, the data clearly shows that majority of the teacher did not give two or three interpretations of the poem and asked their students to choose best one.

d. Teachers' encouragement to write a poem using original as a model

A question was given to the students the purpose of which was to find out their teachers' encouragement to write a poem using original as a model.

Students' responses

Yes	Sometimes	No
x	17 Per cent	83 Per cent
	Reasons: R ₁ : To develop students' creativity. R ₂ : To follow student-centered technique.	Reasons: R ₁ : Teachers think it is unnecessary. R ₂ : They don't know how to encourage the students.

The above table shows that a few number of teachers i.e. only 17 per cent encouraged their students to write a poem using original as a model sometimes. According to them, they did so to develop students' creativity and to follow student-centered technique. But the majority of the students i.e. 83 per cent responded that their teacher never did so. They said teachers thought it was unnecessary and they didn't know how to encourage the students. Thus, the data clearly shows that students are not well-encouraged to write a poem using original as a model.

e. Discussion of the values of world view expressed in the poem

A question was given to the students the purpose of which was to find out the discussion of the values of world view expressed in the poem.

Students' responses

Yes	Sometimes	No
35 per cent	10 Per cent	55 Per cent
Reasons: R ₁ : To make our understanding clear on the text. R ₂ : To analyze the text with different point of views.	Reasons: R ₁ : If teacher facilitate we do if not, no.	Reasons: R ₁ : Teacher never encourage to do so.

The above table shows that 35 per cent of the students discussed the values of world view expressed in the poem at the end. According to them, their teacher did so to make their understanding clear on the text and to analyse the text with different point of views. Similarly, 10 per cent of the students responded that they did it sometimes. They said if their teacher facilitated they did if not, no. But the majority of the students i.e. 55 per cent said that they never did so. They responded that their teacher never encouraged them to do. Thus, the data clearly shows that majority of the students did not discuss the values of word view expressed in the poem at the end.

f. Most interesting poem of the book

A question was given to the students the purpose of which was to find out their most interesting poem of the book.

Students' responses

Mother to son	Stopping by woods on a snowy Evening	Composed upon west minister Bridge.
70 per cent	15 per cent	15 Per cent
Reasons: R ₁ : Simple and easy to understand. R ₂ : Language deviation is not found.	Reasons: R ₁ : Heart touching poem R ₂ : Peoples' responsibility is depicted very nicely.	Reasons: R ₁ : Easy to understand. R ₂ : The beauty of nature is expressed very nicely.

The above table shows that majority of the students i.e. 70 per cent liked the poem 'Mother to son'. According to them, that poem was simple and easy to understand and language deviation was not found in that poem. Similarly, 15 per cent of the students liked to poem ' Stopping by woods on a snowy evening' They said that it was heart touching poem and peoples' responsibility was depicted very nicely in that poem. But other 15 per cent of the students liked the poem 'Composed upon westminister Bridge' They said it was easy to understand and the beauty of the nature was expressed very nicely.

g. Techniques used by teachers in the classroom

A question was given to the students the purpose of which was to find out the techniques used by their teachers in the classroom.

Students' responses

Teacher-centered	Student-centered	Mixed
70 per cent	10 Per cent	20 Per cent
Reasons: R ₁ : Teachers are habituated with this technique. R ₂ : It is easy to apply.	Reasons: R ₁ : To participate the students in teaching learning process. R ₂ : To promote the active learning.	Reasons: R ₁ : According to the situation they used.

The above table shows that majority of the teacher i.e. 70 per cent used teacher-centered techniques in the classroom. According to them, teachers were habituated with that technique and it was easy to apply. Similarly, 10 per cent of the teachers used student-centered techniques in the classroom. They said that teachers used those techniques to participate the students in teaching learning process and to promote active learning. But only 20 per cent of the teachers used mixed technique. They said according to the situation they used that technique. Thus, the data clearly shows that majority of the teachers used teacher-centered techniques while teaching poetry in B.Ed. level.

h. Students' perception on the techniques

A question was given to the students the purpose of which was to find out their perception on the techniques used by their teachers.

Students' responses

Agree	Disagree
24 per cent	76 per cent
Reasons: R ₁ : Poetry is difficult than prose so teachers' role is dominant. R ₂ : Teachers use lecture and explanation which are suitable for this level.	Reasons: R ₁ : Students role remain passive. R ₂ : Always teacher-centered techniques are boring. R ₃ : Students' interests are killed.

The above table shows that a few number of students i.e. 24 per cent agreed on the techniques used by their teachers. According to them, poetry was difficult than prose so teachers' role was dominant and teachers used lecture and explanation which were suitable for that level. But the majority of the students i.e. 70 per cent disagreed on the techniques used by their teachers. They responded that students role remained passive, always teacher centered techniques were boring and students' interests were killed. Thus, the data clearly shows that most of the students are disagreed with the techniques used by their teachers.

i. Students' satisfaction on the techniques used

A question was given to the students the purpose of which was to find out their satisfaction on the techniques used.

Students' responses

Satisfied	Dissatisfied	Somehow satisfied
20 per cent	80 per cent	x
Reasons: R ₁ : Students-centered activities are not possible always. R ₂ : The role of teacher remains important in higher level.	Reasons: R ₁ : It is more logical than psychological. R ₂ : Students role is deemphasized. R ₃ : Never promote self-learning.	

The above table shows that only 20 per cent of the students were satisfied with the techniques used by their teachers. According to them, student-centered techniques were not possible always and the role of teacher remained important in higher level but the majority of the students i.e. 80 per cent dissatisfied with the techniques used by their teachers. They responded that it was more logical than psychological, students role was deemphasized and it never promoted self-learning. Thus, the data clearly shows that most of the students are dissatisfied with the techniques used by their teachers.

j. Problems in learning poetry

A question was given to the students the purpose of which was to find out their problems in learning poetry.

Students' responses

Vocabulary problem	Understanding the theme of the poem	Language deviation problem
70 per cent	20 per cent	10 Per cent
Reasons: R ₁ : Difficult vocabularies are used in the poem. R ₂ : Poets create their own diction.	Reasons: R ₁ : Meaning is indirectly expressed in the poem. R ₂ : Poetry is difficult than prose writing.	Reasons: R ₁ : Day to day language is not used in poetry. R ₂ : The norm of language and grammar is violated.

The above table shows that majority of the students i.e. 70 per cent felt difficulty on vocabularies used in the poem. According to them, difficult vocabularies were used in the poem and poet created their own diction. Similarly, 20 per cent of the students felt difficulty on understanding the theme of the poem. They responded that meaning was indirectly expressed in the poem and poetry was difficult than prose writing. But other 10 per cent of the students felt difficulty on language deviation. They said that day to day language was not used in poetry and the norm of language and grammar was also violated in it. Thus, the data clearly shows that most of the students feel difficulty on vocabulary while learning poetry in the classroom.

k. Role of Reading poem in learning English

A question was given to the students the purpose of which was to find out the role of reading poem in learning English.

Students' responses

Yes	No
100 per cent	x
Reasons:	

R ₁ : It makes students aware about language deviation.	
R ₂ : It develops students' language learning skill.	
R ₃ : It enriches students vocabulary power.	

The above table shows that 100 per cent of the students agreed on reading poem helped to learn English language. According to them, it made students aware about language deviation, developed students language learning skill and enriched their vocabulary power.

Table No. 8
Responses from the students of group 'E' on the basis of
closed-ended questions.

Question No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1.	50	50	-	
2.	100	-	-	
3.	-	25	75	
4.	-	-	100	
5.	-	100	-	
6.	100	-	-	
7.	-	-	100	
8.	-	75	25	
9.	-	20	80	
10.	-	85	15	
11.	75	25	-	
12.	-	80	20	
13.	100	-	-	

It was found that 50 per cent students of Sigma College always got pleasure when their teacher taught poem in the classroom where as other 50 per cent got pleasure sometimes. Almost all the students i.e. 100 per cent said that their teacher always

gave the general background before teaching the poem. Similarly, 25 per cent of the students responded that their teacher sometimes asked some questions about the poem before teaching it but other 75 per cent said that their teacher never did so. Cent per cent of the students said that their teacher never described the picture of the poem before teaching it. Likewise, other 100 per cent students said that their teacher sometimes read the poem loudly and asked them to follow. Almost all the students said that their teacher always read the poem as a whole and explained the meaning at the end. Similarly, other 100 per cent students responded that their teacher never read the poem line by line and explained the meaning of it. The 75 per cent of the students responded that their teacher encouraged them to predict what is coming next in the poem sometimes but only 25 per cent of the students responded that their teacher never did so.

Likewise, the majority of the students i.e. 75 per cent responded that their teacher involved them in role play and discussion activities sometimes where as other 25 per cent students said that their teacher never involved them in such activities. Regarding translating the poem in Nepal, a few number of students i.e. 20 per cent responded that their teacher translated the poem in Nepali sometimes but the majority of the students i.e. 80 per cent said that their teacher never did so. Similarly, the majority of the students i.e. 75 per cent said that their teacher always gave the critical appreciation of the poem but only 25 per cent said that their teacher gave it sometimes. The 80 per cent of the students responded that their teacher involved them in teaching learning activities sometimes. Whereas other 20 per cent of them replied their teacher never involved them. But almost all the students i.e. 100 per cent responded that their teacher always summarized the poem at the end.

3.2.5 Responses from the Students of Group 'E' on the Basis of Open-ended Questions

a. Learning difficulty of the poem

A question was given to the students the purpose of which was to find out the learning difficulty of the poems.

Students' responses

Yes	No
95 per cent	5 per cent
<p>Reasons:</p> <p>R₁: It is highly symbolic and metaphoric.</p> <p>R₂: Its feature create confusion in understanding.</p> <p>R₃: Difficult vocabularies are used.</p>	<p>Reasons:</p> <p>R₁: If the teacher teachers us interactively it is very easy.</p> <p>R₂: It is a matter of perception.</p>

The above table shows that the vast majority of the students i.e. 95 per cent felt difficulty in learning poetry than learning other text like, story, drama, essay and so on. According to them, it was highly symbolic and metaphoric, its feature created confusion in understanding and difficult vocabularies were used in it. But a few number of students i.e. 5 per cent responded that they didn't feel so. They said that if their teacher taught them interactively it was very easy and it was matter of perception. Thus, the data clearly shows that majority of the students feel difficulty in learning poetry than learning other texts.

b. Jumbled version of the poem given by the teachers

A question was given to the students the purpose of which was to find out the jumbled version of the poem given by their teachers.

Students' responses

Yes	Sometimes	No
x	20 per cent	80 per cent
	Reasons: R ₁ : If they want they give if not, no. R ₂ : If it is necessary.	Reasons: R ₁ : They think it is not necessary in higher level always. R ₂ : They take it as a time consuming process.

The above table shows that only 20 per cent teachers gave jumble version of the poem and asked them to put together sometimes. According to them, their teacher did so if they wanted and if it was necessary. But majority of the students i.e. 80 per cent responded that their teacher never did so. They said that their teacher thought it was not necessary in higher level and they took it as a time consuming process. Thus, the data clearly shows that majority of the teachers don't give jumbled version of the poem and ask their students to put together.

c. Multiple interpretations of poem made by the teachers

A question was given to the students the purpose of which was to find out the multiple interpretations of poem made by their teachers.

Students' responses

Yes	Sometimes	No
x	21 per cent	79 Per cent
	Reasons: R ₁ : If the students could not understand the teacher. R ₂ : If the poem is very complex.	Reasons: R ₁ : They think students' can interpret differently themselves. R ₂ : They use teacher-centered techniques where it is least possible.

The above table clearly shows that only 21 per cent teachers gave two or three interpretations of the poem and asked their students to choose best one. According to them, they did so if the students couldn't understand the teacher and if the poem was very complex. But the majority of the students i.e. 79 per cent said that their teacher never did so. They responded that teacher thought students could interpret differently themselves in that level and teachers used teacher-centered techniques where it was not possible.

d. Teachers' encouragement to write a poem using original as a model

A question was given to the students the purpose of which was to find out their teachers' encouragement to write a poem using original as a model.

Students' responses

Yes	Sometimes	No
x	25 Per cent	75 Per cent
	Reasons: R ₁ : If they want they do, if not, no.	Reasons: R ₁ : Teachers think it is time consuming process. R ₂ : They think it is not necessary.

The above table shows that 25 per cent of the teachers encouraged their students to write a poem using original as a model sometimes. According to them, if they wanted they did if not, no. But the majority of the teachers i.e. 75 per cent never did so. They said that their teachers thought it was time consuming process and it was not necessary. Thus, the data clearly shows that students are not well-encouraged to write a poem using original as a model.

e. Discussion of the values of world view expressed in the poem

A question was given to the students the purpose of which was to find out the discussion of the values of world view expressed in the poem.

Students' responses

Yes	Sometimes	No
x	35 Per cent	65 Per cent
	Reasons: R ₁ : If the teacher facilitate we do, if not, no.	Reasons: R ₁ : They use lecture method where discussion, pair work and group work are least possible. R ₂ : They think that if they let the students in discussion, class will be noisy.

The above table shows that 35 per cent of the students discussed the values of world view expressed in the poem at the end sometimes. According to them, they did so if the teacher facilitated, if not, no. But 65 per cent of the students responded that they never did so. They said that their teacher used lecture method where discussion, pair work and group work were least possible and they thought that if they let the students in discussion, the class would be noisy. Thus, the data clearly shows that majority of the students do not discuss the values of world view expressed in the poem at the end.

f. Most interesting poem of the book

A question was given to the students the purpose of which was to find out their most interesting poem of the book.

Students' responses

Composed upon west minister Bridge.	Mother to son	Stopping by woods on a snowy Evening
60 per cent	25 per cent	15 Per cent
Reasons: R ₁ : Language used in poem is very simple and understandable. R ₂ : Beautifully composed.	Reasons: R ₁ : Very affectionative poem. R ₂ : Love of nation is highly depicted.	Reasons: R ₁ :No language deviation R ₂ : Human duties and responsibilities are expressed nicely.

The above table shows that 60 per cent of the students liked the famous poem 'Composed upon west minister Bridge'. According to them, that poem was beautifully composed and language used in that poem was very simple and understandable. Similarly, 25 per cent students liked the poem 'Mother to Son'. They said that it was very affectionative and love of nation was highly depicted. But other 15 per cent students liked the poem 'Stopping by woods on a snowy Evening'. They said that there was not language deviation and human duties and responsibilities were expressed nicely.

g. Techniques used by teachers in the classroom

A question was given to the students the purpose of which was to find out the techniques used by their teachers in the classroom.

Students' responses

Teacher-centered	Student-centered	Mixed
61 per cent	25 Per cent	14 Per cent
Reasons: R ₁ : Teachers are habituated with this technique. R ₂ : Teachers think is it effective in higher level.	Reasons: R ₁ : They think that students role is dominant while learning poetry. R ₂ : To make students learning durable.	Reasons: R ₁ : Teachers use both techniques according to the situation.

The above table shows that majority of the teacher i.e. 61 per cent used teacher-centered techniques in the classroom. According to them, teacher were habituated with that technique and they thought that it was effective in higher level. Similarly, 25 per cent of the teachers used student-centered techniques in teaching. They said that students role was dominant while learning poetry and to make their learning durable. But only 14 per cent of the teacher used mixed techniques. They responded that teachers used both techniques according to the situation. Thus, the data clearly shows that most of the teachers used teacher-centered techniques while teaching poetry in B.Ed. level.

h. Students' perception on the techniques

A question was given to the students the purpose of which was to find out their perception on the techniques used by their teachers.

Students' responses

Agree 40 per cent	Disagree 60 per cent
Reasons: R ₁ : Only students can not interpret the theme of the poem so teacher's role is important. R ₂ : Teacher-centered techniques are applicable in higher level.	Reasons: R ₁ : Always teacher-centered techniques are dry and monotonous. R ₂ : There is no room for self-learning. .

The above table shows that only 40 per cent students agreed on the techniques used by their teachers. According to them, only students couldn't interpret the theme of the poem so teachers role was important and teacher-centered techniques were applicable in higher level. But, the majority of the students i.e. 60 per cent disagreed on the techniques used by their teachers. They responded that always teacher-centered techniques were dry and monotonous and there was no room for self-learning. Thus, the data clearly shows that majority of the students are disagreed with the techniques used by their teachers.

i. Students' satisfaction on the techniques used

A question was given to the students the purpose of which was to find out their satisfaction on the techniques used.

Students' responses

Satisfied 20 per cent	Dissatisfied 65 per cent	Somehow satisfied 15 per cent
Reasons: R ₁ : Always students centered techniques are not possible. R ₂ : Teacher-centered techniques are applicable in higher level.	Reasons: R ₁ : Students role is deemphasized. R ₂ : It is more logical than psychological.	Reasons: R ₁ : Teachers should bland both techniques according to the situation.

The above table shows that only 20 per cent students were satisfied with the techniques used by their teachers. According to them, always student-centered techniques were not possible and teacher-centered techniques were applicable in higher level. Similarly, majority of the students i.e. 65 per cent dissatisfied with the techniques used by their teachers. They said that students' role was deemphasized and it was more logical than psychological. But the other 15 per cent of the students are somehow satisfied with the techniques used by their teachers. They responded that their teacher should blend both techniques according to the situation. Thus, the data clearly shows that majority of the students are dissatisfied with the techniques used by their teachers.

j. Problems in learning poetry

A question was given to the students the purpose of which was to find out their problems in learning poetry.

Students' responses

Vocabulary problem	Understanding the theme of the poem	Language deviation problem
55 per cent	25 per cent	20 Per cent
Reasons: R ₁ : Symbolic and metaphoric words are used.	Reasons: R ₁ : It gives multiple meaning. R ₂ : Meaning is indirectly expressed.	Reasons: R ₁ : The norm of language is violated. R ₂ : Day to day language is not used in poetry.

The above table shows that 55 per cent of the students felt difficulty on vocabularies used in the poem. According to them, symbolic and metaphoric words were used in the poem. Similarly, 25 per cent of the students felt difficulty on understanding the theme of the poem. They responded that poetry gave multiple meaning and the meaning was indirectly expressed. But only 20 per cent of them felt difficulty on language deviation. They said that the norm of language was violated and day to day language was not used in the poetry. Thus, the data

clearly shows that majority of the students feel difficulty on vocabulary while learning poetry in the classroom.

k. Role of Reading poem in learning English

A question was given to the students the purpose of which was to find out the role of reading poem in learning English.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : It develops students' language learning skill. R ₂ : It develops students creative and interpretative capacity. R ₃ : It enriches our vocabulary power.	

The above table shows that almost all the students i.e. 100 per cent agreed on reading poem helped to learn English language. According to them, it developed their language learning skill, developed their creative and interpretative capacity and enriched their vocabulary power. Thus, the data clearly shows that reading poem is helpful to learn English language.

Table No. 9
Responses from the students of Group 'F' on the basis of closed-ended questions

Question No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1.	20	80	-	
2.	100	-	-	
3.	-	70	30	
4.	-	70	30	
5.	-	10	90	
6.	100	-	-	
7.	-	-	100	
8.	-	50	50	
9.	-	80	20	
10.	-	85	15	
11.	100	-	-	
12.	5	85	10	
13.	100	-	-	

It was found that 20 per cent students of Pasang Lamu Sherpa Memorial College always got pleasure when their teacher taught poem in the classroom whereas great majority of the students i.e. 80 per cent got pleasure sometimes. Almost all the students of that college said that their teacher always gave the general background before teaching the poem. Similarly, 70 per cent of the students responded that their teacher sometimes asked some questions about the poem before teaching it but other 30 per cent students said that they never did so. Seventy per cent of the students responded that their teacher sometimes described the picture of the poem before teaching it but other 30 per cent of them said they never did so. Some 10 per cent of the students said that their teacher sometimes read the poem loudly and asked them to follow whereas the vast majority of the students i.e. 90 per cent said that their teacher never did so. Almost all the students i.e. 100 per cent said that their teacher always read the poem as a whole and explained the meaning at the end.

Similarly, cent per cent students said that their teacher never read the poem line by line and explained the meaning of it. Fifty per cent of the students responded that their teacher encouraged them to predict what is coming next in the poem sometimes whereas other 50 per cent of the students responded that their teacher never did so. Likewise, the vast number of students i.e. 80 per cent responded that their teacher involved them in role play and discussion activities sometimes whereas only 20 per cent students said that their teacher never involved them in such activities. Regarding translating the poem in Nepal, the great majority of the students i.e. 85 per cent responded that their teacher translated the poem in Nepali sometimes but only 15 per cent of the students said that they never did so. Similarly, 100 per cent of the students responded that their teacher always gave the critical appreciation of the poem. But a few number of the students i.e. 5 per cent responded that their teacher always involved them in teaching learning activities. Majority of the students i.e. 85 per cent responded that their teacher involved them

in teaching learning activities sometimes but only 10 per cent students responded that their teacher never did so. Almost all the students i.e. 100 per cent responded that their teacher always summarized the poem at the end.

3.2.6 Responses from the Students of Group 'F' on the Basis of Open-ended Questions

a. Learning difficulty of the poem

A question was given to the students the purpose of which was to find out the learning difficulty of the poems.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : It is highly imaginative . R ₂ : Different figures of speech are used in poem. R ₃ : Vocabularies are hard to understand.	

The above table shows that 100 per cent students felt difficulty in learning poetry than learning other texts like, story, drama, essay and so on.. According to them, it was highly imaginative, different figure of speech were used in the poem and vocabularies were hard to understand.

b. Jumbled version of the poem given by the teachers

A question was given to the students the purpose of which was to find out the jumbled version of the poem given by their teachers.

Students' responses

Yes	No
10 per cent	90 per cent
Reasons: R ₁ : To engage the students in teaching learning activity. R ₂ : To make students understanding clear.	Reasons: R ₁ : They use teacher-centered techniques where it is least possible. R ₂ : They think it is not necessary in higher level.

The above table shows that only a few number of teachers i.e. 10 per cent gave jumble version of the poem and asked them to put together. According to them, they did so to engage the students in teaching learning activity and to make their understanding clear. But the vast majority of the teachers i.e. 90 per cent never did so. They said that their teacher used teacher-centered techniques where it was least possible and they thought it was not necessary in higher level. Thus, the data clearly shows that most of the teachers did not give jumbled version of the poem and ask their students to put together.

c. Multiple interpretations of poem made by the teachers

A question was given to the students the purpose of which was to find out the multiple interpretations of poem made by their teachers.

Students' responses

Yes	Sometimes	No
x	15 per cent	85Per cent
	Reasons: R ₁ : If the poem gives multiple meaning. R ₂ : If the students couldnot understand the poem.	Reasons: R ₁ : They think students can interpret themselves in this level. R ₂ : They think it is unnecessary.

The above table shows that only a few number of teachers i.e. 15 per cent sometimes gave two or three interpretations of the poem and asked the students to choose best one. According to them, their teacher did so if the poem gave multiple meaning and if the students couldnot understand the poem. But the majority of the teachers never did so. They said that their teacher thought students could interpret themselves in that level and it was unnecessary. Thus, the data clearly shows that majority of the teachers did not give two or three interpretations of the poem and ask their students to choose best one.

d. Teachers' encouragement to write a poem using original as a model

A question was given to the students the purpose of which was to find out their teachers' encouragement to write a poem using original as a model.

Students' responses

Yes	Sometimes	No
x	12 Per cent	88 Per cent
	Reasons: R ₁ : To develop students' creativity. R ₂ : To promote active learning.	Reasons: R ₁ : They think it is not necessary. R ₂ : In lecture method it is not possible.

The above table shows that a few number of teachers i.e. 12 per cent sometimes encouraged their students to write a poem using original as a model. According to them, they did so to develop students creativity and to promote active learning. But the majority of the teachers i.e. 88 per cent did not do so. They responded that their teacher thought it was not necessary and in lecture method it was not possible. Thus, the data clearly shows that majority of the teachers did not encourage their students to write a poem using original as a model.

e. Discussion of the values of world view expressed in the poem

A question was given to the students the purpose of which was to find out the discussion of the values of world view expressed in the poem.

Students' responses

Yes	Sometimes	No
x	20 Per cent	80 Per cent
	Reasons: R ₁ : If the teacher facilitate we do, if not, no.	Reasons: R ₁ : Teacher never encourage to do so. R ₂ : They never let us do.

The above table shows that only 20 per cent students discussed the values of world view expressed in the poem at the end sometimes. According to them, they did so if their teacher facilitated them to do, if not, no. But the majority of the students said they never did so. They responded that their teacher never encouraged and let them to do.

f. Most interesting poem of the book

A question was given to the students the purpose of which was to find out their most interesting poem of the book.

Students' responses

Gitangali	Mother to son	Composed upon west minister Bridge.
70 per cent	20 per cent	10 Per cent
Reasons: R ₁ : Very sentimental poem. R ₂ : It gives deep meaning.	Reasons: R ₁ : Heart touching poem. R ₂ : Love of nation is highly depicted.	Reasons: R ₁ : Easy to understand. R ₂ : Beauty of nature is expressed very nicely.

The above table shows that the majority of the students i.e. 70 per cent liked the famous poem 'Gitangali' According to them, it was very sentimental and gave deep meaning. Similarly, 20 per cent students liked the poem 'Mother to Son'. They said that it was heart touching poem and love of nation was highly depicted in that poem. But other 10 pr cent students liked the poem 'Composed upon west minister Bridge'. They responded that the poem was easy to understand and beauty of nature was highly expressed in it.

g. Techniques used by teachers in the classroom

A question was given to the students the purpose of which was to find out the techniques used by their teachers in the classroom.

Students' responses

Teacher-centered	Student-centered	Mixed
65 per cent	25 Per cent	10 Per cent
Reasons: R ₁ : Teachers are habituated with this techniques. R ₂ : Very easy to apply.	Reasons: R ₁ : To engage the students in teaching learning process actively.	Reasons: R ₁ : If the students are not clear with both techniques.

The above table shows that majority of the teachers i.e. 65 per cent used teacher-centered techniques in the classroom. According to them, it was very easy to apply

and teachers were habituated with that techniques. Similarly, 25 per cent of the teachers used student-centered techniques. They said that their teacher used that technique to engage the students in teaching learning process actively. But only 10 per cent of the teachers used mixed technique. They said that if the students were not clear with both techniques they used it. Thus, the data clearly shows that majority of the teachers used teacher-centered techniques while teaching poetry in B.Ed. level.

h. Students' perception on the techniques

A question was given to the students the purpose of which was to find out their perception on the techniques used by their teachers.

Students' responses

Agree	Disagree
26 per cent	74 per cent
Reasons: R ₁ : Teacher-centered techniques is appropriate for higher level. R ₂ : Only students cannot handle poetry.	Reasons: R ₁ : Always teacher-centered technique is boring. R ₂ : Students interests are killed.

The above table shows that only 26 per cent students agreed on the techniques used by their teachers. According to them, teacher-centered technique was appropriate for higher level and only students could not handle the poetry. But the majority of the students i.e. 74 per cent disagreed on the technique used by their teachers. They responded that always teacher-centered technique was boring and students' interests were killed. Thus, the data clearly shows that majority of the students are disagreed with the techniques used by their teachers.

i. Students' satisfaction on the techniques used

A question was given to the students the purpose of which was to find out their satisfaction on the techniques used.

Students' responses

Satisfied	Dissatisfied	Somehow satisfied
25 per cent	65 per cent	10 per cent
Reasons: R ₁ : Teacher-centered technique is applicable in higher level.	Reasons: R ₁ : Students role is deemphasized. R ₂ : No room for self-learning.	Reasons: R ₁ : Both techniques should be used according to the situation.

The above table shows that only 25 per cent students were satisfied with the techniques used by their teachers. According to them, teacher-centered techniques were applicable in higher level. Similarly, majority of the students i.e. 65 per cent dissatisfied with the techniques used by their teachers. They said that students' role was deemphasized and there was no room for self-learning. But the other 10 per cent of the students were somehow satisfied with the techniques used by their teachers. They responded that both techniques should be used according to the situation. Thus, the data clearly shows that majority of the students are dissatisfied with the techniques used by their teachers.

j. Problems in learning poetry

A question was given to the students the purpose of which was to find out their problems in learning poetry.

Students' responses

Vocabulary problem	Understanding the theme of the poem	Language deviation problem
55 per cent	30 per cent	15 Per cent
Reasons: R ₁ : Symbolic and metaphoric words are used. R ₂ :Poets create their own diction.	Reasons: R ₁ : One poem may give multiple meaning. R ₂ : It is highly imaginative.	Reasons: R ₁ : Language and grammar rules are highly violated.

The above table shows that the majority of the student i.e. 55 per cent felt difficulty on vocabularies used in the poem. According to them, symbolic and metaphoric words were used in the poetry and poets created their own diction. Similarly, 30 per cent of the students felt difficulty on understanding the theme of the poem. They responded that one poem might give multiple meaning and it was highly imaginative. But other 15 per cent of the students felt difficulty on language deviation. They said that language and grammar rules were highly violated in the poetry. Thus, the data clearly shows that majority of the students feel difficulty on vocabulary while learning poetry in the classroom.

k. Role of Reading poem in learning English

A question was given to the students the purpose of which was to find out the role of the reading poem in learning English.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : It develops our language learning skill. R ₂ : It makes aware about language deviation found in poetry. R ₃ : It develops our creative and imaginative power.	

The above table shows that almost all the students i.e. 100 per cent agreed on reading poem helped to learn English language. According to them, it developed their language learning skill, made aware about language deviation found in poetry and developed their creative and imaginative power. Thus, the data clearly shows that reading poem is helpful to learn English language.

Table No. 10
Responses from the students of Group 'G' on the basis of
closed-ended questions

Question No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1.	10	70	20	
2.	100	-	-	
3.	-	100	-	
4.	-	70	30	
5.	-	75	25	
6.	100	-	-	
7.	-	-	100	
8.	-	70	30	
9.	-	80	20	
10.	-	100	-	
11.	95	5	-	
12.	-	90	10	
13.	100	-	-	

It was found that 10 per cent students of Tahachal Campus always got pleasure when their teacher taught poem in the classroom. The majority of the students i.e. 70 per cent got pleasure sometimes whereas other 20 per cent students never got. Almost all the students of the college said that their teacher always gave the general background before teaching the poem as well as asked some questions about the poem before teaching it. Majority of the students i.e. 70 per cent responded that their teacher sometimes described the picture before teaching whereas other 30 per cent said that they never did so. Likewise, majority of the students i.e. 75 per cent said that their teacher sometimes read the poem loudly and asked them to follow but other 25 per cent responded that they never did so. Almost all the students said that their teacher always read the poem as a whole and explained the meaning at the end. Similarly, cent per cent students responded that

their teacher never read the poem line by line and explained the meaning of it. Majority of the students i.e. 70 per cent responded that their teacher sometimes encouraged them to predict what is coming next in the poem but only 30 per cent of the students responded that they never did so.

Likewise, the majority of the students i.e. 80 per cent responded that their teacher involved them in role play or discussion activities sometimes whereas other 20 per cent students responded that their teacher never did so. Regarding translating the poem in Nepali, cent per cent students responded that their teacher translated the poem in Nepali sometimes. Similarly, 95 per cent of the students responded that their teacher always gave the critical appreciation of the poem whereas other 5 per cent said they did it sometimes. The vast majority of the students i.e. 90 per cent said that their teacher involved them in teaching learning activities sometimes whereas other 10 per cent students said they never did so. But almost all the students. i.e. 100 per cent responded that their teacher always summarized the poem at the end.

3.2.7 Responses from the Students of Group 'G' on the Basis of Open-ended Questions

a. Learning difficulty of the poem

A question was given to the students the purpose of which was to find out the learning difficulty of the poems.

Students' responses

Yes	No
100 per cent	x
Reasons:	
R ₁ : Meaning is indirectly expressed.	
R ₂ : Difficult vocabularies are used.	
R ₃ : Poetry is highly imaginative than other literary texts.	

The above table shows that 100 per cent students felt difficulty in learning poetry than learning other texts like, story, drama, essay and so on. According to them, it was highly imaginative, than other literary texts, meaning was indirectly expressed and difficult vocabularies were used.

b. Jumbled version of the poem given by the teachers

A question was given to the students the purpose of which was to find out the jumbled version of the poem given by their teachers.

Students' responses

Yes	Sometimes	No
x	19 per cent	81 Per cent
	Reasons: R ₁ : If it is necessary. R ₂ : If they want they give, if not, no.	Reasons: R ₁ : They think it is time consuming process. R ₂ : They think it is not necessary in higher level.

The above table shows that only 19 per cent teachers gave jumble version of the poem and asked them to put together sometimes. According to them, their teacher did so if it was necessary and if they wanted. But the majority of the teachers i.e. 81 per cent never did so. They responded that their teacher thought it was time consuming process and was not necessary in higher level. Thus, the data clearly shows that majority of the teachers did not give jumbled version of the poem and ask them to put together.

c. Multiple interpretations of poem made by the teachers

A question was given to the students the purpose of which was to find out the multiple interpretations of poem made by their teachers.

Students' responses

Yes	Sometimes	No
x	15 per cent	85Per cent
	Reasons: R ₁ : If the students could not understand by one interpretation. R ₂ : If the poem is very complex.	Reasons: R ₁ : Teachers think students can interpret themselves in this level. R ₂ : They use teacher-centered techniques where it is not possible.

The above table shows that only a few number of teachers i.e. 15 per cent gave two or three interpretations of the poem and asked their students to choose best one sometimes. According to them, their teacher did so if the students could not understand by one interpretation and if the poem was very complex. But the majority of the students i.e. 90 per cent said that their teacher never did so. They responded that their teacher thought students could interpret themselves in that level and they used teacher-centered techniques where it was not possible. Thus, the data clearly shows that majority of the teachers did not give two or three interpretations of the poem and ask their students to choose best one.

d. Teachers' encouragement to write a poem using original as a model

A question was given to the students the purpose of which was to find out their teachers' encouragement to write a poem using original as a model.

Students' responses

Yes	Sometimes	No
x	12 Per cent	88 Per cent
	Reasons: R ₁ : If they want they do, if not, no.	Reasons: R ₁ : Teachers think it is not necessary. R ₂ : They don't have art of motivating the students.

The above table shows that only 25 per cent of the teachers encouraged their students to write a poem using original as a model sometimes. According to them, if they wanted they did, if not, no. But the majority of the teachers i.e. 75 per cent never did so. They said that their teacher thought it was not necessary and they didn't have art of motivating the students. Thus, the data clearly shows that majority of the teachers did not encourage their students to write a poem using original as a mode.

e. Discussion of the values of world view expressed in the poem

A question was given to the students the purpose of which was to find out the discussion of the values of world view expressed in the poem.

Students' responses

Yes	Sometimes	No
x	20 Per cent	80 Per cent
	Reasons: R ₁ : If the teacher allows us to do.	Reasons: R ₁ : There is no chance for discussion in teacher-centered techniques. R ₂ : Teachers never encourages us to do.

The above table shows that 30 per cent students discussed the values of world view expressed in the poem at the end sometimes. According to them, they did so if their teacher facilitated them. But the majority of the students i.e. 70 per cent said they never did so. They responded that there was no chance for discussion in teacher-centered techniques and teacher never encouraged them to do so.

f. Most interesting poem of the book

A question was given to the students the purpose of which was to find out their most interesting poem of the book.

Students' responses

Mother to son	Stopping by woods on a snowy evening	Letter from foreign grave
65 per cent	20 per cent	15 Per cent
Reasons: R ₁ : Very sentimental. R ₂ : Heart touching poem.	Reasons: R ₁ : Simple and easy to understand. R ₂ : Language deviation is not found.	Reasons: R ₁ : Easy to understand. R ₂ : The love of nation is depicted very nicely.

The above table shows that 65 per cent of the students liked the poem 'Mother to son'. According to them, it was very sentimental and heart touching poem. Similarly, 20 per cent students liked the famous poem "stopping by woods on a snowy evening'. They said that it was very simple and understandable. But other 15 per cent of the students liked the poem 'Letter from foreign grave'. They responded that poem was easy to understand and the love of the nation was depicted very nicely.

g. Techniques used by teachers in the classroom

A question was given to the students the purpose of which was to find out the techniques used by their teachers in the classroom.

Students' responses

Teacher-centered	Student-centered	Mixed
70 per cent	10 Per cent	20 Per cent
Reasons: R ₁ : It is applicable in higher level. R ₂ : Teachers are habituated with this technique.	Reasons: R ₁ : To engage us in teaching learning activities actively.	Reasons: R ₁ : According to the situation.

The above table shows that majority of the teachers i.e. 75 per cent used teacher-centered techniques in the classroom. According to them, teachers thought it was

applicable in higher level and they were habituated with that technique. Similarly, 10 per cent students responded that their teacher used student-centered techniques to engage the students in teaching learning activities. But other 20 per cent students said that their teacher used mixed techniques according to the situation. Thus, the data clearly shows that majority of the teachers used teacher-centered techniques while teaching poetry in B.Ed. level.

h. Students' perception on the techniques

A question was given to the students the purpose of which was to find out their perception on the techniques used by their teachers.

Students' responses

Agree	Disagree
29 per cent	71 per cent
Reasons: R ₁ : In higher level it is tolerable. R ₂ : Only students could not understand the poem without the help of the teacher.	Reasons: R ₁ : Students need and interests are killed. R ₂ : Always teacher-centered technique is mechanical.

The above table shows that 29 per cent students agreed on the techniques used by their teachers. According to them, in higher level teacher-centered techniques were tolerable and only students could not understand the poem without taking the help of the teacher. But the majority of the students i.e. 71 per cent disagreed on the techniques used by their teacher. They said that students need and interests were killed and always teacher-centered techniques were mechanical. Thus, the data clearly shows that majority of the students are disagree with the techniques used by their teacher.

i. Students' satisfaction on the techniques used

A question was given to the students the purpose of which was to find out their satisfaction on the techniques used.

Students' responses

Satisfied	Dissatisfied	Somehow satisfied
20 per cent	55 per cent	25 per cent
<p>Reasons:</p> <p>R₁: In higher level this technique is applicable.</p> <p>R₂: It is not possible to engage the students in different activities always.</p>	<p>Reasons:</p> <p>R₁: It is more logical than psychological.</p> <p>R₂: Does not promote active learning.</p>	<p>Reasons:</p> <p>R₁: According to the situation techniques should be used.</p>

The above table shows that only 20 per cent students were satisfied with the techniques used by their teachers. According to them, in higher level those techniques were applicable and it was not possible to engage the students in different activities always. Similarly, majority of the students i.e. 55 per cent dissatisfied with the techniques used by their teacher. They said it was more logical than psychological and did not promote active learning. But other 25 per cent students were somehow satisfied with the techniques used by their teacher. They responded that according to the situation techniques should be used. Thus, the data clearly shows that majority of the students are dissatisfied with the techniques used by their teacher.

j. Problems in learning poetry

A question was given to the students the purpose of which was to find out their problems in learning poetry.

Students' responses

Vocabulary problem	Understanding the theme of the poem	Language deviation problem
60 per cent	30 per cent	10 Per cent

Reasons: R ₁ : Difficult vocabularies are used in the poem. R ₂ : Symbolic words are used.	Reasons: R ₁ : Meaning is implicitly expressed. R ₂ : Poetry is highly imaginative.	Reasons: R ₁ : Day to day language was not used. R ₂ : Norm of language is violated.
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The above table shows that the majority of the student i.e. 60 per cent felt difficulty on vocabularies used in the poem. According to them, difficult vocabularies and symbolic words were used in the poem. Similarly, 30 per cent students felt difficulty on understanding the theme of the poem. They responded that meaning was implicitly expressed and the poetry was highly imaginative. But the other 10 per cent students felt difficulty on language deviation. They said that day to day language was not used and norm of language was violated. Thus, the data clearly shows that majority of the students feel difficulty on vocabularies while learning poetry in the classroom.

k. Role of Reading poem in learning English

A question was given to the students the purpose of which was to find out the role of reading poem in learning English.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : It develops our language learning skill. R ₂ : Develops our critical thinking.	

The above table shows that cent per cent students agreed on reading poem helped to learn English language. According to them, it developed their language learning skill, made them aware on language deviation found in poetry and developed their critical thinking. Thus, the data clearly shows that reading poem is helpful to learn English language.

Table No. 11

**Responses from the students of Group 'H' on the basis of
closed-ended questions.**

Question No.	Always (%)	Sometimes (%)	Never (%)	Remarks
1.	75	25	-	
2.	100	-	-	
3.	-	75	25	
4.	-	25	75	
5.	-	20	80	
6.	100	-	-	
7.	-	25	75	
8.	-	30	70	
9.	-	30	70	
10.	-	100	-	
11.	25	75	-	
12.	5	25	70	
13.	100	-	-	

It was found that 75 per cent students of Gramin Adarsha Multiple College always got pleasure whereas 25 per cent sometimes when their teacher taught poem in the classroom. Almost all the students of the college i.e. 100 per cent said that their teacher always gave the general background before teaching the poem. Similarly, 75 per cent of the students responded that their teacher sometimes asked some questions about the poem before teaching it but other 25 per cent of the students said that they never did so. Some 25 per cent of the students responded that their teachers sometimes described the picture of the poem before teaching it but majority of the students i.e. 75 per cent said their teacher never described the picture. Likewise, 20 per cent of the students said that their teacher sometimes read the poem loudly and asked them to follow but majority of the students i.e. 80 per cent said that their teacher never did so. Almost all the students of the college i.e. 100 per cent said that their teacher always read the poem as a whole and

explained the meaning at the end. Some 25 per cent of the students said that their teacher read the poem line by line and explained the meaning of it but majority of the students i.e. 75 per cent responded that their teacher never did so.

Similarly, 30 per cent of the students responded that their teacher sometimes encouraged them to predict what is coming next in the poem but majority of the students i.e. 70 per cent said that their teacher never did so. Thirty per cent of the students responded that their teacher sometimes involved them in role play or discussion activities whereas majority of the students i.e. 70 per cent said that their teacher never did so. Regarding translating the poem in Nepal, almost all the students i.e. 100 per cent said that their teacher translated the poem in Nepali sometime. Similarly, 25 per cent students responded that their teacher always gave the critical appreciation of the poem. But the majority of the students i.e. 75 per cent said that their teacher did it sometimes. A few number of students i.e. 5 per cent said that their teacher always involved them in teaching learning activities. Similarly, 25 per cent of the students said that they involved them in such activities sometimes. But the majority of the students i.e. 70 per cent responded that their teacher never involved them in such activities. Almost all the students i.e. 100 per cent responded that their teacher always summarized the poem at the end.

3.2.8 Responses from the Students of Group 'H' on the Basis of Open-ended Questions

a. Learning difficulty of the poem

A question was given to the students the purpose of which was to find out the learning difficulty of the poems.

Students' responses

Yes	No
100 per cent	x
Reasons:	

R ₁ : It gives multiple meaning. R ₂ : Difficult vocabularies are used in the poem. R ₃ : It is highly imaginative.	
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The above table shows that cent per cent students felt difficulty in learning poetry than learning other texts like, story, drama, essay and so on. According to them, poetry gave multiple meaning, difficult vocabularies were used in the poetry and it was highly imaginative.

b. Jumbled version of the poem given by the teachers

A question was given to the students the purpose of which was to find out the jumbled version of the poem given by their teachers.

Students' responses

Yes	Sometimes	No
x	30 per cent	70 Per cent
	Reasons: R ₁ : To engage the students in teaching learning process. R ₂ : To make the students curious on the topic.	Reasons: R ₁ : Teachers take it as lengthy process. R ₂ : They think it is not appropriate for higher level.

The above table shows that 30 per cent students responded that their teacher gave them jumble version of the poem and asked to put together sometimes. According to them, they did so to engage the students in teaching learning process and to make their students curious on the topic. But majority of the students i.e. 70 per cent said that their teacher never did so. They responded their teacher took it as a lengthy process and they thought it was not appropriate for higher level. Thus, the data clearly shows that majority of the teachers did not give jumbled version of the poem and asked them to put together.

c. Multiple interpretations of poem made by the teachers

A question was given to the students the purpose of which was to find out the multiple interpretations of poem made by their teachers.

Students' responses

Yes	Sometimes	No
x	31per cent	69 Per cent
	Reasons: R ₁ : If the students could not understand by one interpretation. R ₂ : If it is necessary.	Reasons: R ₁ : Teachers think students could interpret themselves in this level. R ₂ : They think it is not possible always.

The above table shows that 31 per cent teachers give two or three interpretations of the poem and asked their students to put together sometimes. According to them, their teacher did so if they could not understand by one interpretation and if it was necessary. But majority of the teachers i.e. 69 per cent never did so. They responded that their teacher thought students could interpret themselves in that level and it was not possible always. Thus, the data clearly shows that majority of the teachers did not give two or three interpretations of the poem and asked them to choose best one.

d. Teachers' encouragement to write a poem using original as a model

A question was given to the students the purpose of which was to find out their teachers' encouragement to write a poem using original as a model.

Students' responses

Yes	Sometimes	No
x	12 Per cent	88 Per cent
	Reasons: R ₁ : If they want they do, if not,	Reasons: R ₁ : They think it is not

	no.	necessary. R ₂ : They take it as a time consuming process.
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The above table shows that only 12 per cent of the teachers encouraged their students to write a poem using original as a model sometimes. According to them, if they wanted they did, if not no. But the majority of the teachers i.e. 75 per cent never did so. They said that their teacher thought it was not necessary and they did not have art of motivating the students. Thus, the data clearly shows that majority of the teachers did not encourage their students to write a poem using original as a mode.

e. Discussion of the values of world view expressed in the poem

A question was given to the students the purpose of which was to find out the discussion of the values of world view expressed in the poem.

Students' responses

Yes	Sometimes	No
x	35 Per cent	65 Per cent
	Reasons: R ₁ : If they allow we do, if not, no.	Reasons: R ₁ : Teacher never engage us in discussion activities. R ₂ : In lecture method it is not possible.

The above table shows that 35 per cent students discussed the values of world view expressed in the poem at the end sometimes. According to them, if their teacher allowed they did, if not, no. But the majority of the students i.e. 65 per cent responded that they never did so. They said that their teacher never engaged them in discussion activities and in lecture method it was not possible.

f. Most interesting poem of the book

A question was given to the students the purpose of which was to find out their most interesting poem of the book.

Students' responses

Gitangali	Stopping by woods on a snowy evening	Composed upon westminster Bridge.
65 per cent	20 per cent	15 Per cent
Reasons: R ₁ : It gives deep meaning. R ₂ : Very sentimental and heart touching poem.	Reasons: R ₁ : Human duties and responsibilities are depicted very nicely. R ₂ : No language deviation.	Reasons: R ₁ : Simple and easy to understand. R ₂ : The beauty of London city is expressed very nicely.

The above table shows that majority of the students i.e. 65 per cent liked the poem 'Gitangali' According to them, it gave deep meaning and it was very sentimental and heart touching. Similarly, 20 per cent students liked the poem 'Stopping by woods on a snow evening'. They said that human duties and responsibilities were depicted very nicely and no language deviation was found in that poem. But 15 per cent students liked the poem 'Composed upon west minister Bridge'. They responded that simple and understandable language was used in that poem and the beauty of London city was expressed very nicely.

g. Techniques used by teachers in the classroom

A question was given to the students the purpose of which was to find out the techniques used by their teachers in the classroom.

Students' responses

Teacher-centered	Student-centered	Mixed
60 per cent	15 Per cent	25 Per cent
Reasons: R ₁ : It is easy to apply. R ₂ : It is suitable in higher level	Reasons: R ₁ : To make students learning permanent. R ₂ : Students role is important in teaching learning process.	Reasons: R ₁ : Teachers use both techniques according to the situation.

The above table shows that majority of the teachers i.e. 60 per cent used teacher-centered techniques in the classroom. According to them, it was very easy to apply and was suitable in higher level. Similarly, 15 per cent teachers used student-centered techniques. They said that their teacher used those techniques to make students' learning permanent and they thought students role was important in teaching learning process. But 25 per cent teaches used mixed techniques. They responded that their teacher used those techniques according to the situation. Thus, the data clearly shows that majority of the teachers used teacher centered techniques while teaching poetry in B.Ed. level.

h. Students' perception on the techniques

A question was given to the students the purpose of which was to find out their perception on the techniques used by their teachers.

Students' responses

Agree	Disagree
30 per cent	70 per cent
Reasons: R ₁ : Poetry is difficult than prose so teachers role is dominant. R ₂ : This techniques is applicable in this level.	Reasons: R ₁ : Always teacher-centered technique is dry and monotonous. R ₂ : No probability of self-learning.

The above table shows that only 30 per cent of the students agreed on the techniques used by their teacher. According to them, poetry was difficult than prose so teachers role was dominant and those techniques were applicable in that level. But the majority of the students i.e. 70 per cent disagreed on the techniques used by their teacher. They said that always teacher centered techniques were dry and monotonous and there were no probability of self learning. Thus, the data clearly shows that majority of the students disagreed with the techniques used by their teachers.

i. Students' satisfaction on the techniques used

A question was given to the students the purpose of which was to find out their satisfaction on the techniques used.

Students' responses

Satisfied	Dissatisfied	Somehow satisfied
25 per cent	60 per cent	15 per cent
Reasons: R ₁ : It is not possible to engage the students in different activities always. R ₂ : Without the help of the teacher students couldn't handle the poetry.	Reasons: R ₁ : No room for self-learning. R ₂ : Students role is deemphasized.	Reasons: R ₁ : Teachers should use both techniques according to the situation.

The above table shows that only 25 per cent students were satisfied with the techniques used by their teachers. According to them, it was not possible to engage the students in different activities always and without the help of the teacher students could not handle the poetry. Similarly, majority of the students i.e. 60 per cent dissatisfied with the techniques used by their teachers. They said that there was no room for self-learning and students role was deemphasized. But the other 15 per cent students were somehow satisfied with the techniques used by

their teachers. They responded that their teacher should use both techniques according to the situation. Thus, the data clearly shows that majority of the students are dissatisfied with the techniques used by their teachers.

j. Problems in learning poetry

A question was given to the students the purpose of which was to find out their problems in learning poetry.

Students' responses

Vocabulary problem	Understanding the theme of the poem	Language deviation problem
60 per cent	25 per cent	15 Per cent
Reasons: R ₁ : Difficult vocabularies are used in the poem. R ₂ : Symbolic words are used in the poem.	Reasons: R ₁ : It gives multiple meaning. R ₂ : Meaning is indirectly expressed.	Reasons: R ₁ : Day to day language is not used. R ₂ : Norm of language and grammar is violated.

The above table shows that 60 per cent of the students felt difficulty on vocabulary. According to them, difficult vocabularies were used in the poem and also symbolic words. Similarly, 25 per cent of the students felt difficulty on understanding the theme of the poem. They said poetry gave multiple meaning and meaning was indirectly expressed. But other 15 per cent of the students felt difficulty on language deviation. They responded day to day language was not used in the poem and the norm of language and grammar was violated. Thus, the data clearly shows that majority of the students felt difficulty on vocabulary while learning poetry in the classroom.

k. Role of Reading poem in learning English

A question was given to the students the purpose of which was to find out the role of reading poem in learning English.

Students' responses

Yes	No
100 per cent	x
Reasons: R ₁ : It develops our language learning skill. R ₂ : Develops critical and imaginative thinking. R ₂ : Make aware about language deviation found in poetry.	

The above table shows that cent percent students agreed on reading poem helped to learn English language. According to them, it developed their language learning skill, developed their critical and imaginative thinking and made them aware on language deviation found in poetry. Thus, the data clearly shows that reading poem is helpful to learn English language.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

On the basis of the analysis and interpretation of the data, the findings of the study have been summarized as follows:

4.1.1 Findings in terms of teaching activities

In general, the following activities were applied by the teachers while teaching poems:

I. Pre-reading activities

It was found that the majority of the teachers i.e. 90 per cent stimulated their students, gave background information of the poem, taught vocabularies, explained the title of the poem, introduced the rhetorical devices used in the poem and asked students to guess about the poem in pre-reading activities. But only a few number of the teachers i.e. 10 per cent described the picture related to the poem. Thus, regarding pre-reading activities the researcher found very good activities preformed by the English language teachers while teaching poetry in B.Ed. level.

II. While-reading activities

It was found that majority of the teachers i.e. 75 per cent led their students towards symbolic meaning, imparted the theme of the poem, asked to do the gap filling exercise, asked comprehensive questions in while-reading activities. But they did not give jumbled version of the poem and ask to put together, did not ask students to guess what comes in order, did not create group work, pair work activities and so on. Thus, regarding while-reading activities the researcher found poor activities performed by the teachers.

III. Post- reading activates

It was found that majority of the teachers i.e. 70 per cent asked their students to read other poems by the same author, asked to compare the language of the poem with general language, asked students to do the activities given in the text and so on in post-reading activities. But they did not give different interpretations of the poem and ask to find out the correct one, did not ask to make similar poem of their own using original as a model and did not ask to perform different kinds of activities i.e. acting, conversation, discussion, role play etc. Thus, regarding post-reading activities the researcher found the teachers were not giving different kinds of creative writing exercises, asking the students to perform different kinds of activities like, acting, conversation, discussion, evaluating the students asking some questions and providing feedback etc.

4.1.2 Findings in terms of the Students' Perception on the Activities

Employed

- i. It was found that the majority of the students i.e. 90 per cent were satisfied with pre-reading activities performed by their teachers.
- ii. It was found that the majority of the students i.e. 70 per cent were dissatisfied with while-reading activities performed by their teachers. They responded that their teachers become more teacher-centered.
- iii. It was also found that majority of the students i.e. 65 per cent were dissatisfied with post-reading activities performed by their teachers. They responded that their teacher did not give different kinds of creative writing exercises, ask them to perform different kinds of activities like, acting, conversation, discussion, role play, did not evaluate them by asking some questions and did not provide feedback as well.
- iv. It was found that the great majority of the students i.e. 95 per cent had interest on reading poetry.

- v. It was found that the majority of the students i.e. 90 per cent faced problem on vocabularies used in the poem.
- vi. It was found that the majority of the students i.e.70 per cent wanted to be involved in teaching learning activities actively.
- vii. It was found that the great majority of the students i.e. 95 per cent agreed on reading poem was helpful to learn English language.
- viii. It was found that students preferred two or three interpretation of the poem and asked them to choose best one.
- ix. It was found that students wanted to be given jumble version of the poem and asked them to put together again by their teacher.
- x. It was found that students wanted to be encouraged to write a poem using original as a model.
- xi. It was found that students did not prefer teachers' domination always in teaching learning activities.

4.2 Recommendations

On the basis of the study, the researcher has attempted to forward the following recommendations as pedagogical implications which would be beneficial for teachers, students, other researchers, syllabus designers, textbook writers and subject experts.

- i. The teacher should start the class with motivation and warming up activities.
- ii. The teacher should encourage the students to guess the subject matter of the text and answer the questions before teaching poem in the class.
- iii. The description of the title and picture related to the poem is highly important while teaching poetry in the class.
- iv. The teacher should introduce the rhyming pattern of the poem.
- v. It is better to explain the meaning of the poem stanza by stanza then line by line or word by word.

- vi. 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.
- vii. The teacher should give jumble version of the poem and ask the students to put together again.
- viii. The teacher should give different interpretations of the poem and ask the students to find out the correct one.
- ix. The teacher should evaluate the students and provide necessary feedback at the end of the class.
- x. The students should be given different writing exercises. They should not only deal with textbook exercises but also other various types of exercise.
- xi. The teacher should play the role of a facilitator but not of a director in teaching poetry in the language classroom.
- xii. The teacher should use different kinds of teaching materials in the language classroom as the situation demands.
- xiii. The teacher should facilitate the students to make similar type of poem using original as a model after teaching the poem.
- xiv. 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.
- xv. The teacher should focus in listening and reading skills while teaching poetry in the class. Moreover, s/he can give different practices focusing on other language skills as well.

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APPENDIX III

List of the Colleges

S.N.	Group	Informants (Students)
1.	A	Manamohan Memorial College, Nayabazar, Kathmandu
2.	B	Gramshewa College, Dharmasthali, Kathmandu
3.	C	N.R. Multiple Campus, Nepaltar, Kathmandu
4.	D	Jitpur Phedi Higher Secondary School, Jitpurphedi, Kathmandu
5.	E	Sigma Collage, Nayabazar, Kathmandu
6.	F	Pasang Lhamu Sherpa Memorial College, Gongabu, Kathmandu
7.	G	Tahachal Campus, Kalimati, Kathmandu
8.	I	Gramin Adarasha Multiple College, Nepaltar, Kathmandu