

**A COMPARATIVE STUDY OF THE ATTITUDES OF  
STUDENTS TOWARDS TEACHING OF ENGLISH  
POEMS THROUGH TRADITIONAL METHOD AND  
INTERACTIVE COMMUNICATION STRATEGIES AND  
ITS EFFECTIVENESS AT HIGHER SECONDARY  
LEVEL IN KHYBER PAKHTUNKHWA, PAKISTAN**



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February, 2013**

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Under the supervision of

**Dr. Muhammad Shah**

Submitted in Partial fulfillment of the requirement for Ph.D. in Education at the  
Institute of Education & Research (IER)

**GOMAL UNIVERSITY, DERA ISMAIL KHAN, KHYBER  
PAKHTUNKHWA, PAKISTAN  
February, 2013**

**IN THE NAME OF ALLAH**  
**THE BENEFICENT**  
**AND**  
**MERCIFUL MOST**

**DEDICATED**  
**TO**  
**MY BELOVED PARENTS**

**DECLARATION**

I, **Allah Noor Khan, Son of Sultan Khan**, Registration No. 26-Eng - 90 as scholar of Ph.D at the IER, Gomal University do hereby solemnly declare that the thesis entitled “A Comparative Study of the Attitudes of Students towards Teaching of English Poems through Traditional Method and Interactive Communication Strategies and its Effectiveness at Higher Secondary Level in Khyber Pakhtunkhwa Pakistan”, submitted by me in partial fulfillment of Ph.D. Degree in Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by me for obtaining any Degree from this or any other university or institution.

8<sup>th</sup> February, 2013

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**Allah Noor Khan Marwat**

## **FORWARDING SHEET**

The thesis entitled “A Comparative Study of the Attitudes of Students towards Teaching of English Poems through Traditional Method and Interactive Communication Strategies and its Effectiveness at Higher Secondary Level in Khyber Pakhtunkhwa Pakistan” submitted by Allah Noor Khan in partial fulfillment of the requirement of Ph.D Degree in Education has been completed under my guidance and supervision. I am fully satisfied with the quality of his research work.

**Dated:** \_\_\_\_\_

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## APPROVAL SHEET

**Title of Thesis: “A Comparative Study of the Attitudes of Students Towards Teaching of English Poems through Traditional Method and Interactive Communication Strategies and its Effectiveness at Higher Secondary Level in Khyber Pakhtunkhwa, Pakistan”**

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Fulfillment of the requirement for the Doctor of Philosophy in Education.

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## **ABSTRACT**

**Topic:** A Comparative Study of the Attitudes of Students towards Teaching of English Poems through Traditional Method and Interactive Communication Strategies and its Effectiveness at Higher Secondary Level in Khyber Pakhtunkhwa, Pakistan.

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Researcher: Allah Noor Khan Marwat

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University: Gomal University Dera Ismail Khan

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The problem under study was to investigate “A Comparative Study of the Attitudes of Students towards Teaching of English Poems through Traditional Method and Interactive Communication Strategies and its Effectiveness at Higher Secondary Level in Khyber Pakhtunkhwa, Pakistan.”

The main objective of the study was to find out the better teaching method for teaching poems at Higher Secondary level. The study compared the effects of two given methods on the ability of the students to appreciate the theme, music and imagery of the poem. The study worked to find out the attitude of students of both the groups towards their respective teaching methods and finding also the proportionate amount of time given to the students of each group. In this experimental study, Government Boys Higher Secondary School No.4 Dera Ismail Khan Khyber Pakhtunkhwa was selected as a sample through purposive sampling. Selection of sections was randomly done using the new draw method technique. Similarly one group was randomly selected as the experimental and the other as

control. Each group was consisted of thirty students. The same teacher taught to experimental as well as control group. The researcher motivated directed and guided him to use traditional method for teaching English to control group and adopt interactive strategies for experimental group. The relevant pre-test was administered and the students of both groups were equivalent at the time of starting the experiment. The instruments consisted of two achievement tests (pre-test and post-test) in the subject of English 11<sup>th</sup> class and 10 poems which are included in the textbook of English Course Book of Intermediate Class of Khyber Pakhtunkhwa. Duration of teaching was about forty days with the period of 40 minutes and both the groups were instructed essentially the same thing except for the method of instruction. The teacher of experimental group started English poem with the help of interactive communication strategies whereas the control group was started English poems with the help of traditional method. After the study, post-test was taken to the students of both the groups. The data was collected and analyzed by the application of software, SPSS version17 and presented in the form of mean scores. The mean scores of experimental and control group were compared and t-test was employed. The significant value was seen at .05 levels as the criterion for the rejection of null hypothesis. By applying two attitude scales to both groups, majority of the students who had been taught through interactive strategies showed more positive attitude towards their respective teaching strategies. Most of the students of traditional method were not satisfied with the teacher dominated class. The proportionate amount of time was calculated by finding the percentage of time taken by the teacher, teacher plus students and students.

The findings of the study are that the students of the interactive communication strategies learnt comparatively better than the students who had been taught through

traditional method. The students of the experimental group also showed positive attitude towards the group activities as compared to the attitude of the students of the control group. Time given to the students was directly proportional to their academic achievement and the improvement of different aspects of poems was also directly proportional to the time consumed by the students.

The study recommends that the concept of interactive communication strategies may be implemented at the higher secondary schools for teaching English poems in order to understand its theme, imageries and its musical effects. The policy makers and curriculum planners may encourage these collaborative activities for effective teaching and in pre-service, orientation courses of the teachers. The Government may provide training to English teachers so that they might be able to use the essential elements of interactive strategies i.e. positive interdependence, equal participation, interpersonal, peer learning and small group skills.

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# **CHAPTER 1**

## **INTRODUCTION**

This opening portion covers a general idea of this research work. It also focuses present status of English and importance of teaching English with special reference to teaching of poems. The need of research in methodology side, its aim, importance and hypothetical condition is discussed. Some educational terminology and abbreviations are also defined at the end.

### **1.1 Background of the Study**

Education as well as teaching are both dynamic processes and its objective is to get maximum learning experiences. Ali (1997) as cited by Majeed (2007) describes that “Rapid economic development of a nation lies in the provision of education and skilled manpower. Education generates not only new ideas and competency; it also accelerates the pace of technological transformation. Education prepares the people for making better choices and provides them with the opportunities leading a better life.” Every subject needs to be taught with proper planning and accurate teaching methodology. English is largely spoken and understood in the world. It has a great significance as all the books of higher education including science, medicine, arts, humanities and social sciences are written in English. Every religion highly values knowledge and lays great stress on the acquisition of knowledge. The Holy Quran says, “Are those equal who know and those who don’t know”.

The countries where English is taught as a second language, most of the people do not use English language in their daily life. One reason being the social environment, as it

does not provide for an active use of the language. English is taught as a second language and there is no English speaking environment available to teachers as well as students. The same situation is in Pakistan, the students of public sectors schools face a lot of problems as they are just provided English speaking environment in schools and that is too much stereotyped. Agramal (1995) as cited by Ishtiaq support the acquisition of language, “Language is vehicle of thoughts and lack of command over it is bound to make the thoughts inexpressible.” New National Education Policy Pakistan (2009) strongly recommends both for teachers and students to improve communication skills in English.

One can't deny the importance of English language. According to Minkova (2001), “Today English has become the lingua franca of the world. It has replaced French in the diplomacy, Germany in the field of science and technology, and Latin in the field of literature and art. One out of five persons speaks English on the planet earth. It has become an official or co-official language of 45 countries of the world. History also tells us that the progress of nations and civilizations without sacrificing the basic values of one's own culture (PP.3, 28-31).”

According to Ahmed cited by Behlol (2009) “English is the storehouse of knowledge. A large number of standard journals and books are published in this language. For the exchange of the information in the field of industry and commerce English can serve more effectively than any other language. Knowledge of this language is essential for technicians, engineers, doctors and teachers. It contained the standard terminology of Science and Technology.” The language is an expression of human activity and as human activity keeps on changing, the language also changes with it. The needs of time

are responsible for the change in languages. The world has taken the shape of “Global Village”. The influence of U.K and U.S.A has given the English language an international status.

According to Mueen (1992, pp.7-9), “English is used as an official language in Pakistan as 80% of correspondence is carried out in English and it needs to be fostered as means of education, communication and practical tool.” Nicholas, (1982) declares “It as the language of United Nations and International Court of Justice.” Richards, (1991) says that “It is the medium of International commerce, trade and communication.” The countries where English is not the first language are feeling the intense value of English. They view that English is essential for their survival in the modern era of science and technology. As the most of the books of medicine, science, trade, and commerce are written in English language.

According to Hayes, (1987, p.163) “English meets the tests of practical value. English is the language of the world in all fields of arts, science and humanities. The intellectual elites of Pakistan speak English.”

According to Behlol (2009) “In Pakistan the policy about language learning remained in the doldrums throughout its history. English is used as a medium of instruction in elite schools whereas in public schools the medium of instruction is Urdu. All the competitive examinations that are held by Federal Public Service Commission and Punjab Public Service Commission follow the medium of English.”

Despite many serious efforts of the educational planners, it is generally felt that the standard of English, in general and specifically at higher secondary level, is declining day

by day. There are various reasons, one is that our teachers at secondary and higher secondary level are not aware of the effective teaching methodologies.

Akiba and Tendre (2009) accepted that refining teacher quality through modern and innovative approaches has become the need and concern of the international community.

Khamsi and Stope (2006) reported that US appears to be one of many countries that recommended improved standards and certifications for teachers.

Behlol (2009) further says in this respect “The teaching community is unaware of the modern research in the field of language teaching. They follow outdated stereotyped method which generate boredom and lack of instruction in the classroom”

English was taught from Class 6 in Urdu medium schools but now realizing its importance and need, Govt. has made English compulsory from class 1. Since its independence, Pakistan faces the medium of teaching as a serious issue. Everyone recognizes the importance of teaching English but some hurdles are on the way. Competent English teachers need to be produced for public sector schools in order to remove this gap in private and public sector. Besides, teaching methods need to be updated for achieving maximum performance on the part of the students. Teaching methodology plays a very decisive role in overall teaching learning process. Teachers may improve their pedagogical and andragogical skills for bringing effectiveness in overall learning environment.

According to Khan, Z. (2012 p.3) National Education Policy (2009) focuses on improving the quality of public sectors teachers in the area of teaching methods. Provincial Plan of Action on Education for All (2003) emphasized that teachers are not properly trained to achieve the objectives of their teaching, as there is no plan of action

for teachers. Nine to twelve months training for pre-service secondary school teachers in Pakistan is a very short period for teachers' build up, as compared to other countries of the world, where they provide 2 to 5 years teacher training. Rizvi (2004) also expressed that the formal training of high school teachers for B.Ed & M.Ed is one year each but actual classroom hours are estimated to cover about six months. This training is also based upon the abstract nature rather than the practical aspect of pedagogy.

Safdar, M, (2010, p.272) states that "The educational process is built around the transfer of knowledge from the head of the teacher (with help from textbook etc.) to the heads of the young learners. It ignores the innate ability of learners to construct their own understandings. It leads to memories/knowledge where ideas are not linked together; where most of what is learnt is quickly forgotten simply because there are few links between ideas to enable the learner to recall after a period of time."

The students at secondary and higher secondary level partially possess reading and writing skills. The inadequacy of competence germinates further problems at the later stages, which become very difficult to overcome. There are many factors involved in the deterioration in the standard of English language. Teaching methodology is not up to date. From the very beginning, English is taught by traditional methods. A teacher reads a passage or a lesson and then translates it into Urdu. Some teachers adopt the method of interactive strategies/ activities in their classrooms. Researches on teaching demonstrate vigorous changes during the past decades. (Siddique, 1991)

The effective way to study a poem is to search out correctly what the words mean. The readers may see these words together to figure the poem. Then go to understand what the poet is trying to convey in the poem as a whole and from stanza to stanza within the

poem to the readers. Afterward notice well the rhythm, line length, imagery and pauses and the way of doing it.

Actually poems are chosen for the enjoyment of the students to break the monotony of their regular classes. When the learners are busy in their tight schedule, attending physics or chemistry class and they are provided an opportunity for reading or listening to poetic lines of Wordsworth or Shelley or John Keats. They get warm activity or some kind of energizer. So they feel relaxed for their next class. The students want something different, something stimulating and interesting. Unlike the other literary genres; novels, drama or short stories, poems are brief and do not take much time. Students, in order to enjoy poetry, must be able to comprehend it. They can only comprehend it if their needs are kept in mind. Therefore, texts chosen for the early stages must be fairly simple. It should be appropriate to the age, interests and goals of the students. Certain texts will be appealing to younger children, others to teen-agers and more complex texts to mature students at the graduate or university level.

Poetry has been defined by many as an artistic creation which is intended to stimulate the senses and calls to emotions. It is these emotions and thoughts private to the poet that we must get at and try to unravel through poetic appreciation. (Daniel, 2013)

Gardiner (1987) cited by Ishtiaq (2005) “Every language has two aspects spoken and written, prose and poetry. Prose is simple, straightforward and unpractical whereas poetry is metrical and musical. Prose states, dry facts in dry and prose manner while poetry deals with the aesthetic satisfaction of human beings. It can gather up in few words, finest and sensitive feelings. Students like to read poems since they perceive such texts as better

models for the production of their own language. Their plain, straightforward language could be reproduced by students and thus prevent them from tackling many of the linguistic, sociological and cultural barriers set up by older texts.

Poetry should be taught to the students in such a manner that the students may be able to know about the theme of the poem, to appreciate the music of the poem and to be clear about the imageries used in the poem.

The aim and objective of teaching poetry should be to include extensive reading and reading related activities in the syllabus at the earliest possible moment. Thus with an awareness of the potential for education enrichment which poems offer on a variety of levels, teachers can help students in gaining pleasure, profit, and wisdom from their reading. Apart from pleasure, reading poetry does little to improve the written English of the learners but reading it aloud improves a lot the speaking power of the students.

The children at elementary level take too much interest in reciting the poems aloud and thus poems make them connected to school and reduce their shyness. At early classes i.e. pre-school, children are facilitated with ideas through nursery rhymes e.g. “Humpty Dumpty”, “Baa Baa Black Sheep”, “Jack and Jill” or “One Two Buckle My shoe”. Children learn through these rhymes either numbers or different concepts. They also improve their vocabulary and phonetics when they come across new words in these poems at the same time. Different themes such as love, friendship, war and nature are taught through the poems at higher secondary level. The poetic works of classical poets such as Pope, Chaucer, Milton and Oliver Goldsmith similarly poems of romantic poets like John Keats, P. B. Shelley, William Wordsworth, Coleridge and Byron may be included at higher secondary level.

The aims of teaching poems at higher secondary level are to help the students to become capable of deriving pleasure from English poetry, to make the students aware of the principles which will facilitate their enjoyment of poetry and to enable the students to develop their critical faculties so that they can distinguish between good and bad poetry.

Teaching of poems needs special techniques because the poetry is a form of art, which uses words instead of colours and other material. But poets do not simply communicate simple thoughts; they want to communicate their complex experiences.

Methodology of teaching poems may be based on the traditional method or the teacher centered role, when the teacher is seen as the pivot in the classroom, in charge of all activities and ensuring that all classroom communication goes through him/her. Thus in classroom difficult, detailed and unfamiliar text conveyed through linguistic subtlety of the language, turns the teaching of poetry into a tiresome process of explanation by the teacher, or even of translation, in which the greater proportion of time available is devoted to a step by step interpretative exercise led by the teacher. The teacher at a more advanced level may resort to analytical criticism using high flown or bombastic vocabulary which discourages students from analyzing their own responses to criticism, leading to lack of interest and under estimation of literary texts.

Even when the students are encouraged to respond to a literary work, the method is least motivating. The questions and answers given are directly based on the text and are not open ended. The result is lack of thinking on the part of the students who are unconsciously being guided by the teacher towards answers, which he/she has in mind.

Most of the teachers use traditional method for teaching English poems at higher secondary level; some also adopt the interactive communication strategies in Khyber

Pakhtunkhwa. So research study is needed to find out the comparative better teaching method for teaching English poems at higher secondary level in Khyber Pakhtunkhwa Pakistan.

### **1.2 Statement of the Problem**

This research work is conducted to find out the attitude of students towards teaching of English poems through traditional method and interactive communication strategies and its effectiveness at higher secondary level. English is the need of the day and how to teach occupies a great significance in overall educational setup. So this effort is made to compare the effects of teaching English poems on students' achievement and attitude while teaching with the help of interactive communication strategies and traditional method at higher secondary level in Khyber Pakhtunkhwa, Pakistan.

### **1.3 Objectives of the Research**

The most important purpose of this experiment was to uncover the attitudes of students towards their respective teaching methods i.e. conventional way of teaching or by means of interactive strategies. The other most important objective of the study was to find out the relative usefulness of teaching English poems with the aid of traditional method or with the assist of interactive communicative strategies. To see which of these two methods had an encouraging effect on the educational achievement of the students at higher secondary level in Pakistan. The study also aims to get the subsequent secondary-objectives:

1. To compare the result of the two methods on the ability of the students to appreciate the theme of the poem.

2. To compare the effect of the two methods on the ability of the students to appreciate the imagery of the poems
3. To compare the effect of the two methods on the ability of the students to appreciate the music of the poems.
4. To find out that in which method, traditional method or interactive communication strategies, students take maximum time and how the factor of time affects the students' performance.

#### 1.4 **Significance**

This research is of great meaning in order to make the teaching methodology of English more effective with special reference to teaching of poems at higher secondary level in Pakistan. The following factors point out this significance:

1. Teachers adopt normally traditional method in teaching English in classrooms at higher secondary level in Pakistan. Most of the time the teacher has to speak in the classroom, the students are just silent listeners. Enough time is spent on making the direct translation of the poems in which the students do not gain any poetic idea, which the poet wants to convey through using different poetic devices. The poet gives his own individual touch through those imageries and without understanding those imageries; the students cannot pick the genuine idea and the pleasure. No practice is carried out for understanding the appreciation, theme, music and imagery of the poem which are its soul. So the study may prove helpful in bringing positive changes in the classroom.
2. The research study may prove helpful for teaching community and especially English teachers to use effective and valid method of teaching English poems at

higher secondary level in Pakistan and to enhance the importance of interactive activities in its true sense.

3. The English teachers at higher secondary level may be encouraged to teach the poems with help of effective teaching method.
4. The curriculum planners and policy makers may be informed of the results of the study and to plan accordingly.

### 1.5 Hypotheses

1. There is no significant difference between the mean of pre-test scores of experimental and control group.
2. There is no significant difference between the mean of post-test scores (appreciation of the theme of the poems) of both experimental and control group.
3. There is no significant difference between the mean of post-test scores (appreciation of the imagery of the poems) of both the groups.
4. There is no significant difference between the mean of post scores (appreciation of the music of the poems) of both the groups.
5. There is no significant difference between the mean of post-test scores of both groups.
6. There is no positive effect of interactive communication strategies on the attitude of the students who were involved in interactive collaborative activities.
7. There is no positive effect of teacher-centered approach on the attitude of the students who were involved in the traditional method of teaching while teaching poems.

8. The time given to the students has no considerable effect on the students' performance who were taught via interactive activities.
9. The factor of time has no prominent effect on the intellectual success of the students who were involved in teaching learning process dominated by the teacher.

#### 1.6 **Scope and limitations**

1. There were not existing reliable and valid tests and attitude scales for this research. So the researcher prepared pre-test, post-test and attitude scales with the assistance of supervisor and experts. Then these were made valid and reliable.
2. Intervening variables like student's age, intelligent quotient and socio-economic status were not considered.
3. The experiment was delimited to Dera Ismail Khan District. The government boys higher secondary schools were considered as the population of the study. Government Higher Secondary School No 4 was considered through purposive sampling. In Khyber Pakhtunkhwa, there are separate higher secondary schools for male and female. The male teachers are teaching to boys and female teachers to girls as the researcher is male so the study focused only male students of Government higher secondary schools. The scope is that its results may be generalized.
4. It was further delimited to the male students of intermediate class.
5. The poems are included in the 11<sup>th</sup> class of English Course Book of Intermediate class so only 11<sup>th</sup> class male students of the selected school were included in the study.

6. Ten poems from the textbook of the English Intermediate Class for Khyber Pakhtunkhwa Province were included in the study.

## 1.7 **Definitions of Terms**

### 1. Interactive Communication Strategies:

Two or more people work together and interact with one another .It may be called collaborative learning or sharing of views or experiences or in other words students centered role when the students are seen as the pivot of the classroom.

### 2. Traditional Method: The teacher centered role when the teacher is seen as the pivot in the classroom, in charge of all activities and ensuring that all class room communication goes through him or the deductive method of teaching.

### 3. Poem: Piece of creative writing in verse form, especially one expressing deep feeling .It is normally written in attractive words and it gives to the readers or listeners dignified thinking .In other words, It is a piece of prose-writing in elevated style.

### 4. Secondary stage: 9<sup>th</sup> & 10<sup>th</sup> class

### 5. Higher Secondary level: 11<sup>th</sup> and 12<sup>th</sup> class

### 6. Theme: The central or the main idea of the poem.

### 7. Diction: Choice and use of words; style or manner of speaking or writing.

### 8. Imagery: The use of images; simile, metaphor or use of figures of speech that bring pictures to the mind.

### 9. Music: Art of making pleasing combination of sounds in rhythm, harmony and counterpoint.

### 10. Appreciation: Judgment, valuation, proper understanding and recognition.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

This chapter has the three main parts:

1. First part covers theoretical framework.
2. Second part reviews the related studies.
3. 3<sup>rd</sup> part deals with the connection of the result of the current research with the outcome of previously done researches in the same area.

#### **2.1 Theoretical Frame Work**

This section has four parts; the first part covers the various interactive communication strategies i.e. collaborative learning, peer learning, group work and the instructions related to group work activities in small group activities. Part-II elaborates a detailed description of the traditional method in vogue in Pakistan with special reference to teaching of English poems. The third part deals with the nature and description of attitude, purpose of assessing students' attitude in order to improve instructional programs. The fourth part deals with a detailed description of poetry, its nature, its genres, and figurative use of poetic language, poetic devices and other features of poetry.

## **Part-1**

### **2.1.1 Teaching**

Teaching is a dynamic process and it is well said that how to teach is more important than what to teach. Teaching occupies a very effective role in overall educational setup. For any educational activity, first well defined objectives are needed then to achieve those desired objectives, relevant materials are required. Similarly suitable teaching methodology is strongly felt for the effective delivery of the materials to the learners. At the end, feedback from the learners will keep the whole process updated, relevant and need based. The World Book Encyclopedia (1970) defines teaching is a process by which one person helps other to achieve knowledge, skills and attitudes.

Centra (1993), defines effective teaching as that which produces beneficial and purposeful student learning through the use of appropriate procedures (p. 42), Braskamp and Ory, (1994, p. 40) define effective teaching and learning creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively.

According to Theall, M. and Franklin, J. (2001) “Research indicates that students are the most qualified sources to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile. While opinions on these matters are not direct measures of instructor or course effectiveness, they are legitimate indicators of student satisfaction, and there is substantial research linking student satisfaction to effective teaching”

Safdar (2010) elaborates that a good teacher provides guidance for the learner. The guidance encourages the learner to do things that result in desired learning. Teaching

creates conditions, which encourage and stimulate learning. The teaching profession has been accepted as highly complex, skilled and critical in nature. Their work is considered as essential for the welfare of the society as that of lawyers, engineers and physicians.

The U.S. Congress Office of Technology Assessment (OTA, 1995) has reported that helping teachers “effectively incorporate technology into the teaching and learning process is one of the most important steps the nation can take to make the most of past and continuing investments in educational technology” (p. 8). Positive teacher attitudes toward computers are widely recognized as a necessary condition for effective use of information technology in the classroom (Woodrow, 1992). There is ample empirical research evidence to suggest that students’ achievement is significantly related to the professional preparation of teachers. (Darling-Hammond, 2000a; Fergusun, 1991; Goe; 2002, Goldbar and Brewer, 2000)

Ishtiaq (2005) says in this context that human beings always try for better and methods to do certain tasks. This is man’s nature and every new thing appears to be sweet and charming to him for the time being. Change is the essence of life. All the development and scientific progress which man has made in all fields of life is due to his quest for the newer and the better. Teaching learning process also needs innovative and latest strategies which suit to the attitudes of the learners.

Even the Report of the Commission on National Education (1959) says that no system of education can rise above the teachers who serve it, and its quality depends ultimately on the quality and efforts of the teacher. Education is a direct nation-building activity and if leaders of thought and action in the various walks of life are to be produced, the country’s best talents must be used in the teaching profession.

National Education Policy and Implementation Programme (1979) highly recommend teacher education and say that teacher is the pivot of the entire educational system. Effective teaching demands that besides possessing adequate knowledge of the subject matter and techniques of teaching, our teachers must also exhibit full commitment to the Ideology of Pakistan. In order to ensure continuous professional growth, all teachers will be required to undergo at least one in-service training course during each five years. National Educational Policy (1998-2010) focuses on the improvement of teachers in their teaching area.

The new Educational Policy (2009, p.42) strongly recommends on improving teaching methodologies and the quality of teachers in the public sector. Poor quality of teacher in the system in large numbers is owed to the mutations in governance, an obsolete pre-service training structure and a less than adequate in service training regime. Presence of incompetence in such a huge quantity and permeation of malpractices in the profession have eroded the once exalted position enjoyed by teachers under the eastern cultural milieu. Teaching has become the employment of last resort of most educated young persons; especially males. Reform is required in all areas: pre-service training and standardization of qualifications; professional development; teacher remuneration, career progression and status; and governance and management of the teaching workforce. The growth of private sector is adding new complexities to the teaching profession and needs to be taken into account in any reform of the system.

Language learning is an individual achievement, an exploitation of the capacities of the mind to make sense of the environment. This internal process of learning comes about as a consequence of the interaction that takes place between the teacher and the learners.

Many leave school with ill-developed ability to understand the language when it is spoken, with inadequate skill in using it either in speech or in writing and with little facility in reading it. A wide gap is apparent between the level of teaching materials and the target level of mastery of free oral and written expression. (Jesa, M.p.34)

M.Jesa further says that the translation method better known as the classical method of teaching was adopted in British India to create an English knowing class of people to run administration. Direct method evolved as a reaction to the limits of this method this also proved to be difficult for the second language learners and at par with the goals of language learning. The bilingual method was accepted to be more appropriate. The structuralists preferred the structure of language and it was also rejected due to the neglect of certain skills and lack of facilities. Then Communicative approach was warmly welcomed.

Al Sharma (1985) points out, instead of becoming realistic, need-based and need-oriented, it always tended towards idealism and status-quo and had become merely a hindrance than a help for the learners. Any method will prove inefficient if applied inflexibly.

To Joyce, Teaching is “A process through which teachers and students create shared environment in a set of values and beliefs which in turn colour their view of reality”

Crowell: “Teaching is more art than science and technology and the main function of the teacher is to make creative decision”.

“The core of teaching process is the arrangement of environments within which students can interact and study how to learn” (Dewey, 1916).

Sreedhar et al (2005) view that “teaching is an essential part of education and its special function is to impart knowledge, develop understanding and skills.”

Skinner (1968) states “teaching is the arrangement of contingencies or reinforcements under which students learn and desired behaviours appear which might otherwise never occur.”

Approach: “It is a set of beliefs about the nature of language, which underlies or prescribes the use of certain method. Theory and philosophy can mean the same as approach” (Ahmed and Mamtaz 2003). M.Jesa (2005) defines an approach is the way we look at language. It signifies the “what” aspect. There are two major approaches to language. Structural approach considers language as a set of structures and communicative approach views language mainly as a tool for communication.

Method: “It is an overall plan based on some approach for orderly presentation of selected material to be taught” (Ahmed and Mamtaz 2003).M.Jesa defines as method is a standard procedure in the presentation of instructional material and the content of activities. It mentions the “how” of language instruction.

Technique: “As compared with method a technique is a very limited activity to achieve specific objective.” (Ahmed and Mamtaz 2003). M.Jesa says that technique is the teaching –learning activity. It is the implementation of design. Group work, field –trip, question answer session, role-play etc. are techniques.

Strategy: Strategy for instruction is perceived in terms of instructor posed or learner.

Gibbons (2001) calls it “work model”. It is a dynamic adjustment of instruction to attain desired outcomes. It is also an orderly arrangement of instructional events for specific behaviours.

Collaborative learning: Siddique (2005) terms it as umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together.

Cooperative learning: Siddique (2005) says that it is a form of collaborative learning, it is an instructional technique in which students work in groups to achieve a share goal and all the members consider themselves accountable for their task. “Small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal”(Artz & Newman,1990,p.448).

### 2.1.2 Strategy:

“The art and science of planning and marshaling resources for their most efficient and effective use, the term is derived from the Greek word for generalship or leading an army. Interactive communication is simultaneous or ‘real time’ exchange of information over a transmission medium such as during a telephone conversation, video conferencing, or internet relay chat session”

(<http://www.businessdictionary.com/definition/strategy/htm>)

M. Jesa talks that strategy means skill in managing any affair. Instructional strategy denotes the process designed systematically to ensure learners acquire terminal behaviour. It assures the “what”, “how”, and “when” of instruction.

### 2.1.3 Interactive Strategies:

The researcher at the study used various teaching strategies. He directed the concerned teacher to start the teaching with an energizing activity arranged by each day of BOD (Board of Directors). On the first day, the teacher selected two students as BOD. The job

of BOD to arrange a small scale energizing activity for each day to make them fresh and to select next day BOD.

The BOD has to take reflection of the previous day from the class then he hands over the class to the teacher. This activity covers total 5-7 minutes but this motivates, makes them active and involves every member of the group to do something by oneself. Through this communication strategy, the students were encouraged to speak something in the class and express themselves easily. This strategy was helpful for those shy students who hesitate to say something in the class. The researcher already guided the teacher never discourage a student if he says something wrong but appreciate him. Such strategies are helpful for introverts as well as extroverts. Similarly other healthy activities one can arrange for making the students creative and interactive. Through such strategies, the teacher gives the ownership to the students that it is their class and they have to make it lively and creative. The researcher attended a workshop of 3 weeks at Asian Institute of Technology Bangkok Thailand on Ensuring Training Effectiveness on behalf of Higher Education Commission Islamabad Pakistan; the same strategy was adopted for liveliness of the workshop. Similarly so many other strategies, a teacher may apply for making his teaching more effective.

The introductory activity may be in the interactive form. When the students meet at the beginning of the school year, this will support in getting the learners acquainted with each other as well as with the teacher. This activity needs some cards which can be easily obtained by cutting the backs of used greeting cards or some other papers. Then cards will be distributed among all the students with the instruction to write his or her name on the card. Now collect it from them and redistribute these cards to different students. Tell

them to locate the person whose card they have. So in this process of identifying the student, they would be provided an opportunity of interaction among different students. This activity not only helps the teacher and the students to match the names with faces, but also gives the teacher a chance to hear each student speaking during the first class period. It is observed that normally students find it easier to speak about someone else for a few minutes than to talk about themselves. So from the start of the session, they will have to interact themselves in easy way and the rest of the whole year, they will have to interact with each other for effective learning. The students would take start the first academic session from the interactive strategy.

Similarly the teacher of English classroom while teaching poems at higher secondary level may adopt the Jigsaw technique. It is a teaching technique which provides an opportunity for the learners to interact among themselves.

- In this technique, the concerned teacher prepares several different, related assignments for the class. If the class is of 16 students, the instructor would divide the class into four teams and he would distribute already devised four assignments, one for each of four teams. Each team then prepares one of the assignments.
- Once each team is prepared and completes the assigned task, the class is again divided into four new groups. Each group will have one team member from each of the teams. Each member of the group is responsible for teaching the rest of the group what he/she has learned from his/her team assignment.
- The group then puts all of the pieces together and completes a group task that can only be answered once all of the team pieces are together (hence the name

"Jigsaw"). The last activity is of very significant nature.

(<http://serc.carleton.edu/NAGworkshop/coursedesign/tutorial/jigsaw.html>)

Think Pair and Share strategy is another cooperative learning technique. It also promotes mutual interaction and participation of the learners. In step 1, students think independently about the question that has been asked, forming ideas of their own then consider those of others, presenting ideas to a group with the support of a partner. Students' ideas have become more refined through this three step process. Students are grouped in pairs to discuss thoughts. Here they are allowed to eloquent their ideas and to consider the ideas of other students. After that student pairs share their ideas with the whole class. In this way, the learners feel more comfortable in presenting or sharing their ideas to a group with the support of a partner. This three-step process refines the students' ideas in a very befitting and interactive way.

(<Http://www.pgcps.pg.k12.md.us/elc/learning1.html>)

Numbered Heads Together is also a learning strategy. Here each student feels himself/herself responsible for learning the material. Learners are divided in groups and each learner is given a number. Then the teacher asks them a question and students "put their heads together" to work out the answer. The teacher announces a specific number to represent the group as a spokesperson. No one knows which number will be called for answer so all the members of the group prepare themselves for the answer. This strategy promotes mutual understanding and ensures that each member knows the answer to problems or questions asked by the teacher. Similarly brainstorming also ensures creativity and participation of all the learners in the tasks of classroom. It is a process for

generating creative ideas and solutions through intensive and freewheeling group discussions. Every participant is provided an equal opportunity to think, speak, contribute and suggest as many ideas as possible. At the end when evaluation session starts, the discussed ideas can be analyzed or criticized for making it more polished and refined.

“Group activity simply may be defined as two or more persons working together and interacting with one another and they devise new plans, actions, and techniques in order to achieve the desired results”. Bibi, A. (2002)

Various strategies may be adopted as situation varies.

- “Negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition” Bibi, A (2002)
- “Strategies to keep a conversation going” (Holmes; and Brown 1976, Nation, 1980)
- “Strategies to make up for a lack of language items or a lack of fluency in the use of such items “(Tarone, 1980)
- Strategies for managing long turns in speaking (Brown et al)

Good (1973, p.8) as cited by Bibi, A. (2002): "Group activity is a discussion or work that produces results not likely to have been achieved by the same people acting separately”.

#### 2.1.4 Importance of interactive strategies

The interactive strategy is a form of cooperative learning and this promotes mutual understanding among the students. The students all the time remain busy with their partners and sharing each other's learning experiences. They work with their own age group, no shyness, no superiority in their learning level and above all an opportunity of mutual support is provided in interactive communication strategies. The teacher works as a guide, encourages their positive collaboration and gives applaud to them at each moment to keep them going in their activities. The teacher just starts them and helps in organizing new strategy, activity or role, and then they themselves continue and carry on. Fien (2001, 135) as cited by Yaqoob, M. (2007) recommends a pedagogy, which is student-centered and interactive and enquiry-based and motivates learners to explore questions, issues and problems.

"In extensive meta-analyses across hundreds of studies, cooperative arrangements were found superior to either competitive or individualistic structures on a variety of outcome measures, generally showing higher achievement, higher-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned from one situation to another." (Barkley, et al, 2005: p.17-18)

Dr. Robert Slavin was a director of Elementary School Programs. He has contributed a lot in the subject of collaborative or cooperative learning. There's no doubt that collaborative or cooperative learning is a great way of building and teaching students. Students learn in groups in a much better way that they do it individually. Cooperative learning is not relatively new but it traces its history back to early 18th century.

Cooperative learning not only encourages students on learning the group's tasks and activities but also helps them in building a social personality in them. The instructor of the group is a very important personality or entity that directs the movements of groups.

Dr. Slavin suggests that cooperative learning is not only a great way of learning but it is also a very vast field of research and analysis. Consequent to research and analysis, the design section exist which suggest the designing of course outline and groups tasks. Dr. Slavin also suggests that cooperative learning is doubtlessly a great tool for handicapped and disabled students. Cooperative learning encourages these students and molds them to work in a professional environment. Cooperative learning of disabled and normal students is another great way of encourage disabled students. Disabled and handicapped students work in mainstream and heterogeneous environments, they learn in a more productive and skillful manner.

([http://www.teach-nology.com/currenttrends/cooperative\\_learning/slavin/](http://www.teach-nology.com/currenttrends/cooperative_learning/slavin/))

In Slavin, 1991 's review of 67 studies, 61% of the cooperative-learning classes achieved significantly higher test scores than the traditional classes. He notes that the difference between the more and less effective cooperative-learning classes was that the effective ones stressed group goals and individual accountability.

Slavin (1996) further argues that "cooperative learning has its greatest effects on student learning when groups are recognized or rewarded based on the individual learning of their group members" (p. 52). <http://serc.carleton.edu/introgeo/cooperative/whyuse.html>

The Student Teams Achievement Divisions (STAD), developed by Robert Slavin and his colleagues at Johns Hopkins University, is perhaps the simplest and most straightforward of the cooperative learning approaches (Arends, 1997).

The tasks which need practical work are carried through these activities. During the process of this experimental research, the researcher one day minutely observed a workshop in the same city where vehicles are repaired. The different learners were not something taught orally, means to say that the mechanic (teacher) does not teach the workers (the new learners) but he keeps them involved and assign some task to do it. They with their mutual co-operation perform that task (repair that part of vehicle). So teaching learning process also needs involvement, practically on the part of learners. There is an old saying which supports interactive communication strategies. “That if you teach me, I will forget, if you show me, I may remember but if you involve me, I will understand.”

Shafqat (2008, P.119) says “In co-operative learning environment, students co-operate with each other to maximize their own and each other’s learning”.

According to Siddique (2003), “Cooperative learning encourages mutual interactions and by increasing the number of opportunities for verbal expression, provides opportunities for a wide range of communication function than those found in teacher-fronted classroom.”

Beckman and Associates, (1990) speak on its importance in the following words, “Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more

of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes.”

(Johnson, Johnson, and Smith, 1991). “Various names have been given to this form of teaching, and there are some distinctions among these: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups. But all in all, there are three general types of group work: informal learning groups, formal learning groups, and study teams”

#### **2.1.5 Informal Cooperative Learning Groups**

We make small groups provisionally for a single class session and may stay together for several weeks on extended projects. These groups are where students learn and become comfortable applying the different techniques of working together cooperatively. These are usually unplanned activities like that if you give a small scale assignment just to two students to calculate the average age of your class. It may be made at any time; it may be made of different sizes also. (Johnson, et al; 2006, p.22)

#### **2.1.6 Proper Groups**

These are made only for getting a particular job. It may be work in laboratory, report writing, proposal for project activity so on. The nature of the job may be one period, or a day or a week or more than a week. Then the concerned teachers evaluate their tasks and mark grade to it.

### **2.1.7 Study Teams**

These are made for long-term like for a semester. These are built with ensuring constant support of each member as it takes long time to complete. Each member encourages other and helps in fulfillment of that specific task. They interact with each other. They inform each other about new development in their course task. Such grouping contributes in overall learning of the students.

## **Part-II**

### **2.2. The Traditional Method**

In view of Arendo (2004), “A teaching method is a plan, or pattern, for helping students to learn specific kinds of knowledge, attitudes, or skills. It encompasses specific teaching steps design to accomplish desired educational outcomes.” Sing (2004), says that traditional methods are content centered, teacher remains more active, more cognitive and less affective. In the view of Rao (2001), “Traditional methods are concerned with the recall of factual knowledge and largely ignore higher levels of cognitive outcomes”.

Traditional method is teacher centered method in which teacher is the pivot of all the classroom activities. All the classroom activities are done through him. He has to play the main the role in the teaching learning process. In the traditional method too much stress is laid on the teaching of textbook by using the method, which is an adaptation of the Grammar-translation method. In this method, the teacher reads first the lesson. He reads every paragraph, translates in the local language. He then allows a volunteer to read the same and translate it. Here he notices the mispronounced and difficult words and write it on the board. Similarly in teaching poem, the same method is adopted. First the teacher

reads the poem then he translates it into mother tongue. Difficult words are explained one by one. The students are asked to learn the translation of the poems and memorize the meanings of difficult words. The researcher after consultation with teachers, senior university professors and studying related literature, came to the conclusion that in the traditional method too much stress is laid on the teaching of text book. Textbook is the source of complete knowledge in this method. According to Oxford Advanced Learner's Dictionary (1995), the term textbook means book giving instruction in a branch of learning.

Qubain (1966) says "Traditional teaching methods tend heavily toward classroom lectures book learning by rote, and memorization of facts, equations and formulas. Recitation usually consists of repeating without questioning what the book or instructor has stated". The teacher community is unaware of the modern researches in the field of language teaching. They follow outdated, stereotyped methods, which generate boredom and lack of interest in the classroom because of the poor competency of the teachers in academic and professional areas. The role of teacher inside the classroom is authoritarian with the least participation of the students. (Behlol, 2009, p.2-3)

McGreal (1989) describes the role of English teacher in the Traditional method; he says that in such classroom; the teacher takes the role of the great leader, importer of knowledge and as the center of all the activities. But this role is not suitable for English as foreign language (EFL) teachers who are teaching skills. This skill-based orientation implies a different role for the teacher. Active participation by the learner is essential. This can be done by employing interactive activities in the classroom. In order to promote this, the teacher must not become less active in the classroom, but rather less the

centre of activity. Certainly, a teacher who is monitoring, controlling, encouraging and participating in the different classroom groups will be even more active than the traditional teacher. The teacher's role must be modified to become more managerial and supervisory. Teachers need to be more flexible in their attitudes towards how learning is achieved.

Rao (2005) says that lecture is an exposition of knowledge, facts, principles or other information which a teacher wishes to present in his pupils.

The view of Hussain (1989) and Sarwar (1983, pp.9-10) about the textbooks of English taught in Pakistani schools is: "The material is based on the grammar translation method. The reading passages are written by Pakistani authors with a few poems by British/U.S poets... the mechanical exercises, the literary base, the unattractive getup combine to make the book difficult and irrelevant".

According to Siddiqui (1990, p.176), most of the teachers are engaged in teaching as they were taught by their teachers with help of traditional method which in other words adaptation of Grammar Translation method where every difficult word is explained; every line is read aloud by the teacher followed by its translation into the mother tongue. The whole classroom time is consumed in teaching all textbooks from cover to cover and explaining them. The students in fact do nothing except listen to the teacher's monologue and later learn the 'notes' from the 'helping books' to pass the examination.

Similar practice is carried out in teaching the poems of the course. In poems, the poets take the help of poetic devices in order to convey their ideas in a more befitting manner. So if a teacher translates the meaning of difficult words or translates the stanzas in their mother tongues or in other national language as practiced in Pakistan The real sole

objective could not be achieved until and unless the students are taught about the figures of speech or other poetic devices used in the relevant poems. Actually the poems are included in the course in order to break the monotony of regular class work deriving some pleasure from the lyrical quality, its enlightened idea and the beautiful picturisation of scenes.

As Wordsworth (1802) did in his sonnet “Composed upon Westminster Bridge” in the below stanza, (History of English Literature):

Never did sun more beautifully steep  
In his first splendor, valley, rock, or hill;  
Never saw, I never felt, a calm so deep!  
The river glideth at his own sweet will!  
Dear God! The very houses seem asleep;  
And all that mighty heart is lying still!

Every poet gives his own individualistic touch to his work. The traditional method or translation method cannot come up to the expectation of the students. Sometime the students commit blunders in translating from Urdu to English.

Urdu Sentence: Mera Dil Bagh Bagh Ho Gaya.

For example: My heart became garden and garden. (In correct)

I was overjoyed (correct)

Mara Hatho Kay Tota Urghay.(Urdu Sentence)

The parrots of my hands flew away (in correct)

I was at my wits' end. (Correct)

“Word for word translation makes the whole process of learning English unnatural. This usually involves the fallacy that words can be put together with the aid of rules like digits in arithmetic”. (Haq, 1995) He further says in English we never say, “A thorn ran into my foot”. The correct form is “I ran a thorn in my foot.” Incorrect: I forgot my way. Correct “I lost my way” (Haq, 1995)

This shows that the translation method is not up to the mark and the pupils due to the wrong teaching of this difficult language adopt a wrong habit by wrong method.

### **2.2.1 Technique for Teaching English Poems, With the Help of Traditional Method**

#### **Introduction**

Firstly the teacher introduces the poems in Urdu language. He translates the title of the poem in Urdu and says a few sentences.

#### **Previous Knowledge of the Students**

It is normally written in lesson planning for teaching to the trainees in the training colleges of education. But this is not actually practiced by all the teachers in the classroom. In teaching the English poems generally translation of the poem is carried out. After consultation with senior teachers, principals of the different Government High and Higher Secondary Schools, the ground reality is that teachers actually do not practice checking of previous knowledge. They start the new poem directly making its translation.

### **Translation of the Poems**

The teacher translates the stanza into the child mother's tongue; the ground reality is that in D.I.Khan translation of the poems is made in Urdu instead of mother tongue as the researcher belongs to District Lakki Marwat, the same practice is carried on in his home district. Then every line is translated in Urdu and is read and followed by its translation. The students feel difficulties when they are taught through Grammar translation method.

- a) Limited vocabulary
- b) Getting no concrete knowledge about English
- c) Little knowledge about the different aspects of poems

During the translation of the lines, they just pick the general idea of the paragraph.

### **Explanation of the Difficult Words and Phrases**

The teacher writes the meaning of a few important English words/phrases on blackboard, the students write its meanings in their notebooks. Some teachers explain every word and discuss it before the class. Some teachers just write the meaning of words on the board from a book or guide, the students just note down its meaning in their notebooks. Some teachers check the students' notebooks whereas most of the teachers could not do so due to heavy load of work and overcrowded classes.

### **Reading of the Poem by the Students**

Students then are asked to read the poems and make translation in Urdu and some time they are asked to cram the stanza of the poems.

### **Exercise Practice**

The Teachers check the comprehension of the student through asking some oral questions which are answered by the students in the oral form. The teachers help the students in

solving the exercise of the poem. The questions of the exercise are dictated by the teachers and explained to them in Urdu.

### **Home Assignment**

After teaching the poem through traditional method; the students are asked to do some homework.

### **2.2.2 Advantages of Traditional Methods**

#### **i) Psychological Procedure**

It is based on an important maxim of teaching "Proceed from known to unknown". The child learns the new Language through his mother tongue, the language he knows.

#### **ii) Saves Much Time**

This method saves the teacher's time as well as that of the students. The child easily learns foreign words and structures. It is a practical method for teaching high classes in a minimum time.

#### **iii) An Easy Method**

The teacher's work is made easy and light. His only work is to give word by word meaning of English into Urdu or child's mother- tongue. It requires no planning and no hard labour. He is satisfied after translation the English expression into mother- tongue. He considers that his duty has been done.

#### **iv) No Use of A.V. Aids**

This method does not require the use of Audio Visual Aids. The teacher while standing in the class has only to dictate the students. He uses black board to some extent where he has to explain some difficult words and abstract terms.

v) **Easy Introduction and Application of Material**

The Language material which the students have to memorize is easily available. The meaning of the difficult words, phrases and sentences are brought home easily. There is no better device than this for its direct comprehension.

vi) **Test in Comprehension**

The teacher can test easily the student's grasp of English. Tests are prepared to check the ability of the students on the different aspects of appreciation of the poems.

vii) **Clarification of Abstract Terms**

In this method abstract words and phrases can be explained conveniently in mother tongue.

**2.2.3 Limitations of Traditional Method of Teaching English Poems**

According to Tahir, (1999 pp.52-53),

- i. In teaching English at secondary level, the method does not suit; similarly appreciation of the poem does not become clear through translation only.

For having complete concept of the poem, the students must know the tone of the poem, the imagery used in it, its figurative language and other poetic devices.

The students can appreciate the poem in its true sense but it could not be achieved through traditional method only.

- ii. English is learned through the medium of the mother- tongue or in Urdu. The children lose free expression in English in this method. "The fundamental weakness of translation is that it prevents the child from thinking in English or from self-expression in English." (Khan, 1998)

- iii. We may not do justice with poems or poets, as the traditional method of teaching poetry does not suit to carry the same message of any poem which the poets want to give to the reader in convincing manner.
- iv. It aims at passive mastery of the language. The students cannot read extra material in English about the poems.
- v. It encourages translation. The students learn to keep the translation and they do not care that they are losing the sense.
- vi. There is no scope for original writing in English. The students become dependent on their mother tongue.
- vii. They adopt this habit even to the higher classes.
- viii. There is no chance for students to present something in the class to speak in the class and so the students become passive learners.
- ix. It makes the whole process of the teaching learning dull and dry .It gives no place in any activity to the teacher and to the students.
- x. The students know about the language but they are not in position to speak fluently.

#### **2.2.4 Suggestions for Improvement of the Traditional Method**

Shahid (1999) recommends the following suggestions for improvement of the conventional method.

- i. Strength of class should be small.
- ii. Questions should be distributed equally in the class.
- iii. The teacher should point out where Urdu differs from English.
- iv. More written work should be assigned to the students.

- v. Group work such as singing poems may be assigned to the students.

### **Part-III**

#### **2.3 Attitude:**

According to Encyclopedia of Psychology (1984) cited by Safdar, M (2007) attitude is usually defined as “a disposition to respond favourably or unfavourably to an object, person, institution or event. It considered a hypothetical construct, being un-observable; it must be referred from measurable responses that reflect positive or negative evaluations of the attitude object”. He further says “Thus attitude is a tendency to respond positively or negatively to specific activities, events, or aspects of physical, social, or cultural environment”

Reid (2003) says,

“Attitudes express our evaluation of something or someone. They may be based on our knowledge, our feelings and our behavior and they may influence future behavior” He further says that “An attitude must have a target. We have an attitude towards something or someone. Attitudes are highly complex and can affect learning expressively”

Reid (2003, p.33) “Attitudes are important to us because they cannot be neatly separated from study. It is a relatively quick series of steps for a student with difficulty a topic to move from that to a belief that they cannot succeed in that topic, that is beyond them totally and they, therefore, will no longer attempt to learn in that area. A bad experience has led to a perception which led to an evaluation and further learning is effectively blocked”

Johnson (1979), states that “the purpose of assessing students’ attitudes is to use information to modify and improve instructional programs. Attitudes should have no

effect on students' grades, and teachers should not be evaluated on the basis of whether or not their students have positive attitudes. But components of instructional programs such as teaching strategies and curriculum materials can be modified on the basis of students' attitudes they promoted.”

Johnson (1979), further says “attitudes are a combination of concepts, verbal information, and emotions that result in a predisposition to respond favourably or unfavourably toward particular ideas, events, objects, or people”

Anderson (1981), cited by Safdar, M (2007), identified five common features of attitudes; emotion, target, direction, intensity and consistency.

Safdar, M. (2007) “Attitudes in life allow us to make sense of ourselves, make sense of the world around, and make sense of relationship”

Greenam J.et al (1998) say attitude is a judgment of an object or event that prompts individuals to structure their complex social environments, which is to prepare persons for employment while assuming numerous initiatives.

Shah, M. (2002) defines that attitudes are individual mental processes which determine both the actual and potential responses of each person in a social world. Since attitude is always directed by some object. It may be defined as state of mind of the individual toward a value. An attitude is a predisposition to respond, positively or negatively to a certain set of facts.

Shah (2002) further elaborates and talks about teachers' attitudes toward subject matter. He wants enthusiasm on the part of the teachers. The students are sensitive to the teachers' attitude. Those teachers who care less about the subject matter can hardly hope to instill enthusiastic responses in their students. The teacher personality in the attitudinal

sense is a significant factor in teacher behaviour and it has great impact in students' achievement. The enhancement of positive professional attitudes not only promotes the teachers' efficiency but also helps in making the environment of the schools attractive for students and teachers.

Every religion highly values attitudes. Allah Almighty Himself is merciful and beneficent and likes such positive attitudes in his intelligent creature, human being. Allah Almighty likes the Muslims with positive attitudes towards their Creator, relatives and other individuals at risk and dislikes the people who are proud and boastful. (Shah, 2002)

## **Part – IV**

### **2.4 Poetry**

Poetry is the oldest form of literature in existence. In India, the epics of Ramayana in Mahabharata; in the Middle East, the epics of Gilgamesh; and the folk songs of almost all the ancient civilizations are forms of poetry.

Poetry was a part of day-to-day experience in the past. The poets help to preserve the traditions of the tribe by giving its young men the pride in its identity. They provide entertainment by telling stories and catering to the love rhythmic incantation, which is part of reciting the verse. Poetry makes us bright minded and develops an awareness of mankind as a fraternity.

Poetry gives us entertainment as well as morality but the ethics are not local but international. It helps us to broaden our imagination and enables us to understand our culture, sub groups and people. Most important of all, poetry offers universal themes for all cultures and all times to come and does not depict a particular culture which may seem difficult or unfamiliar to students. The poetry flourishes the full personality of the

individuals. It also improves the listening and speaking abilities of the learners who read the poems aloud.

“Poetry is an imaginative art and therefore very personal to the poet. Being a product of imagination personal to the poet, it becomes coloured, inspired by the emotions of this person” (Akporobaro, 2008; Dasylyva & Jegede, 2005; Egudu, 1977).

Poetry is a part of literature. Literature should be used as a tool to develop students’ creative thinking and other higher- order thinking skills. (Yaqoob, 2007).

When the students read the poems, they should know to understand the theme of the poems. There is not only a single method of treating every poem. A flexible procedure should be adopted for understanding the nature of any poem. Then they would be able to enjoy it .The theme means that the learners take from the poem its central or major idea, its comments on human values. The learners ask for themselves, “What does the poem say?” Here they are anxious about the “matter” of the poem. In simple didactic poems; the students catch the theme put in simple terms but they find somewhat difficult a correct and delicate understanding of the theme in more sophisticated poems. The students who are at the beginning stage of poetry, they feel some difficulty in stating a poem’s theme correctly. They also encounter problems in finding out the theme accurately. Sometimes the students fool themselves and they want to see certain ideas in a poem which are not present at all really there. Such a learner’s reading of a poem is one-sided by his private beliefs. Some lyric poems have no message as such at all. The poem may carry some observation, comment, and perhaps a request for thought or action but there need not be all three. So the student should try to avoid being inflexible,

general, or commonplace in writing a poem's theme. It needs some efforts on the part of learners as well as teacher but the effort is well worth and with some practice, the students may become skillful at understanding the theme of the poems.

Similarly the learners should also know the language of the poem. "How does the poet say it?" These are imagery, sound pattern, rhyme scheme, meter, line length, stanza form and punctuation. So the readers should know the "matter" as well as "form" of the poem. Here again, with some efforts, the students can expect to become rationally talented at understanding the form of the poems.

#### **2.4.1 Nature and Significance of Poetry**

According to William Wordsworth, (1800) "Poetry is the spontaneous overflow of powerful feelings: It takes its origin from emotions recollected in tranquility, poetry is born not in mind, but in heart overflowing with feelings"

Eliot defines (1990) "Poetry is the most highly organized form of intellectual activity".  
(Cazamians, History of English Literature)

#### **2.4.2 Kinds of Poetry**

English poetry is divided in two main kinds.

- a) Classical poetry
- b) Romantic poetry.

##### **a) Classical Poetry**

The classical poetry was a natural consequence of Renaissance when people turned from the matter to the manner of ancient Greek and Latin writers. They gave too much importance to wit, reason, manner, diction, meter and authority.

b) **Romantic Poetry**

The Romantic poetry was a reaction of the classical poetry when people again turned their attention to the matter and gave free rein to imagination and emotions. William Wordsworth, John Keats, P.B. Shelley, Byron and Coleridge are the most famous poets of this age. They were very much influenced by The French Revolution and its three slogans “Liberty, Equality and Fraternity.” The below lines of Coleridge’s “Kubla Khan” are unrivalled in romantic poetry. (History of English Literature, 1800)

A savage place, as holy and enchanted

As ever beneath a waning moon was haunted

By woman wailing for her demon lover

c) **Qualities of Romantic Poetry**

i) **Imagination:**

The Romantics revolted against the neo- classical exaltation of wit .They gave the place of wit to imagination, and that of intellect, to feeling and emotion.

ii) **Reaction to Reason:**

The Romantic poets were champions in favor of liberty and mysticism.

iii) **Diction and Meter:**

The Romantic revolted against the traditional poetic measures and diction.

iv) **Revolt against Social Authority:**

Most of the Romantics were radical in their political views and crusaders for the emancipation of the individual.

d) **Lyric Poetry**

Poetry which may be with rhythmic pattern and it can be sung easily. A lyric is a poem of intense feeling, such as that of love or triumph. A lyric generally expresses personal thoughts, feelings, emotions or moods of the writer.

2.4.3 **Kinds of Lyrics**

- a. Songs.
- b. Panegyrics.
- c. Ode.
- d. Elegies.
- e. Sonnets.

a) **Song**

A song is the short, simple poem in stanza's form it may be subdivided into: Hymns, Love songs, War songs, Pastoral songs, Drinking songs, Political songs, Sentimental songs and Comics songs.

b) **Panegyric**

According to Oxford Advanced Learner's Dictionary, "Panegyric is a speech or piece of writing, praising a person or event."

c) **The Ballad**

The term ballad is used to cover a wide variety of verse, but the word originally signifies a dance-song; and many ballads eloquent of love, in the spring –tide were sung by the villagers at their feasting time to rhythmic measures. The ballad is a narrative poem, associated in its origin with the communal dance, possessing no marks of authorship and

the outcome of tradition among people free from literary influence. Straightforwardness, rapidity of narration, and a certain childlike simplicity and artlessness are its qualities. Lyrical Ballads of William Wordsworth are famous.

d) **Ode**

These have been written in Latin and Greek poetry also. The originators of this genre are Greek and Latin. It was meant that piece of verse which be sung like lyrical poems. T. Singh (1991) defines “It means a poetic composition written to be sung to the music of lyre.” So it is lyrical in character. But when Ode form came into the hands of the English writers, the idea of music was considered to be essential and it became a type of lyric poem only. John Keats’ Odes “Ode to a Nightingale”, Ode on a Grecian Urn” and “Ode to Autumn” are famous odes in which there is unity of expression. Similarly P.B Shelley’s “Ode to the West Wind” is a befitting example of cadence, rhythm, perfection and sublimity.

e) **Sonnets (Shakespearean vs. Italian)**

Shakespearean sonnet: “A sonnet rhyming ab, ab, cd,cd,ef,ef,gg. Its content or structure ideally parallels the rhyme scheme, falling into three coordinate quatrains and a concluding couplet; but it is often structured, like the Italian sonnet, into octave and sestet, the principal break in thought coming at the end of the eighth line.” T. Singh (1991)

f) **Italian sonnet**

“A sonnet consisting of an octave rhyming ababa and of a sestet using any arrangement of two or three additional rhymes, such as cdcdcd or cdede. (T. Singh, 1991)

**2.4.4 Epic Poetry**

T. Singh (1991) defines a long poem that tells of the adventures of one or more great heroes; an epic is written in a dignified, majestic style, and often gives expression to the characters and ideals of a nation or race. “Odyssey” of Homer is a famous Epic poem. “The Paradise lost” and “The Paradise Regained” are the famous Epics of John Milton.

**2.4.5 Elegy**

These are poems when poets mourn the death of some dear one. The most important elegies are Melton’s “Lycidas” and Shelly's “Adonias”. It is a brief lyric of mourning, a direct utterance of personal bereavement or sorrow. One of the most famous English elegies is the Thomas Gray’s “Elegy Written in the Country Churchyard”. “All paths of glory lead but to the grave”.

**2.4.6 How to Teach Poetry Effectively**

The basic objective of teaching poetry is to get pleasure in learning and appreciating poems. The teacher should concentrate on those aspects of poetry, which evoke the response of pleasure rather than the more formal or academic ones. In order to appreciate the poem in its true sense, the students must know the poetic devices and the theme of the poem. The theme is the idea, perception, or impression that the poem conveys. The students would be able to enjoy poetry in a befitting manner if they are taught with the musical quality and other essential aspects of poetry i.e. diction, tone, symbolism and other poetic devices.

### 2.4.7 Diction

The poetry is a form of art which uses words instead of colours and other material. But poets do not simply communicate thoughts; they want to communicate complex experiences. The students should understand the various techniques of using the words so they might be able to reconstruct an event. Words have denotative and connotative meanings.

### 2.4.8 Tone

A poet keeps a certain tone in his poem. One can see his tone paying attention to the rhythm, rhyme and symbolism. If the poet is sad, the rhythm may be slow; if happy, it may be fast. Some words are gentle in sound, others are mellifluous, some are sharp and some are flat. The words used in “The Daffodils” are gentle, mellifluous and smooth. The rhyme, rhythm, alliteration, assonance and onomatopoeia have all contributed to creating this positive effect.

I wandered lonely as a cloud  
That floats on high over vales and hills.  
When all at once I saw a crowd  
A host of golden daffodils  
Besides the lake, beneath the trees  
Fluttering and dancing in the breeze.

(The Daffodils) by William Wordsworth. 1800, Course Book of 9<sup>th</sup> class)

### 2.4.9 Symbolism

Poets take the assistance of symbols to convey their complex idea in a more appealing way. Persuasive generally, symbols represent conceptions or ideas through things which

can be seen or feel through the senses. Yeat's poetry (1920) is replete with symbols. He has been called "the chief representative" of the symbolist movement in English literature. Symbols are not only denotative but also connotative and evocative. For example, the word (rose) not only denotes a flower but it also evokes images of beauty and love. The symbols make the language rich and expressive. (Cazamian's History of English Literature, 1970) Spring is usually meant to symbolize birth and re-birth. Summer as a symbol in English poetry means bloom or youth. Autumn is a symbol of old age and winter is taken as a symbol of death.

#### 2.4.10 The devices used for musical quality of the poem

- a) Consonance
- b) Assonance
- c) Alliteration

##### **a) Consonance:**

It is occurred when the final consonantal groupings are the same. For instance, in end/blind and will/hall, the final consonant in the first case are n and d and they occur in both the words. In will and hall the l is common.

##### **b) Assonance**

It happens when poets use the words which have vowel sounds in common. For instance, in same/late the common vowel sound is seen as ai in phonic transcription, this creates a certain musical effect in poetry and the listener enjoy it and is used as a poetic device.

##### **c) Alliteration**

It is the repetition of internal consonant sounds in neighboring words. It usually occurs at the beginning of words. This is a literary device and poets use it to create a soothing

effect in their poems. (Has flung the stone that puts the stars to flight, Rubaiyat of Omar Khayyam). The alliteration of Stone and Stars is visible in the line. In Coleridge's poem Kubla Khan, the best example of alliteration is "Five miles meandering with a mazy motion."

#### **2.4.11 The use of Figurative Language in Poetry**

The poets take the help of figurative language in order to convey his idea in a more befitting manner. The word (dog) literally means an animal. The dogs are considered servile, low and faithful. Thus human societies have seen certain qualities in the animal and have come to look down upon it or like it. These human values have given a connotative meaning of the word. The literal language is language used precisely or denotatively. The figurative language, on the one hand, is language used in the connotative sense. The figurative language, therefore, uses comparisons and contrasts to help the reader to understand what is meant.

#### **Simile**

A simile is a figure of speech in which the poet compares the quality of one thing to another. For instance, if the poet says "He was as brave as a tiger." This is a simile. The bravery of a person is compared to a tiger.

#### **Metaphor**

There is a comparison in a metaphor which is not linked by terms such as (as) or (like) For example, "He was a tiger." "He has a heart of stone." The use of words to indicate something different from the literal meaning.

### **Hyperbole (Overstatement)**

The poets use it in order to produce more exciting effect in their poetry.

It is an exaggerated statement made for effect. For example, “ten thousand saw I at a glance” in “The Daffodils by William Wordsworth”.

### **Personification**

Poets sometimes give human qualities to objects in order to have a more convincing effect. The poets can address someone dead or absent or an object as if it listens to him and talks to him. John Keats personifies autumn in his “Ode to Autumn” For example: “Tossing their heads in sprightly dance” Here the poet addresses the daffodils, it can dance like human beings. ”The Daffodils” .Some poets address valleys as these can listen to them “O’ Valley”

### **Paradox**

Oxford Advanced Learners Dictionary 6<sup>th</sup> Edition: A person, thing or situation that has two opposite features and therefore seems strange. It is a curious paradox that professional comedians often have unhappy personal lives. It is a statement containing two opposite ideas that make it seem impossible or unlikely, although it is probably true. More haste, less speed is a well-known paradox

### **Irony**

Oxford Advanced Learners Dictionary 6<sup>th</sup> Edition: It is the amusing or strange aspect of a situation that is very different from what you expect, a situation like this. For instance, the irony is that when he finally got the job, he discovered he didn’t like it. Example: Similarly in Coleridge’s poetry, we see ironic situation “Water, water, everywhere,' but not a 'drop to drink,”

**Synecdoche**

A figure of speech in which a part is used for the whole. In the book it is counted under the term Metonymy. Example: "redhead for a red-haired person, hands for manual workers, highbrow for the sophisticate, Tongues for language"

**Meiosis (Understatement)**

A figure of speech that consists of saying less than one means or of saying what one means with less force than the occasion demands. For example: "If, for instance, upon sitting down to a loaded dinner plate, you say, 'This looks like a nice snack,' you are actually stating less than the truth."

**Litotes**

A figure of speech in which affirmative is expressed by the negation of the opposite. "This is no small problem" "I don't dislike you" "he's no dummy"

**Pathetic Fallacy**

The attributing of human emotions and characteristics to nature: "The leonine old illustrator never let his pupils fall for the pathetic fallacy, that empty barrels are lonely."

**Pastoral**

A play, poem, or novel dealing with shepherds or country life. There are some things of an established nature in pastoral, which are essential to it, such as a country scene, innocence, simplicity.

**Iambic Pentameter**

A basic measure of English poetry, five iambic feet in each line. Blank verse is in unrhymed iambic pentameter. Heroic verse is in rhymed or unrhymed iambic pentameter (and variants): Regularized rhythm; an arrangement of language in which the accents

occur at apparently equal intervals in time. Rime (and variants): The repetition of the accented vowel sound and all succeeding sounds in important or importantly positioned words for example, "old-cold, vane-reign, court-report, and order-recorder". The above definition applies to perfect rhyme and assumes that the accented vowel sounds involved are preceded by differing consonant sounds. If the preceding consonant sound is the same for example, "manse-romance, style- stile", or if there is no preceding consonant sound in either word for example, "aisle-isle, alter-altar", or if the same word is repeated in the riming position for example, "hill-hill", the words are called identical rimes. Both perfect rimes and identical rimes are to be distinguished from approximate rimes.

### **Prosody**

The continuation of a sentence form one line or couplet into the next.

### **Caesura**

Grammatical pause- A pause introduced into the reading of a line by a mark of punctuation. Grammatical pauses do not affect scansion.

### **Rhetorical Pause**

A natural pause, unmarked by punctuation, introduced into the reading of a line by its phrasing or syntax. Rhetorical pauses do not affect scansion.

### **Metonymy**

A figure of speech in which some significant aspect or detail of an experience is used to represent the whole experience. In this book the single term metonymy is used for what are sometimes distinguished as two separate figures: synecdoche (the use of the part for the whole) and metonymy (the use of something closely related for the thing actually meant).

### **Epithet**

A descriptive expression; a word or phrase expressing some quality or attribute in "crafty Ulysses," "Richard the Lion-Hearted," and "Honest Abe," the epithets are "crafty," "honest" etc.

### **Archetype**

The original model or pattern from which copies are made, or out of which later forms develop; prototype: That little engine is the archetype of huge modern locomotives.

### **Euphemism**

The use of a mild or indirect expression instead of one that is harsh or unpleasantly direct. A word or expression used in this way "pass away" is a common euphemism for "die."

### **Analogy**

A likeness in some ways between things that are otherwise unlike; similarity: There is an analogy between the human heart and a pump.

## **2.5 Prior Research work done in the same field**

Here we talk about the past work connected with it whether its results maintain our outcome.

In incorporating cooperative learning strategies into the classroom curriculum, two factors have been found to contribute to positive achievement effects: group goals and individual accountability (Slavin, 1996).

Calderon et al (1997) cited by Aisha (2002) Bilingual Cooperative Integrated Reading and Composition (BCIRC) improved the achievement of the students and also their reading and writing skills (Calderon, Hertz, Ivory and Slavin 1994)

Mueen (1992) English has become the first international language. The idea to shift teaching paradigm from teaching of literature and formal grammar to the teaching a communicative language has been stressed.

Williamson and Rowe (2002), in this study, one section of a chemistry course was taught using traditional lecture methods and the other had students solve problems in groups. Both sections took the same exam and those that finished the class had similar grade distributions. However, 33.3% of the lecture students dropped the class, as opposed to only 17.3% of the cooperative-learning students. The cooperative-learning students asked the instructor more questions in class and in office hours.

The teacher and curriculum planners thus have the task of making literature education relevant to the students. They should give them such materials which they can associate with as the background knowledge before all other things should follow (Tella, Ajayi & Olowoye, 2004).

(Sterling, 1966) support the results of the current work “Higher Secondary education will be improved. But it can improve no more rapidly than the procedures employed by teachers. The natural ability of the gifted teachers is not sufficient; it must be supplemented with knowledge of the science of teaching and a thorough understanding of its practical applications. “Teaching by ear” no longer represents quality teaching. Effective teaching must be equated with goal achievement, and goals can be reached most effectively only when instruction moves forward under scientific direction.”

According to Aisha (2002), teaching of English through group work activities (inductive approach) plays a positive role in improving the academic achievement of the students studying English at the elementary as well as secondary stage.

According to Beckman, 1990; Chickering and Gamson, 1991; Collier, 1980; Cooper and Associates, 1990; “Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes.”

Johnson, Johnson, and Smith (1991), report that “various names have been given to this form of teaching, and there are some distinctions among these: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups. But all in all, there are three general types of group work: informal learning groups, formal learning groups, and study teams.”

Similarly the finding of Shah (2004), Shian and Janice (2004) also support results of this study.

Johnson, Johnson, and Smith (1991) conclude that “students in a group must perceive that they "sink or swim" together, that each member is responsible to and dependent on all the others, and that one cannot succeed unless all in the group succeed. Knowing that peers are relying on you is a powerful motivator for group work (Kohn, 1986). Strategies for promoting interdependence include specifying common rewards for the group, encouraging students to divide up the labor, and formulating tasks that compel students to reach a consensus.”

Johnson, Johnson, and Smith (1991) report, Students must perceive the group tasks as integral to the course objectives, not just busywork. Some faculty members believe that groups succeed best with tasks involving judgment.

Cooper, (1990), Johnson, Johnson, and Smith, 1991;further report “regarding group work in general, groups of four or five members work best. Larger groups decrease each member's opportunity to participate actively. The less skillful the group members, the smaller the groups should be. The shorter amount of time available, the smaller the groups should be”.

According to Sharan (1999), “Simultaneous interaction in a group contrasts with teacher-fronted instruction in which one person-often the teacher-speaks at a time i.e. sequential interaction. When group activities are used, one person per group may be. Speaking e.g. if a class of 40 students are working in groups of four, ten people may be talking simultaneously.”

Sylvester (1986), reviewing the situation in India, describes that “the teacher of English generally resorts to the grammar translation method (similar to traditional method). He writes the rules of grammar and selects a few discrete item exercises. As the learners are used to the usage of English, they do these exercises without any mistakes. Paragraphs, essays and letters they learn by rote. So the learners know the usage and not the use of English.

According to Nation (1989), the factors, which affect group work, are the learning goals of group work, the task, the way information is distributed, the seating arrangement of the members of the group and the social relationship between the members of the group.

According to Rutter et al (1979), “the real art here (in grouping) is keeping all students actively engaged and on task”.

Cross (1995), describes that group work activities are frequently used in large classes because the use of groups minimizes the time and expense that would otherwise be needed to produce materials for large classes.

Martinez (1996), describes group work as a means of organizing more advanced students to tutor their lower proficiency classmates: the teacher acts as a facilitator, only intervening when a group is unable to solve a problem on its own.

The research studies conducted by Bossert, (1988-1989); Johnson and Johnson and Smith, (1991); Sharan (1980); Slavin, (1995); conclude that group work activities “produce superior results on a host of variables, including achievement, thinking skills, inter-ethnic relations, liking for school and self-esteem”.

Elwood, G. Campbell and Clayton, F. Thomas (1966) found that a group has a common objective; the members recognize this goal and consider their responsibility in its attainment. There is a common prevailing interest in the activities undertaken; each member recognizes the need to help others. A cooperative spirit and a mutual acceptance of each other are encouraged in the teacher.

Groups of four to six students work best. Groups should be designed to give each person in the group an opportunity to assume different roles. Role playing and dramatization can expand self-concept and the performance levels of the student. Whole-brain techniques such as the mandala, other-hand writing transitional objects, dreams, mind maps and

visualization activate the left and right hemispheres and the limbic system, increasing both motivation and long term memory (Quina, 1989).

## **2.6 Link of the result of the at hand research with the consequences of those research studies already processed**

1. Behlol (2009, p.2-3) recommends self-learning and innovative techniques. On the other hand he says the methods that focus on self-learning and individualized instructions are not applied in the classroom. The role of teacher inside the classroom is authoritarian with the least participation of the students.
2. Shafqat (2008, p.119) further elaborates in respect of Pakistan education system that Teachers of English may be encouraged to use cooperative learning method in the class room. Teachers of English should be facilitated regularly with proper training so that they might able to apply cooperative learning and interactive strategies.
3. Ishtiaq (2005) recommends direct method for teaching English which is supporting this study also. English teachers may be trained in teaching methodology and update them with its application in the classrooms. Their capacity should be enhanced in area of teaching methods. There is a dire need of establishment of laboratories which give proper coverage to direct method of teaching English. Refresher courses, seminars, conferences should be arranged for creating awareness and motivating for adopting direct method for teaching.
4. David Johnson and Roger Johnson (Johnson et al, 1994), Robert Slavin (1994, 1995), and Shlomo Sharan support cooperative learning. One finds group

heterogeneity, positive interdependence, promotive interaction, individual accountability, interpersonal skills, and equal opportunities for success and team competition in cooperative learning techniques/strategies

5. Vannan (1981) compared similar two groups in a science course. “The control group was comprised of teachers and their scores in all sessions in 1975 and the experimental group was teachers in 1976 taking the same course for the whole year. Students taught suggestopedically “received 78% A grade vs. 11% A grade for those taught traditionally. The high achievement trend has continued through 1980 with a 70% a grade for the experimental years of 1976-80 inclusive). In general, studies show suggestopedia to increase learning at a faster rate than conventional method.
6. The finding is supported by Edwards (1968) that every member takes an active part in learning activities such as planning, doing, and evaluating work. Learning is at maximum when everyone participates in a goal directed activity; efficiency in learning falls rapidly when some members are not mentally active.
7. Group work activities give impetus to the teaching of English poems. The teachers teaching English at the elementary and secondary stage may be encouraged to use group work activities in their English classroom. Techniques of dividing the class into groups, providing different group work activities according to the need of the given lesson and keeping the students busy may be taught to the existing teachers of English through refresher courses. It is supported by Vannan (1981).

8. Charles W. Edwards supports that group work is organized in order to provide more effective learning of group skills essential to problem solving in life. Important information may be gained from books, but contributing to and directing a discussion is more effectively learned by actual experience. Through group work organization, the student may plan co-operatively with others, share in the administration of the class, make decisions, and accept responsibilities. These are activities in which the students will frequently engage after graduation.
9. The present research study further concludes in this connection that the group work activities have also positive effect on the ability of the students to appreciate the poems. This finding is supported by the research studies conducted by Copper (1990); John Son, Johnson and Smith (1991).
10. Groups of four to six students work best. In larger groups it is too easy for students to hide, and in groups of two or three students the possibility of interaction is not optimal. Group work gives each student an opportunity to assume different roles an appropriate analogy, humor or music, the lecture is transformed from a mere rendering of information to an art form that can engage students on many levels. (Quina, 1989)
11. The positive effect of group work activities on the ability of the students to appreciate the theme of the poem, supported by the research thesis of Hussain (2000).
12. The group work activities significantly improve the ability of the students to appreciate the theme of the poem, to appreciate its music and to appreciate their

imagery of the poems at secondary stage is supported by the research finding of Hussain, Mukhtar (2000).

13. The students of secondary classes learn comparatively better in group work activities as compared to traditional method. It is supported by the research findings of (Nation, 1989 and Collier, 1980).
14. The intellectual achievement of the learners; is directly linked to the time consumed by them. The learners of experimental group utilized more time as compared to control group so they learnt better than the students of control group. Aisha (2002) The results of the current research also say the same in respect of understanding the poem. recent work. The appreciation of the theme, music, imagery and different aspects of poetry i.e. poetic devices, figures of speech, poetic diction and symbolism is proportional to the time consumed by the students at higher secondary level is supported by the research findings Tinto and Associate (1992).
15. Most of the students like to work in a group, most of the students feel easy to work in a group, better effect of group work on the appreciation of the poems, 100 percent students want to see their own group on the top, dull students can improve by working in groups, poetic devices can be improved by working in groups and better way of appreciating poems through group work activities. Cooper (1990) supported that group work is effective for learning.
16. Group work activities are effective and for effective teaching and to the maximum benefit of the students,50%t time should be consumed by the students,25% time

by the teacher and 25% by the teacher students is jointly supported by ; Johnson; and Johnson (1991).

17. Eighty percent students hold the opinion that no time is wasted in group work activities in appreciating the poems and the finding is supported by the research findings of Hussain (2000) Johnson, Johnson, and Smith (1991 report, Students must perceive the group tasks as integral to the course objectives, not just busywork. Some faculty believes that groups succeed best with tasks involving judgment.
18. Recent studies have evaluated the effects of cooperative and individualistic learning experiences by comparing of academically handicapped, normal-progress and gifted students. Results indicate that cooperative learning experiences promote higher achievement and greater retention than do individualistic learning for all students.( Stevens & Slavin,1995)

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter discusses an overview of the design and methods of research. It is related to find the students' attitudes to their respective methods of teaching of English poems with the means of traditional method and through interactive communication strategies and to find its effectiveness at higher secondary level. Here is a brief discussion of population, sampling, instrumentation, design of the study and procedure of the study. At the end there is presentation of the analysis of data in 22 different tables with brief interpretation.

The following topics are discussed in this chapter.

1. Population.
2. Sampling
3. Instrumentation
4. Design of the study.
5. Procedure
6. Description of statistics and the analysis of data.

#### **3.1 Population**

The researcher took only the male population as in the province of Khyber Pakhtunkhwa; there are separate institutions for male and female students at public sector setup. Male teachers teach at boys' schools and female teachers teach at girls' schools. The researcher is male and he preferred to take only the male students. So all the male students of higher

secondary schools of Dera Ismail Khan District during session 2010-2011 make the target population of the study. Further study needs to be carried out for female students.

### 3.2 Sampling

Sample of the study was consisted of:

- a. Government Higher Secondary School No.4 was selected as sample of the study through purposive sampling. The researcher contacted various heads of higher secondary schools of Khyber Pakhtunkhwa for carrying out this study. The principals were not willing to hand over the class of English of 11<sup>th</sup> Class for forty days. The same school leader was so kind for providing the school for this experimental study. So the researcher took the help of purposive sampling for this experiment.
- b. The class of intermediate was divided into two sections. There were total 60 students in the class and each section was comprised of 30 students.
- c. One section was selected as control and the other was selected as experimental through random sampling and new draw method technique.
- d. The same teacher taught to both groups, the timetable was set so that he used to take class of the control group and after a short break, then he used to take the class of experimental group. For control group, he used the traditional method and for experimental group, he took the help of interactive teaching strategies. On the last day, he administered the same posttest to both the groups. One day before the start of experiment was spent in administration of pre-test and similarly one day was specified for administration of post-test and attitude scales after the experiment. So this experiment continued for 40 working days. The teacher used

to take one class of each group each day. The duration of period was 40 minutes. One day, he used to take the class of experimental group first and the other day, he used to take the first class of control group. So he continued this practice till the end of the experiment.

### **3.3 Research Tools**

The instruments to collect data of this research study are as follows:

- a. Two achievement tests (Pre-test and Post-test) in the subject of English for higher secondary stage were administered. Same pre-test was administered by both the groups before starting the experiment and after studying for 40 days a post-test was arranged for both the groups (Control and Experimental)
- b. Different aspects of poetry relevant at the higher secondary stage.
- c. Ten poems of text book of English for Intermediate class (Book -1 for 11<sup>th</sup> class) of Khyber Pakhtunkhwa Text Book Board Peshawar
- d. Different interactive activities.
- e. Observation Schedule
- f. Instructions for the teachers
- g. An attitude scale for control group
- h. Another attitude scale for experimental group

### **3.3.1 Preparation & validation of research tools**

#### **3.3.1.1) Achievement Tests**

Two achievement tests in the subject of English were constructed, one was used as the pre-test (Appendix-B) and the other as the post-test (Appendix-C).

The pre-test was developed to check their knowledge about English language. There were fifty items related to preposition, adjectives, correct use of verbs, correct use of nouns and how to punctuate. Post-test was constructed to check the ability of the students of the appreciation of the theme of the poems, appreciation of the imageries of the poems and appreciation of the music of the poems.

##### **a) Validity of Pre-Test**

Pretest was prepared and administered to determine that the two groups were equal at the time of starting the experiments. First items of pre-test were arranged and prepared and it was judged by a team of experts. 22% items were dropped as a result of judgment validity of experts. Then it was administered to 15 students of the intermediate level of Government school No 2 Dera Ismail Khan. At this stage 23% items were rejected.

##### **b) Reliability of Pre-Test**

Reliability of the pre-test was determined in such a way that first the experts in Gomal University and Teachers teaching English subject at Government Colleges and Higher secondary schools were contacted personally. Some out station teachers were consulted through courier services and some helped through email. Thus a reliable instrument with 50 items was finally selected for administration. The Cronbach alpha of the test was 0.88.

**c) Validity of Post-Test**

Valid and reliable Post-test was developed in order to measure the academic achievement of the students after the experimental study of both the groups.

The validity of posttest was processed through the same procedure. First post-test was sent to different experts for their valuable opinions. The researcher met them personally who were local experts. The researcher consulted these faculty members and took expert opinions in validating the instruments of the study. In case of post-test, 17% items were dropped as a result of judgment validity of experts. Then it was administered to twelve students of the same level and 10 % items were rejected. For determining the reliability of the post-test, the experts were consulted. Then a reliable instrument with 50 items was finally selected for administration. The posttest was mainly divided into three sub domains, 25 items of the posttest were related to theme of the poems, 15 items were concerned with imageries of the poems and 10 items were asked for appreciating the music of the poems.

**Cronbach's Alpha Reliability of the Posttest by domains**

Domains	Items	Alpha value
Theme of the Poems	25	.86
Imageries of the Poems	15	.84
Musical effect of the Poems	10	.82
Total	50	.84

The Cronbach alpha of the post-test test was 0.84.

### 3.3.1.2) **Attitude scales for Experimental Group and Control Group**

According to Oxford Advanced Learner's Dictionary of Current English (1985, p.20), "Attitude is manner of placing or holding the body, way of feeling, thinking or behaving". Thorn dike; and Hagen (1977, p.395), cited by Bibi, A.(2002) "Attitudes relate to tendencies to favour or reject particular groups of individuals, sets of ideas or social institutions The objective of attitude scales was to measure the attitude of experimental group towards interactive activities. Similarly the attitude scale of control group was administered to find the attitude of the students towards traditional and teacher centered method.

### 3.3.1.3) **Preparation and Validation of the Attitude Scales**

#### a) **Preparation**

The researcher prepared it; first he took statements related to cover possible steps about the study. The researcher tried to keep the statements by following the principle of (KISS) keep it simple and straight forward. Each statement gave a single idea and it emphasized on feeling rather than fact, attitude rather than information. The advisor helped the researcher at each step.

Both the attitude scales were developed, took guidance from attitude scale of Bibi, A (2002) for experimental group, and discussed it with advisor, different experts and modified it keeping in view the objective of the present study.

## b) **Validation**

Each item of both the attitude scales was reviewed, took opinions of experts the same field at the institute of Education and Research, Gomal University, Dera Ismail Khan. First the researcher developed an Attitude scale of 26 items for experimental group with 3 responses, (Yes, undecided, No) It was discussed with experts, took valuable guidance and assistance in each item construction and improvement of sentence structure of the scale.

For determining reliability of the scale, the experts were consulted personally, while to the experts in other cities the scales were sent by post. A final valid and reliable instrument with 13 items was selected for administration for control group. (Appendix D). The Cronbach alpha of the scale was 0.94. The same practice was carried out for the validation and determining the reliability of the attitude scale for experimental group. The Cronbach alpha of the attitude scale for experimental was found .81. (Appendix E).

### 3.3.2 **Different Aspects of Poetry**

The researcher guided the teacher about various aspects of poetry i.e. theme of the poem, its music, its appreciation and imageries and different figures of speech used in poetry.

### 3.3.3 **Poems of 11<sup>th</sup> Class English Course Book in Khyber Pakhtunkhwa**

1. The Schoolboy by William Blake
2. What is Life? by John Clare Clare
3. A Psalm of Love by Henry Wadsworth Langfellow
4. Growing Old by Mathew Arnold
5. One Way of Love by Robert Browning
6. Opportunity by Berton Braley

7. The Road not Taken by Robert Forst
8. Rubaiyat of Omar Khayyam by Edward Fitz Gerald
9. What Then? By W.B. Yeats
10. Those Two Boys (Franklin P. Adams)

### 3.3.4 **Interactive Strategies/ Activities**

Different interactive strategies/ activities for the students (Appendix K)

### 3.3.5 **Observation Schedule**

Schedule for observing the time was split into three parts. The study was conducted in 7 weeks (40 periods). Each period was of 40 minutes.

- a. Time utilized by the teacher
- b. Time taken by the teacher+ students
- c. Duration of time spent during students interactions

### 3.3.6 **Instructions for the Teachers**

Before starting the experiment, the researcher met with the Principal of concerned school .As same teacher taught control as well as experimental group. The researcher spent one week, shared the objectives of the study with the concerned teacher and discussed with him how to carry out the various interactive strategies in the class.

#### a. **Spoken instructions**

The important things were discussed with the teacher orally.

- i) The administration of pre-test and post-test
- ii) Scoring of pre-test and post-test.
- iii) The use of interactive communication strategies/ activities.

- iv) Filling the observation schedule.
- v) The use/administration of attitude scale with the students of the experimental group.
- vi) The use of attitude scale with the students of the control group.

**b. Written instructions**

The teacher was guided how to manage different interactive strategies, and how to carry out different activities for teaching English poems, its theme, imageries and musical effects of the poems. Small scale groups or pair work for interacting in the class and make the classroom environment conducive for active learning. The researcher shared plans of different interactive strategies used for how to appreciate poem, to appreciate its music and its imageries. Planned lessons were provided for carrying out different interactive strategies while teaching poems at higher secondary level.

**3.4 Design of the study**

This was experimental in nature and “the pre-test – post-test Equivalent group design” was applied (adopted from Watanable. Hare, and Lomax, 1984 and Iqbal 1986). This design was also referred by (Best, and Kohn, 1986, p.127) cited by Bibi.A. (2002). Here in this study, the researcher followed the research design of Safdar, M. (2007) of his doctoral study.

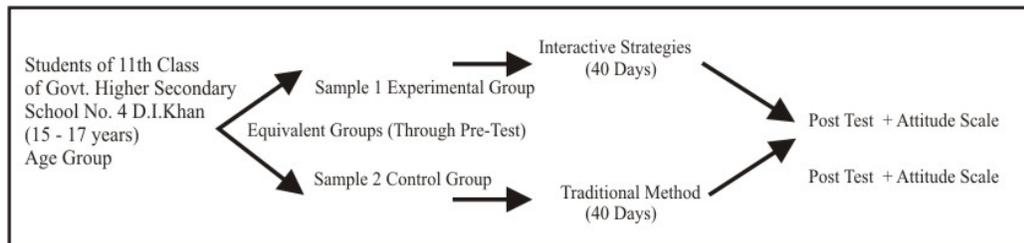
This can be represented symbolically as follow:

$$\begin{aligned} R E &= T O_1 \\ R C &= - O_2 \\ \text{Difference} &= O_1 - O_2 \end{aligned}$$

Where

- R = Randomly selected
- E = Exposure of a group to an experimental (Treatment) variable.
- C = Exposure of a group to the control condition.
- O = Observation.
- T = treatment
- O<sub>1</sub>-O<sub>2</sub> = Difference between the posttest scores of Experimental and Control

This may be simply represented as follow.



Population

Intermediate 1st year students of Govt. Higher Secondary Schools of Dera Ismail Khan

Sample School	Government Boys Higher Secondary School No. 4 Dera Ismail Khan		
Sample:	Equivalent Groups	Class	No of Students
	Experimental	X1th	30
	Control	X1th	30
Age Group	15 to 17 years		
Independent Variables:	(Treatment variables)		
1:	Interactive Communicative Strategies		
2:	Traditional Method of Teaching		
Dependent Variables:	1. Achievement or performance of the students		
	2. Attitude of the students of both the groups		
Level of Significance:	.05 level		

The design is the same as the pretest-posttest control group design except in this research study, the function of pre-test was just to know whether both the groups were equal for starting the study. Posttest scores are then used to find out the effectiveness of the treatment of the different two teaching methods.

Gay (1987, p.288) says “The combination of random assignment and the presence of control group serves to control for all sources of internal validity except mortality. But, if the probability of differential mortality is low, the post-test only group design is very effective”

This design is popular and various researchers used this design in their research studies. Farooq (1997) favours it that this is the most suitable in minimizing the threat to

experimental validity. Ishtiaq (2005) in his Ph.D. study while finding the effectiveness between Grammar Translation Method and Direct Method for Teaching English at Secondary level. Similarly the same method was used in the doctoral research works of Gillani (2005), Tabassum (2004), Bibi.A. (2002), Mahmood (2004), Iqbal (2006) and Ali (2008) and “a test of the significance of the difference between means (x test for the large sample) may be used to test the significance of the difference between means. The equivalence of the experimental and control group was provided by chance assignment of subjects to control and experimental treatment.”

Raja & Zia (2007), Khan (2008), Wood (1988), Wilson & Meyer (2000) and Ali, S. (2008) applied the same one teacher method.

### **3.5 Procedure**

#### **a) Pre-test treatment**

The research work was started with name of Almighty Allah. The class was of 60 students, it was divided into two groups, one was declared for the experimental task and the other was named as control for traditional method through random sampling. Each group was consisted of 30 students. The already prepared valid and reliable pre-test of 10 questions, each question carries 5 items was applied to the students of both groups to make sure that both the groups were equivalent at the time of starting the experiment.

**b) Treatment**

Equal treatment was provided, the students of both the groups were taught by the same teacher. Both the groups were exposed to essentially the same experience, except for the method of instruction. The experimental group was taught English poems through interactive strategies/ activities.

The experimental group was divided into small groups. Every day strategy was different. Mixed ability grouping was done in order to maintain balance and provide conducive environment for interaction among the students. It was tried that able students could help the average and weak students. The relevant material provided for interactive activities for explain the theme, imageries and music of the poems for home reading as well as classroom work. The control group was taught English poems with the help of traditional method. Duration of teaching was forty days with daily period of forty minutes.

**c) Administration and Scoring of the Post-Test**

When the experiment was over after forty days, the relevant post-test were taken from the students of both the experimental and control group and scored by the respective teacher.

**d) Scoring Criteria**

- a. Pre-Test: It consisted of 10 block questions and each question was further subdivided into 5 items, each item carrying one-mark Total marks were 50.
- b. Post-test: The post-test consisted of 3 main questions; these are subdivided into sub parts.
  - i. Question- I carries 25 items, each item measuring the appreciation of the theme the poem carrying one mark each.

- ii. Question-2 carries 15 items, each item measuring the appreciation of the imageries of the poem carrying one mark each.
- iii. Question –3 carries 10 items, each is related to measure the ability of appreciating the music of poem carrying one mark each.

## **Variables**

### **a. Independent Variables**

Independent variables of the study are the two teaching methods applied for this experimental study. These may be named as treatment variables also. Interactive communication strategies and traditional teaching method were the two methods.

### **b. Dependent Variables**

Dependent variables are achievement or performance and attitude of both the groups. Scores in the achievement test (post-test) in the subject of English poems at higher secondary level.

### **c. Variables Controlled**

- i. Level of students to be taught (Intermediate Part 1)
- ii. Content of the course (poems of course book of English class Intermediate part 1 and different aspects of poetry)
- iii. Classroom physical conditions
- iv. Teacher variation (Same teacher taught to both groups)
- v. Gender Variation (Only boys were considered for the study)
- vi. Selection and size of sample (total 60 students, each group of 30)

d. **Attribute or organism variables**

These variables like age, sex and race may not be considered in the study. Best (1991) cited by Behlol agreed so.

3.6 **Description of Statistics and the Analysis of Data**

3.6.1) **The Achievement Tests (pre-test and post-test)**

The data in respect of achievement tests were analyzed on computer by using SPSS version 17, t- test for two independent variables was applied. Means, Standard deviations, degrees of freedom, t-values and p-values were obtained. Significance of the difference between means was seen at .05 level as the criterion for the rejection of the null hypothesis. All the five hypotheses were tested through t-test.

“The t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever you want to compare the means of two groups and especially appropriate as the analysis for the posttest- only- two groups randomized experimental design”. ([http://www.socialresearchmethods.net/kb/set\\_t.php](http://www.socialresearchmethods.net/kb/set_t.php))

3.6.2). **The Attitude Scales**

To find the attitude of the students of experimental group towards interactive communication strategies and attitude of the students of control group towards traditional method.

The percentage of the frequency counts in respect of each category was obtained.

3.6.3) **Schedule of Time**

The time schedule was observed for calculating the proportionate amount of time taken by the teacher himself while teaching, secondly time utilized by Teacher and students

during teaching learning process and the time utilized while students interacting among themselves

The proportionate amount of time was calculated by finding the percentage of the time taken by the teacher himself alone, teacher plus students and students in each group. On the basis of data obtained, findings, conclusions and recommendations were made.

## **CHAPTER 4**

### **ANALYSIS OF DATA**

This portion of thesis linked with data of research. Here we analyze the data then present it in different tables. The Statistical Package of Social Sciences (SPSS) version 17 is applied, first data entry was properly made. Then t-test for the two independent groups, means, standard deviations, degrees of freedom, t-values and p-values were obtained.

This chapter has sub three parts, in part-I there are five tables with interpretations of tabulation and analysis pre-test and post-test scores. Part-II presents 16 tables, 8 tables are related with the attitude of the students of experimental group towards interactive strategies and further 8 tables are associated with the presentation of data analysis of control group towards traditional method of teaching English poems at higher secondary level. Part-III covers time schedule, with calculation of proportion of time in three respects. a) Time for Teacher, that portion of time in the class when he utilizes it while teaching. b) Time for teacher and students, it is that portion of time when teacher and students spend it during the class. c) Time for students, that portion of time when students utilize it while interacting among themselves.

## Part- I

Table 1: **Pre-test Mean Scores of Experimental and Control Group**

Groups	N	df	Mean	SD	t-value	p-value
Experimental	30	57.720	23.30	7.452	.535	.595
Control	30	58	22.23	7.990		

Significant at 0.05 level

Table-1 shows that mean difference on the scores of pre-test between experimental and control groups. The mean of experimental group was 23.30 and of control group was 22.23. The standard deviations of EG and CG are 7.452, 7.990 respectively. The P value is .595 greater than .05 and t-value is .535 less than the table value (1.96) at .05 level. The first null hypothesis stating that there is no significant difference between the mean pre-test scores of both groups is accepted. It shows that both the groups were equal at the time of starting the experiment.

**Table 2: Post–Test Mean Scores (Appreciation of the Theme of the Poems) of Experimental and Control Group**

Group	N	df	Mean	SD	t-value	p-value
Experimental	30	56.419	18.40	4.264	3.916	.000
Control	30	58	14.43	3.549		

Table-2 indicates that the degree of freedom, mean and standard deviation of the Experimental and Control group are 56.419, 18.40, 4.264 and 58, 14.43, 3.549 respectively. So there is significant difference between the means of two groups. The P-value is .000 which is also significant. Calculated (t) value is 3.916. which is greater than the tabulated value (1.96). This indicates that the experimental group has performed significantly better on the ability of the students with special reference in appreciating the theme of the poem. Therefore, the second null hypothesis is rejected.

Table 3: **Post – Test Mean Scores (Appreciation of the Imageries of the Poems) of Experimental and Control Group**

Group	N	df	Mean	SD	t-value	p-value
Experimental	30	57.859	6.97	1.712	4.636	.000
Control	30	58	4.97	1.629		

Significant at 0.05 level

t - tabulated value at .05 is 1.96

Table-3 portrays that the degree of freedom, means, S.D of the Experimental and Control group are 57.859, 6.97, 1.712 and 58, 4.97 and 1.629 respectively. The P value is .000, the calculated “t” value is (4.636) of the two independent groups exceeds the tabulated value (1.96). So the difference between the means of two groups is significant. Thus the experimental groups performed significantly better than the control group in the post-test of the appreciation of the imageries of the poems. Therefore, the third null hypothesis is rejected

Table 4: **Post – Test Mean Scores (Appreciation of the Music of the Poems) of Experimental and Control Group**

Group	N	df	Mean	SD	t-value	p-value
Experimental	30	55.821	7.13	1.502	6.770	.000
Control	30	58	4.73	1.230		

Significant at 0.05 level

Table 4 indicates the difference between the means of scores of post-test in respect of appreciating the musical effects of the poems. The degrees of freedom, means, standard deviations of the Experimental and Control are 55.821, 7.13, 1.502 and 58, 4.73, 1.230 respectively. The P value is significant which is 000. The calculated t value (6.770) of the two independent groups exceeds the tabulated values (1.96) .So the difference between the means of two groups is significant. Thus the Experimental group performed significantly better than the Control groups in appreciating the music of the poems. Therefore, the fourth null hypothesis is rejected

Table 5: **Post – Test Mean Scores of the Experimental and Control Group**

Group	N	df	Mean	SD	t-value	p-value
Experimental	30	56.419	32.50	5.824	6.012	.000
Control	30	58	24.13	4.918		

Significant at 0.05 level

Table-5 indicates that the degree of freedom, mean, standard deviation of the experimental and control group are 56.419, 32.50, 5.824 and 58, 24.13, 4.918 respectively. The calculated t value (6.012) of the two independent groups exceeds the tabulated value (1.96). So the difference between the means of the post-tests of the two groups is significant. Thus the learners of experimental group performed significantly better than the students of control group in post-test testing the overall ability of the students to appreciate the poems in all respects. Therefore the 5th null hypothesis is also discarded.

## Part-II

Here we present the analysis of the responses of the students towards the statements of the attitude scale designed for experimental group. This is presented in 8 different tables in percentage form. The responses of the students in respect of each statement of attitude scale of the control group are also showed in 8 different tables. Brief interpretation is given below each table.

### (a) Attitude Scale For Experimental Group

Table 6: **Students like to do class work in interactive strategies**

Number of students	Yes responses	Percentage	Undecided	Percentage	No	Percentage
30	19	63.33%	6	20%	5	16.66%

Table-6 shows that 63.66 percent of the students like interactive strategies, 20 percent of the students are undecided and 16.66 percent students do not like to do work with interactive strategies.

Table 7: **Feel Easy to work in interactive strategies**

Number of students	Yes Responses	Percentage	Undecided	Percentage	No responses	Percentage
30	22	73.33%	3	10%	5	16.66%

Table 7 portrays that 73.33% of the students feel easy while working in interactive strategies and they understand the poems in a befitting way. 10 percent of the students are indecisive whether interactive strategies are easy to them or not. Only 16.66 percent students are not feeling well during these strategies.

Table 8: **Interactive strategies improve the ability of the students to appreciate poems**

Number of students	Yes responses	Percentage	Undecided	Percentage	No	Percentage
30	17	56.66%	7	23.33%	6	20%

Table 8 states that 56.66 percent of the students think that interactive strategies having positive impact on the ability of appreciating the poems. 7% students of higher secondary level could not decide about the effectiveness of interactive strategies. While 20 percent students of the same group think that these strategies having no positive effect on their ability in respect of appreciating the poems.

Table 9: **Students like to see their own strategies/activities on the top**

Number of students	Yes Responses	Percentage	Undecided	Percentage	No	Percentage
30	20	66.66%	3	10%	7	23.33%

Table -9 demonstrates that 66.66 % of the students want to keep their own strategies on the top ,this shows that interactive strategies are liked by their relevant students.10% could not decide in this respect while 23.33% are against the statement that these strategies do not create a sense of competition among them.

Table 10: **Dull students can be improved with the help of interactive strategies.**

Number of student	Yes responses	Percentage	Undecided r	Percentage	No	Percentage
30	21	70%	4	13.33%	5	16.66%

Table-10 indicates that 70 percent of the students are of the opinion that dull students can also improve themselves in respect of appreciating poems, its theme, imagery and music while adopting interactive strategies in the classroom for teaching poems. 13.33% students are no clear in their decision whether these strategies are helpful or not. 16.66% hold the opinion that these strategies cannot improve the performance of dull students.

Table 11: **Interactive strategies help in appreciating the theme, imagery and music of the poems**

Number of student	Themes		Imageries		Musical Effects	
	<i>Yes responses</i>	%	Yes responses	%	Yes responses	%
30	23	76.66%	19	63.33%	17	56%

Table .11 Indicates that 76.66 percent of the students' view that the theme of the poem can be understood in a better way by using interactive strategies in class. 63.33 % students are holding the opinion that interactive strategies are also helpful in understanding the imagery of the poems. Similarly 56% of the students of experimental group favours interactive strategies in respect of understanding the musical effects of the poems.

Table 12: **Effective way of learning poems**

Number of student	explaining aspects of poems and figures of speech by teacher		By translating the poems only		By using interactive strategies for understanding the poems	
	<i>Yes responses</i>	%	Yes responses	%	Yes responses	%
30	9	30%	12	40%	23	76.66%

Table-12 shows that 30 percent of the respondents are in the favour of the method when class teacher explains the different aspects of poems and the figures of speech. 40% students support the translation method when teacher translates the poems in mother

tongue\_(Urdu). 76.66 percent students tick the interactive strategies for appreciating the poems.

Table 13: **Time wasted while using interactive strategies in the classroom**

Number of students	Yes Responses	Percentage	Undecided	Percentage	No	Percentage
30	6	26.66%	6	20%	18	60%

Table-13 indicates that 13.33 percent students are in the favor of the statement that time is wasted in a group. 6.66 percent students are undecided whether the time is wasted in a group or not while 80 percent students are having the opposite opinion that there is no wastage of time by adopting interactive strategies.

**(b) The Attitude Scale of Control Group**

Table 14: **Students like class work to be accomplished by teacher**

Number of students	Yes responses	Percentage	Undecided	Percentage	No	Percentage
30	13	43.33%	6	20%	11	36.66%

Table-14 shows that 43.33 percent of the students like teacher centered classroom, 20 percent of the students are undecided and 36.66 percent students do not like to class work to be carried out by teacher.

Table 15: **Feel Easy when Teacher Teaches**

Number of students	Yes Responses	Percentage	Undecided	Percentage	No responses	Percentage
30	14	46.66%	5	16.66%	11	36.66%

Table 15 portrays that 46.66% of the students feel easy while a teacher teaches them and understand the poems in a better way. 16.66 percent of the students are indecisive whether they feel easy or not. 36.66 percent students are not feeling easy while classroom is run by teacher.

Table 16: **Learn the poems effectively when teacher translates it**

Number of students	Yes responses	Percentage	Undecided	Percentage	No	Percentage
30	17	56.66%	7	23.33%	6	20%

Table 16 states that 56.66 percent of the students think that when teacher translates the poems, they understand it better. 23% students of the control group of higher secondary level could not decide about the effectiveness of teacher's teaching. While 20 percent students of the same group think that while teacher translates the poems, they do not learn effectively.

Table 17: **Students feel competition in the class during traditional method**

Number of students	Yes Responses	Percentage	Undecided	Percentage	No	Percentage
30	13	43.33%	7	23.33%	10	33.33%

Table -17 gives us the picture that 43.33 % of the students feel competition among themselves in the classroom adopting traditional method of teaching English poems whereas 23.33% are not sure about their decision in this respect .On the other hand 33.33% are against the statement and they do not feel any competition among themselves while teacher teaches them through traditional method.

Table 18: **Dull students can improve with the help of traditional method**

Number of students	Yes responses	Percentage	Undecided	Percentage	No responses	Percentage
30	12	40%	7	23.33%	11	36.66%

Table-18 indicates that 40 percent of the students are of the opinion that dull students can also improve themselves in respect of appreciating poems, its theme, imagery and music while adopting traditional method in the classroom for teaching poems. 23.33% students are no sure in their decision whether traditional method is helpful or not. 36.66% are of the opinion that traditional method cannot improve the performance of dull students.

**Table 19: Traditional method helps in appreciating the theme, imagery and music of the poems**

Number of student	Themes		Imageries		Musical Effects	
	Yes responses	%	Yes responses	%	Yes responses	%
30	13	43.33%	9	30%	11	36.66%

Table .19 shows that 43.33 percent of the students view that the theme of the poem can be understood in a better way teaching through traditional method whereas 30 % students are holding the opinion that traditional method is also helpful in understanding the imagery of the poems. Similarly 36.66% of the students support that traditional method helps in understanding the musical effects of the poems.

**Table 20: Effective way of learning poems**

Number of student	explaining aspects of poems and figures of speech by teacher		By reading the poems only		By translating and explaining in mother tongue for understanding the poems	
	Yes responses	%	Yes responses	%	Yes responses	%
30	15	50%	12	40%	17	56.66%

Table-20 shows that 50 percent of students are in the favour of the method when class teacher explains different aspects of poems and figures of speech, 40% students support the method when teacher reads the poems. 56.66 percent students view that by translating and explaining in mother tongue suit for appreciating the poems.

**Table 21: Time wasted while using traditional method for teaching English in the classroom**

Number of students	Yes Responses	Percentage	Undecided	Percentage	No	Percentage
30	15	50%	3	10%	12	40%

Table 21 tells that 50 percent students are in the favor of the statement that time is wasted in traditional method, 10 % students are undecided whether the time is wasted in traditional method or not while 40 percent students are having the opposite opinion that there is no wastage of time in traditional method of teaching.

**Part-3 Table for Time Observation**

- a) When teacher teaches and takes time
- b) Time spent during teacher plus students interactions
- c) Time utilized among students interactions

**Table 22: Time utilization in Experimental and Control Group**

Group	Days	Total time (hours)	Time utilized by teacher		Teacher and students take the time		Time taken by students	
			Hours	Percent age	Hours	Percent age	Hours	Percent age
Experimental Group	40	1600 minutes 26.666 hours	366 minutes 6.1 hours	22.875 %	549 minutes 9.15 hours	34.312%	685 minutes 11.416 hours	42.812%
Control group	40	1600 minutes 26.666 hours	798 minutes 13.3 hours	49.876 %	489 minutes 8.15 hours	30.563%	313 minutes 5.216 hours	19.562%

Table-22 shows the distribution of time, teacher takes 22.875% in EG and 49.876 % in CG, teacher plus students take 34.312 % in EG and 30.563 % in CG whereas students utilize 42.812 % in EG and 19.562 in CG respectively. This show that (42.812-19.562) 23.25 % students of experimental group remain active taking more time while students of control group comparatively take less portion of time. On the other hand teacher takes

27.001 % (49.876-22.875) more time in CG as compared to experimental group. In respect of time while the teacher and students interact with each other, 3.749 % (34.312-30.563), teacher and students utilize more time.

# **CHAPTER 5**

## **SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary**

This current research's purpose is to identify the students' attitude towards teaching for English poems through traditional method and by using interactive communication strategies and its effectiveness in the higher secondary level. The study focuses on to find out a comparative better teaching method for teaching of English poems which has a positive effect on the ability of the students to appreciate the poem; its theme, the imageries used in it and to appreciate the musical effects of the poems at the higher secondary level in Pakistan.

All the students of 11th class of Government Boys Higher Secondary Schools of D.I.Khan city constitute the population of the study. Government Boys Higher Secondary School No 4 Dera. Ismail Khan was selected as sample of the study through purposive sampling. The 11<sup>th</sup> class which was consisted of 60 students split into two sections. One was randomly selected as the control group and the other taken as experimental. One teacher of the same school taught to experimental as well as control. The teacher was trained properly and briefed him about the objective of the study especially in the respect of interactive communication strategies. He was provided with timetable, stopwatch, the course poems, material for doing activities for each day. The researcher was all the time there to facilitate and guide him. The principal of the school was so kind by providing

the researcher the conducive environment for the experiment. The research tools of the study were two achievement tests, pre-test, post-test and two attitude scales. As standardized achievement tests were not available, first pre-test of 50 items was prepared in subject of English after passing through a process of validation by team of experts and pilot testing, and then made it reliable by using Cronbach alpha. Similarly post-test was developed, sent to experts for validation, passed it through pilot testing and then determining the reliability, it was sent to experts and Cronbach alpha was found. These teachers- made validated and reliable achievement tests were used to measure the achievement/performance of the students. Intervening variables like student's age, intelligent quotient and socio-economic status were not considered. In order to discover and take the surety whether students of both the groups were equal at beginning of research process, same pre-test was conducted to both the groups. The pre-test scores were analyzed by using SPSS version 17, t-test for independent two groups was applied and P value (.595) and t-value (.535) (not significant at .05 level) were obtained and the first null hypothesis was accepted. This shows that at the time of start of the experiment, both the groups were equal. Then the control group was taught through traditional method and the same teacher adopted interactive communication strategies for teaching the students of experimental group. The study continued for 7 weeks, (40 working days), six days a week and on Sunday it was off.

The data of post-test scores were analyzed by using SPSS version 17; t-test was used to measure the significance between the means of the two groups. Significance at 0.05 level was seen as the criterion for the rejection of null hypothesis. The second null hypothesis was rejected as P value was significant (.000) . The students of experimental group

showed better efficiency in appreciating the theme of the poems. Similarly in case of imageries, music and overall appreciating the theme of the poems, the students who were taught through interactive strategies showed improved performance while the result of control group was not so much encouraging. Then attitude of the students towards interactive communication strategies and the attitude of the students of control group towards traditional method were analyzed by conducting the relevant attitude scales to both the groups. The percentage of data calculated received in three respects of frequency responses (three categories) Yes, No and Undecided. The students of experimental group showed more positive attitude to interactive communication strategies whereas the students of control showed comparatively less toward their own traditional method. The time schedule was also observed in three respects, first time utilized by teacher himself during teaching, secondly time spent during experiment by the teacher and students and thirdly time utilized while students interacting among themselves. The finding of observation of time schedule also supports interactive communication strategies as more time is spent during students interacting among themselves and communicating with their teacher as compared to traditional method.

So the study recommends interactive communication strategies may be adopted by teaching English poems at higher secondary level.

## 5.2. Findings/Discussions

1. The first finding of the study is that the students of both the groups, control as well as experimental were found equal when research process was started. So the first null hypothesis stating that” there is no significant difference between the mean pre-test scores of both the experimental and control group” hereby was accepted. As the P value was .595 is not significant at .05 level and t value was.535. It shows that at the start of this experimental study, both the groups were equivalent.(table 1)
2. The mean post test scores in respect of appreciation of the theme of the poems, the mean scores of the EG was greater than the mean scores of CG. Interactive communication strategies were adopted for teaching to experimental group while conventional method was applied for control group. P value and t-value were obtained by applying SPSS version 17 .000 and 3.916 respectively at 0.05 level. The significant mean difference indicated that the teaching of English poems through interactive communication strategies had significantly positive effect on the ability of the students to appreciate the theme of the poems .The students of experimental group performed comparatively better than control group who were taught by the traditional method. So the rejection of null hypothesis as teaching of English poems through interactive activities has significantly improved on the ability of the students to appreciate the theme of the poems. (table.2)
3. The third hypothesis “There is no significant difference between the mean post-test scores (appreciation of the imageries of the poems) of both experimental and control groups.” is rejected as it was found considerable difference between

means of two groups. (Table-3, P value .000 at .05 level,  $t_{cal}=4.636$ ,  $t_{tab}=1.96$ ). So teaching of English poems through interactive strategies has significantly improved the ability of the students to appreciate the imageries of the poems.

4. In respect to the fourth hypothesis “There is no significant difference between the mean post-test scores (appreciation of the musical effects of the poems) of both experimental and control group.” It indicates the result of the fourth hypothesis where P value is significant at .05 level and t-calculated (6.770) is greater than t tabulated (1.96) thus indicating that the students who had been taught through interactive strategies performed positive results than those students who were engaged in customary way of teaching. The fourth null hypothesis is hereby rejected.
5. There is no significant difference between the mean post-test scores of both the experimental and control group.

It was found that interactive strategies really improved the understanding of the students in different respects of the poems. The result of the fifth hypothesis is that the teaching of English poems through interactive activities has significantly improved the ability of the students to appreciate the poem. The fifth null hypothesis was the main hypothesis of the study; its result (table-5, P value .000,  $t_{tab}=1.96$ ,  $t_{cal}=6.012$ ) indicates that the students who were taught by interactive communication strategies significantly improved to those who were taught through the traditional method.

### **5.2.2 Attitude of the students towards interactive strategies and traditional method**

1. The findings of attitude of the students of experimental group, 63.33% students like to have interactive strategies in the classrooms while 43.33 % of control group like traditional method. So (63.33%-43.33%) 20 % more students like experimental as compared to traditional method It means that interactive activities are helpful and these are according to the students' attitude.(tables.6 & 14)
2. 73.33 % responses of the students of experimental group favour that they feel easy during interactive strategies while 46.66 % of the control group support the statement that they feel easy during traditional method. So the difference is (73.33 %-46.66 %) 26.67 % .It means that interactive strategies are more welcomed by their respective students as compared to traditional method which is less welcomed by its respective students.(table.7 & 15)
3. The data collected in respect of better effect of interactive communication strategies on the appreciation of the poems, 56.66 % of the students of experimental group favour interactive strategies that these have a positive effect on the ability of the students to appreciate the poem. Similarly 56.66% of control group are in favour of their own traditional method. (table. 8 & 16).Here the ratio of likes and dislikes is equal.
4. Table-9 & 17 indicate that 66.66 % want to see competition while interactive activities go on of EG, in case of CG only 43.33 % students like their own traditional method. So (66.66 %-43.33%) 23.33 % more votes come in favour of

interactive strategies. So the research study at hand favours those interactive strategies in case of appreciating the poems at higher secondary level.

5. 70% of students of EG think that the dull students can improve themselves by applying interactive strategies in classrooms, on the other hand only 40 % students of CG view that traditional method suit for dull students also. (Table-10 & 18)
6. 76.66 % of the responses of the students of EG view that the theme of the poem can be picked easily by applying interactive strategies at classrooms; in case of CG only 43.33% students think so. The difference of % is (76.66 %-43.33) 33.33. In case of imageries, 63.33 % of EG say that interactive strategies suit for better understanding of the imageries of the poems, the CG 30 % think that traditional method suit best for teaching imageries of the poems. Similarly in case of music, the ratio is 76.66 %( EG) and 36.66 %( CG), here 40 % more preference of interactive strategies over traditional method. The research study finds out that by applying interactive strategies in classrooms for teaching English poems have positive effect on the appreciation of the theme, music and imagery of the poem. (Table-11 & 19)
7. 76.66 % of the students of EG view that by adopting interactive communication strategies, poems can be learnt in better way, 56.66 % of CG views their own method better. So again, it means that interactive strategies suit to the attitude of students. (Table-12 & 20)
8. 60 % of the students of EG view that they do not spoil time while busy interactive strategies on the other hand, 40% students of CG is of the opinion that traditional

method does not spoil our time. Result is that interactive communication strategies are preferred for teaching English poems in classrooms at higher secondary level. (Table 13 & 21)

### **5.2.3 Utilization of Time in Experimental and Control Group**

Distribution of time in three categories:

6.1.12 Teacher utilizes time during teaching

6.1.13 Time which is utilized during teacher-student interaction

6.1.14 Time utilized during interaction of students

Total classes: 40

Each class duration: 40 minutes

Total time of working hours. 1600 minutes or 26.666 hours

#### **Time distribution of experimental group**

Teacher takes time = 6.1 hours (366 minutes)

Percentage = 22.875%

Teacher +students = 9.15 hours (549 minutes)

Percentage = 34.313%

Time taken by the students = 11.416 hours (685 minutes)

Percentage = 42.811%

### **Time distribution of control group**

Portion of time taken by teacher:	13.3 hours (798)
Percentage	49.876%
Portion of time taken by teacher plus students:	8.15 hours (489 minutes)
Percentage	30.563%
Portion of time spent by students:	5.216 hours (313minutes)
Percentage	19.562%

### **Comparative analysis of Time proportion in Experimental and Control**

Teacher takes time (Experimental 6.1hours, Control 13.3 hours)

Teacher takes 7.2 hours(27%) more time in control group as compared to experimental group, on the other hand teacher plus students take (9.15 EG,8.15 CG) one hour(3.75%) more time in experimental as compared to control group and students' proportion of time (11.416 EG,5.216CG) ,here the students of experimental group spend 6.2 hours (32.25%) more time as compared to control group.

The more time consumed by the students, the more they learn, understand and appreciate the poems in its true sense. Students take opportunity to take enough time to share one another's views, exchange their learning and collaborate through interactive strategies. So the study proves the improvement in learning, understanding and appreciating the various aspects of poems are directly linked to the utilization of students' time.

### 5.3 Conclusions

The at hand work of research was to unearth the attitude of the students towards teaching English Poems through traditional method and by using interactive communication strategies and its effectiveness at higher secondary level. The study was carried for 40 days, one day at the start in administration of pre-test and one day at the end of administration post-test plus attitude scales were utilized. The data analysis gives us findings and it also leads us to the following conclusions.

1. The result first hypothesis tells us that before starting this experimental study both the groups were equivalent. This conclusion came out of the result of the pre-test scores of both the groups.
2. Teaching of English poems through interactive communication strategies plays a key role in enhancing the learners' performance with special reference to study the English poems and appreciating the theme of the poems at higher secondary level.
3. This study concludes that interactive communication strategies play a positive effect on the ability of the students to appreciate the imageries of the poems at higher secondary level.
4. The research study also proves that students appreciate the musical effects of the poems in a more befitting manner by adopting interactive communication strategies at higher secondary level as compared whereas conventional way of teaching is welcomed by small portion of students.

5. The research study concludes that students learn easily and effectively through interactive communication strategies by the appreciating the poems at higher secondary level in Pakistan.
6. The attitude of the students towards interactive strategies is that majority of the students of EG (63.66 percent) like interactive communication strategies and they (73.33 %) feel easy to do interactive strategies. The interactive communication strategies play positive effect on the ability of the students to appreciate the theme of the poems, to appreciate the music of the poems and appreciate the imageries used in the poems. According to the attitude scale, it is easy for the learners to have interactive environment of learning, it makes them learn better, improves the dull students. Interactive strategies prove helpful in understanding their appreciation of the poem its theme, its music and its imagery.
  - a. Greater part of the pupils consider that teaching of English poems during interactive strategies is a better way of teaching poems in contrast to teaching poems with the means of traditional method.
  - b. Majority of students think that time is not wasted by adopting interactive communication strategies in its true sense.
7. Utilization of time in both the methods tells us that more time is utilized by students while interacting among themselves as compared to traditional method. Teacher utilizes more time in traditional method as compared to interactive teaching strategies. It concludes if students spend more time; the better result would be the achieved. Interactive activities provide maximum opportunities of time consumption to the students to work themselves. The students learn more

through interactive activities with reference to appreciating the poem, its theme, its imagery and its music.

8. The study concludes that appreciation of the theme, music, imagery, overall appreciation and aspects of poetry are in a straight line to the time utilized by the students.

#### 5.4 **Recommendations**

The research study recommends the following suggestions:

1. The teachers of higher secondary schools teaching English may be guided to use interactive communication in teaching English and especially teaching poems so that maximum number of students may be benefited.
2. The results of the study may be communicated to Education Ministry & Wing of Curriculum to develop curricula of English course for higher secondary level which encourage interactive teaching strategies.
3. The heads of all higher secondary schools may encourage teachers for using modern teaching strategies and provide them environment for adopting these new strategies.
4. The Government may not only encourage teaching with the help of interactive communication strategies but may take some practical steps for its sure implementation in the higher secondary school level.
5. The concept of interactive communication strategies may be implemented in the pre-service training of teachers so that they may be able to teach English poems through interactive communication activities. The teachers who are already engaged in teaching may be encouraged and trained through refresher courses to

use interactive communication strategies in their classrooms in teaching English poems.

6. The teachers in organizing different strategies/ activities may consider a fair division of labour to be given so that each of the member of the pair or small group can contribute equally. Each member has chance to speak, to work, to think and to share one another's views.
7. The teachers training institutions may encourage applying the interactive communication strategies for the teaching of English and especially the poems, during their practical skill in teaching. This practice may enable them to use this technique while they go to the field.
8. Teaching of English poems needs that students may know the various aspects of poems like poetic devices, figures of speech, poetic diction, tone and symbolism. Without knowing these aspects, the students would not be in a position to appreciate the theme of the poem, its music and imagery. Mere translation does not convey the message of the poet or the artistic quality of the poet or the entertainment, which the poet wants to give to its readers. Translation in Urdu spoils the essence and spirit of the poem so it is recommended that poems may be taught through interactive communication strategies keeping in view the specific objectives of the poetry.
9. Workshops, seminars and conferences may be organized on regular basis in order to motivate and create awareness among the teachers of higher secondary level to adopt new teaching strategies and keep them updated about the findings of new researches in education. Summer vacations may be utilized for these events.

**5.5 Suggestions for further research:**

1. The study may be extended to the other classes of graduate level and, the students of English medium schools and private higher secondary schools.
2. The study may be replicated in other four provinces of Pakistan, Punjab, Sind, Baluchistan and Gilgit Baltistan.
3. The study may be replicated at Girls higher secondary schools of Khyber Pakhtunkhwa.
4. There is a need of further research in the other subjects i.e. physics, Chemistry, Pakistan Studies etc.

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## **APPENDIX-A**

### **Cover Letter to Teachers**

Dear Respected Sir/Madam

Asslam-O-Alaikum

With due reverence, I would like to say that I am a research scholar at Institute of Education & Research Gomal University D.I.Khan. My Ph.D research topic is “A Comparative Study of the Attitudes of the Students towards Teaching of English Poems through Traditional Method and Interactive Communication Strategies and its Effectiveness at Higher Secondary level at Khyber Pakhtunkhwa Pakistan”

This experimental study is being conducted in the partial fulfillment of the requirement for the degree of Ph.D.

You are requested to read each statement carefully and respond according to your best judgment.

Make it sure that the data obtained will be kept confidential and will only be used for research purpose.

I would be extremely obliged for your positive contribution in this research matter.

Sincerely yours

Allah Noor Khan

Research Scholar Institute of Education & Research

Gomal University, D.I.Khan, KPK Pakistan

Cell # +92-03339967864 E-mail: noormarwat2@yahoo.com

## APPENDIX-B

### Achievement Test for 11<sup>th</sup> class students (Pre-test)

Name \_\_\_\_\_ Father's name \_\_\_\_\_

Class \_\_\_\_\_ Subject \_\_\_\_\_

Section \_\_\_\_\_ Date \_\_\_\_\_

**Time: 90 minutes**

**Total Marks: 50**

**Instructions: - Attempt all questions and use the same sheet for answering the questions.**

**Q.1 Fill in the blanks with suitable prepositions. (5)**

- (i) He is absorbed \_\_\_\_\_ the scene.  
(a) in (b) at (c) with (d) by
- (ii) You are afraid \_\_\_\_\_ a snake.  
(a) of (b) with (c) to (d) by
- (iii) She is married \_\_\_\_\_ her cousin.  
(a) of (b) at (c) to (d) with
- (iv) I congratulate him \_\_\_\_\_ his success.  
(a) on (b) in (c) for (d) of
- (v) God is kind \_\_\_\_\_ us.  
(a) from (b) with (c) on (d) to

**Q.2 Fill in the blanks with suitable verbs from the given choices. (5)**

- (i) They \_\_\_\_\_ England last year.  
(a) visit (b) visited (c) visiting (d) had visited
- (ii) Two and two ----- four.  
(a) make (b) makes (c) made (d) making
- (iii) The sun ----- in the west.  
(a) setting (b) sets (c) set (d) none of it
- (iv) She-----me yesterday.  
(a) beat (b) beats (c) is beating (d) will beat
- (v) This is a commonly----- method.  
(a) use (b) using (c) used (d) uses

**Q.3 Fill in the blanks with suitable adjectives from the given choices. (5)**

- (i) Thailand is \_\_\_\_\_ than Norway.  
(a) more sunny (b) sunnier (c) sunny (d) sunniest
- (ii) Honesty is the \_\_\_\_\_ policy.  
good (b) better (c) more good (d) best
- (iii) Aslam is the----- brother of Akram.  
(a) older (b) elder (c) more older (d) more elder
- (iv) \_\_\_\_\_ knowledge is a dangerous thing.  
(a) little (b) a little (c) the little (d) none of it
- (v) \_\_\_\_\_ people are so hopeless as drunkards.  
(a) few (b) a few (c) the few (d) none of it

**Q.4 Do as directed. (5)**

- (i) He did not (accepted my request) (Use correct form of the verb)
- (ii) He is \_\_\_\_\_ man who met me yesterday. (Insert article)
- (iii) He solved the question. (Change into interrogative)
- (iv) He is best boy in the class. (Correct the sentence)
- (v) Why you came late yesterday. (Correct the sentence)

**Q.5 Write down superlative form of the following adjectives. (5)**

- (i) Little \_\_\_\_\_
- (ii) Bad \_\_\_\_\_
- (iii) Ugly \_\_\_\_\_
- (iv) Pleasant \_\_\_\_\_
- (v) Far \_\_\_\_\_

**Q.6 Make noun of the following words. (5)**

- (i) Defend \_\_\_\_\_
- (ii) Determine \_\_\_\_\_
- (iii) Clear \_\_\_\_\_
- (iv) Offend \_\_\_\_\_
- (v) Agree \_\_\_\_\_

**Q.7 Make verbs of the following words. (5)**

- (i) Laughter \_\_\_\_\_
- (ii) Discussion \_\_\_\_\_
- (iii) Active \_\_\_\_\_
- (iv) Reservation \_\_\_\_\_
- (v) Completion \_\_\_\_\_

**Q.8 Write down the 3<sup>rd</sup> form of the following verbs. (5)**

- (i) Act \_\_\_\_\_
- (ii) Beat \_\_\_\_\_
- (iii) Bring \_\_\_\_\_
- (iv) Fly \_\_\_\_\_
- (v) Feed \_\_\_\_\_

**Q.9 Punctuate the followings. (5)**

- (i) how long did you stay \_\_\_\_\_
- (ii) ahmads house is very big \_\_\_\_\_
- (iii) i came i saw i conquered \_\_\_\_\_
- (iv) what a terrible fire it is \_\_\_\_\_
- (v) ali can you help me \_\_\_\_\_

**Q.10 Identify the following underlined parts of speech.**

**(5)**

- (i) They are good students. \_\_\_\_\_
- (ii) Nobody is above law in Islam. \_\_\_\_\_
- (iii) This picture is for sale. \_\_\_\_\_
- (iv) He appreciated his good behavior. \_\_\_\_\_
- (v) I called him but he was not at home. \_\_\_\_\_

## APPENDIX-C

### Achievement Test for 11<sup>th</sup> Class (Posttest) in English Poems

Name----- Father's name ----- Class -----

Subject-----Section ----- Dated -----

**Time: 02 hours**

**Total Marks = 50**

**Q1: Theses items have been taken from your course poems. Tick the relevant option. Each item carries one mark only. (25)**

- i) The school boy wants to enjoy the company of \_\_\_\_\_.  
(a) boys (b) men (c) girls (d) nature
- ii) What does destroy the joy of school boy?  
(a) the teacher (b) going to school (c) learner's learning (d) examination
- iii) In the poem "The School boy", the poet addresses \_\_\_\_\_.  
(a) summer (b) birds' songs (c) youth (d) his father and mother
- iv) The view that "life is but an empty dream" of "A Psalm of Life" is \_\_\_\_\_.  
(a) rejected (b) accepted (c) with drawn (d) none
- v) The phrase "bivouac of life" in the poem "A psalm of life" means.  
(a) struggle of life (b) miseries of life (c) happiness of life  
(d) temporary camp.
- vi) The mode of the poem of "What is life?" reflects \_\_\_\_\_.  
(a) happiness (b) dejection and despair (c) smooth life (d) past life

- vii) The first stanza of the poem “Growing old” describes the loss of \_\_\_\_\_.
- (a) physical beauty (b) spiritual beauty (c) natural beauty (d) harmony
- viii) An old man becomes sorrowful when he looks back upon his \_\_\_\_\_.
- (a) youth (b) physical beauty (c) physical strength (d) happiness
- ix) “The lustre of the eye” in “Growing Old” the phrase means \_\_\_\_\_.
- (a) a disease of the eye (b) beauty of the eye (c) brilliance of the eye  
(d) darkness of the eye
- x) “Festers the dull remembrance of a change” in “Growing Old” Festers means \_\_\_\_\_.
- (a) hurdles (b) waste away (c) decline (d) increase
- xi) Each stanza of “Growing old” describes a particular \_\_\_\_\_.
- (a) thought (b) idea (c) loss (d) question
- xii) Robert Browning in his poem “One way of love” collects roses to scatter in the way of \_\_\_\_\_.
- (a) his father (b) his mother (c) Pauline (d) his lover
- xiii) The poet of “One way of love” thinks that his beloved will \_\_\_\_\_.
- (a) take the flowers (b) pay no attention (c) come back (d) love him
- xiv) The poet “One way of love” tried to learn his lute for many \_\_\_\_\_.
- (a) years (b) months (c) hours (d) days

- xv) Which virtue is stressed in the poem “Opportunity” \_\_\_\_\_.  
(a) bravery (b) chivalry (c) love (d) hard work
- xvi) “The world is young” means that the world is full of \_\_\_\_\_.  
(a) opportunities (b) troubles (c) happiness (d) sorrows
- xvii) The poem “Opportunity” gives us the message of \_\_\_\_\_.  
(a) pessimism (b) hope (c) darkness (d) nothing
- xviii) The poet in his poem “The Road not Taken” selected the road which was \_\_\_\_\_.  
(a) less trodden (b) less good (c) long (d) often used by travellers
- xix) “Rubaiyat of Umar Khayyam” is the work of \_\_\_\_\_.  
(a) one author (b) two authors (c) three authors (d) four authors
- xx) “What then”, the poet means that perfection in this world is \_\_\_\_\_.  
(a) possible (b) impossible (c) desirable (d) nothing
- xxi) “What then” is the story of a \_\_\_\_\_.  
(a) naughty child (b) foolish child (c) talented child (d) none of it
- xxii) The last stanza of “What then” describes the old man’s \_\_\_\_\_.  
(a) life (b) desires (c) satisfaction (d) dreams
- xxiii) Why were Bill’s parents and teachers worried? Bill was a \_\_\_\_\_ boy.  
(a) good (b) charming (c) poor (d) bad

xxiv) “Fractured each rule”, the phrase of the poem “Those Two Boys” means\_\_\_\_\_.

(a) undisciplined (b) foolish (c) brave (d) mad

xxv) The poem “Those two boys” has a \_\_\_\_\_ ending.

(a) horrible (b) surprise (c) good (d) uninteresting

**Q2: This question is related to the poetic devices used by the poets in their poems of your course. Select the right option. (15)**

i) The phrase “the distant huntsman” in “The Schoolboy” connotes a sense of \_\_\_\_\_.

(a) hope (b) beauty (c) threat (d) simile

ii) The word “dropping” in “The Schoolboy” connotes an image of a \_\_\_\_\_.

(a) stream (b) bird (c) animal (d) dying plant

iii) How can the bird that is born for joy  
Sit in a cage and sing?  
How can a child, when fears annoy,  
But droop his tender wing,  
And forget his youthful spring?

The above stanza refers to \_\_\_\_\_

(a) cuckoo (b) nightingale (c) skylark (d) the schoolboy

- iv) “How can the bird that is born for joy  
Sit in a cage and sing?”  
In the above lines, the poet applies \_\_\_\_\_.  
(a) simile (b) hyperbole (c) metaphor (d) personification
- v) In the poem “The school boy”, summer is a symbol of \_\_\_\_\_.  
(a) beauty (b) rebirth (c) youth (d) happiness
- vi) “Learning bower” in “The Schoolboy” refers to-----.  
(a) school (b) plants (c) books (d) students
- vii) The last line of “The Schoolboy”, “When the blasts of winter appear?” here  
the image gives a sense of \_\_\_\_\_.  
(a) fearful warning (b) encouraging situation (c) better future  
(d) hope of Spring
- viii) “And what is life? An hour-glass on the run”, Here the poet  
applies \_\_\_\_\_.  
(a) simile (b) metaphor (c) epigram (d) hyperbole
- ix) The poet has answered the questions related to “What is life” with the help of  
\_\_\_\_\_.  
(a) metaphors (b) similes (c) apostrophe (d) epigrams
- x) Still, like muffled drums, are beating  
Funeral marches to the grave  
In the above lines, the poet applies \_\_\_\_\_.  
(a) simile (b) metaphor (c) hyperbole (d) personification

- xi) Be not like dumb, driver cattle!  
Be a hero in the strife.  
Here the poet takes the help of \_\_\_\_\_.  
(a) simile (b) metaphor (c) hyperbole (d) personification
- xii) A wake! For morning in the Bowl of Night  
Has flung the Stone that puts the Stars to Flight:  
Here the poet uses \_\_\_\_\_.  
(a) personification (b) metaphor (c) onomatopoeia (d) paradox
- xiii) And lo! the Hunter of the East has caught  
The Sultan's Turret in a Noose of light.  
Here the poet takes the help of \_\_\_\_\_.  
(a) personification (b) metaphor (c) onomatopoeia (d) paradox
- xiv) Alas! That spring should vanish with the Rose!  
That youth's sweet-scented manuscript should close!  
The nightingale that in the branches sang,  
Ah, whence, and whither flown again, who knows!  
In the above stanza, the poet uses \_\_\_\_\_ images.  
(a) happy (b) melancholy (c) horrible (d) none of it
- xv) In English poetry, autumn gives us the sense of \_\_\_\_\_.  
(a) freedom (b) old age (c) death (d) slavery

**Q3: This question is asked to check your knowledge about sound and music of the poems you have read. Text of the poems would be provided to you to solve this question. (10)**

- i) The form of the poem of “The school boy” is \_\_\_\_\_.  
(a) ode (b) sonnet (c) lyric (d) hymn
- ii) A Psalm of life is a/an \_\_\_\_\_.  
(a) ode (b) sonnet (c) elegy (d) hymn
- iii) The Rubaiyat of Omar Khayyam is a \_\_\_\_\_ poem in quatrains.  
(a) sonnet (b) ode (c) hymn (d) lyric
- iv) The Rubaiyat of Omar Khayyam is in \_\_\_\_\_.  
(a) dimeter (b) trimeter (c) tetrameter (d) pentameter
- v) In most stanzas of “The Rubaiyat of Umar Khayyam, the rhyme scheme is \_\_\_\_\_.  
(a) abab (b) aaba (c) abba (d) aabb
- vi) Khayyam strikes a \_\_\_\_\_ note throughout the poem.  
(a) serious (b) melancholy (c) sympathized (d) humorous
- vii) “A long and lingering sleep the weary crave”.  
This line of “What is life” indicates literary device \_\_\_\_\_.  
(a) alliteration (b) consonance (c) assonance (d) onomatopoeia
- viii) Has flung the Stone that puts the Stars to Flight.  
We see use of \_\_\_\_\_ in the above line.  
(a) alliteration (b) consonance (c) assonance (d) onomatopoeia

- ix) The first three stanzas of the poem (What Then?) end with the same line,  
known as a \_\_\_\_\_.
- (a) free verse (b) refrain (c) octave (d) spondee
- x) Each stanza of “the school boy” follows an \_\_\_\_\_ rhyme scheme.
- (a) abbab (b) ababc (c) ababb (d) aabbbb

## APPENDIX-D

### ATTITUDE SCALE FOR CONTROL GROUP

Name----- Class----- Dated-----

**Instruction:** Tick mark (✓) the answer of your choice.

S.No.	Questions	Yes	Undecided	No
01	Do you like your class work to be accomplished by your teacher?			
02	Is it easy for you to follow the instruction of your teacher and you can understand method in a better manner?			
03	Do you learn better while teacher teaches you through traditional method?			
04	Do you feel any competition in teacher centered class room?			
05	Do you consider that traditional method also improves the performance of dull students in the class in appreciating the poems?			
06	Do you view that traditional method can help in improving the appreciation of the poems?			

07	Do you feel that the appreciation of the theme of the poems can be improved through traditional method?			
08	Do you think that traditional method suits in understanding the imageries of the poems?			
09	Do you feel that appreciation the music of the poems can be improved through traditional method?			
10	By defining and explaining the different aspects of poems and its figures of speech help in better understanding of the poems.			
11	By translating the poems can help in better understanding of the poems			
12	By adopting traditional method in the class can help in better understanding of the poems?			
13	Do you think that your time is wasted by adopting traditional method in the classroom?			

## APPENDIX-E

### ATTITUDE SCALE FOR EXPERIMENTAL GROUP

Name----- Class----- Dated-----

**Instruction:** Tick mark (✓) the answer of your choice.

S.No.	Questions	Yes	Undecided	No
01	Do you like your class work to be done through interactive strategies?			
02	Is it easy for you to follow the interactive strategies and you can understand it in a better manner?			
03	Do you learn better while working in interactive strategies?			
04	Do you feel any competition by applying interactive strategies in the classroom?			
05	Do you consider that interactive strategies also improve the performance of dull students in the class in appreciating the poems?			
06	Do you view that interactive strategies improve the appreciation of the poems?			
07	Do you feel that interactive strategies improve the appreciation of the theme of the poems?			
08	Do you think that interactive strategies suit in understanding the imageries of the poems?			

09	Do you feel interactive strategies contribute in appreciating the music of the poems?			
10	By defining and explaining the different aspects of poems and its figures of speech help in better understanding of the poems.			
11	By translating the poems can help in better understanding of the poems.			
12	By adopting interactive strategies in the class can help in better understanding of the poems?			
13	Do you think that your time is wasted by adopting interactive strategies in the classroom?			

## APPENDIX-F

### DEFINITIONS OF TERMS

1. I.E.R: Institute of Education and Research
2. B.Ed: Bachelor of Education
3. M.Ed: Master of Education
4. GC: Control Group
5. EG: Experimental Group
6. BOD: Board of Directors
7. Communicative Competency: The ability to cope with the interactive structuring of discourse”(Widdowson,1985)
8. Comparative: The comparative is the form of an adjective or adverb which denotes the degree or grade by which a person, thing, or other entity has a property or quality greater or less in extent than that of another, and is used in this context with a subordinating conjunction, such as *than*. The comparative is one of the degrees of comparison, along with the positive and the superlative.  
(<http://en.wikipedia.org/wiki/Comparative>)
9. Comparative Studies: A comparative study encourages critical reflection about culture across boundaries of discipline, nation, and language
10. Effectiveness: It is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.( <http://en.wikipedia.org/wiki/Comparative>)

## APPENDIX-G

### Pre-test Scores of Control & Experimental Group

S.No.	Control Group	Experimental Group
01	33	30
02	31	22
03	8	21
04	27	31
05	23	22
06	34	25
07	25	27
08	16	31
09	23	12
10	21	22
11	31	16
12	30	14
13	28	19
14	29	7
15	12	24
16	30	17
17	18	18
18	13	25

19	35	26
20	22	32
21	20	27
22	27	27
23	12	30
24	14	32
25	24	35
26	10	16
27	20	25
28	9	20
29	22	10
30	30	37

## APPENDIX-H

### Post test Scores of Control & Experimental Group

S.No.	Theme (CG)	Imagery (CG)	Music (CG)	Theme (EG)	Imagery (EG)	Theme (EG)
01	33	5	6	30	7	7
02	31	4	5	22	9	6
03	8	6	4	21	7	8
04	27	5	6	31	6	7
05	23	5	5	22	6	8
06	34	8	6	24	10	9
07	25	6	6	27	9	7
08	16	4	4	30	8	9
09	23	6	7	12	4	7
10	21	7	7	22	8	9
11	31	3	3	16	7	8
12	30	4	4	14	8	5
13	28	7	5	19	6	8
14	29	4	4	7	9	7
15	12	6	3	24	7	8
16	30	2	3	17	7	5
17	18	4	6	18	5	7

18	13	3	4	25	5	9
19	35	6	5	26	7	8
20	22	1	4	32	5	6
21	20	6	5	27	7	6
22	27	7	2	27	10	6
23	12	5	4	30	9	8
24	14	5	6	32	5	10
25	24	6	5	35	6	6
26	10	4	4	16	5	3
27	20	6	4	25	8	7
28	9	4	5	20	4	8
29	22	7	4	10	6	5
30	30	3	6	37	9	7

## APPENDIX-H

### Post test Scores (Total) of Control & Experimental Group

S.No.	Control Group	Experimental Group
01	23	29
02	22	33
03	25	34
04	29	36
05	26	38
06	27	36
07	29	33
08	15	36
09	36	18
10	29	30
11	18	39
12	19	29
13	35	31
14	21	39
15	19	36
16	18	29
17	26	27
18	22	33

19	23	33
20	19	27
21	27	31
22	24	39
23	23	41
24	28	36
25	25	33
26	26	17
27	27	37
28	24	29
29	28	26
30	22	40

**APPENDIX-I****Time Observation Schedule of Control Group**

Tuesday	01-02-2011	Administration of pre-test		
Wednesday	02-02-2011	19	20	01
Thursday	03-02-2011	21	17	02
Friday	04-02-2011	17	17	06
Saturday	05-02-2011	25	10	05
Sunday	06-02-2011	Off		
Monday	07-02-2011	24	14	02
Tuesday	08-02-2011	20	12	8
Wednesday	09-02-2011	19	16	05
Thursday	10-02-2011	17	14	9
Friday	11-02-2011	16	14	10
Saturday	12-02-2011	12	14	14
Sunday	13-02-2011	Off		
Monday	14-02-2011	27	11	02
Tuesday	15-02-2011	16	16	8
Wednesday	16-02-2011	27	10	3
Thursday	17-02-2011	26	12	02
Friday	18-02-2011	21	10	9
Saturday	19-02-2011	18	10	12
Sunday	20-02-2011	Off		

Monday	21-02-2011	19	12	9
Tuesday	22-02-2011	17	11	12
Wednesday	23-02-2011	24	10	6
Thursday	24-02-2011	22	12	6
Friday	25-02-2011	21	12	7
Saturday	26-02-2011	22	17	01
Sunday	27-02-2011	Off		
Monday	28-02-2011	19	13	8
Tuesday	01-03-2011	18	12	10
Wednesday	02-03-2011	20	10	10
Thursday	03-03-2011	11	19	10
Friday	04-03-2011	29	09	02
Saturday	05-03-2011	23	12	5
Sunday	06-03-2011	Off		
Monday	07-03-2011	18	11	11
Tuesday	08-03-2011	17	10	13
Wednesday	09-03-2011	21	10	9
Thursday	10-03-2011	22	17	01
Friday	11-03-2011	10	14	16
Saturday	12-03-2011	18	12	10
Sunday	13-03-2011	Off		
Monday	14-03-2011	19	9	12

Tuesday	15-03-2011	21	9	10
Wednesday	16-03-2011	25	4	11
Thursday	17-03-2011	29	7	4
Friday	18-03-2011	17	10	13
Saturday	19-03-2011	21	10	19
time (minutes)		798	489	313
%		49.875%	30.562%	19.56%
Monday	21-03-2011	Administration of post-test		

## APPENDIX-J

### Time Observation Schedule of Experimental Group

Tuesday	01-02-2011	Administration of Pre-test		
Wednesday	02-02-2011	15	8	17
Thursday	03-02-2011	13	9	18
Friday	04-02-2011	15	10	15
Saturday	05-02-2011	07	12	21
Sunday	06-02-2011	Off		
Monday	07-02-2011	12	13	15
Tuesday	08-02-2011	14	10	16
Wednesday	09-02-2011	5	06	29
Thursday	10-02-2011	9	12	19
Friday	11-02-2011	02	20	18
Saturday	12-02-2011	10	10	20
Sunday	13-02-2011	Off		
Monday	14-02-2011	12	17	11
Tuesday	15-02-2011	04	13	23
Wednesday	16-02-2011	02	18	20
Thursday	17-02-2011	07	15	18
Friday	18-02-2011	11	10	19
Saturday	19-02-2011	12	12	16
Sunday	20-02-2011	Off		

Monday	21-02-2011	07	16	17
Tuesday	22-02-2011	10	12	18
Wednesday	23-02-2011	09	14	17
Thursday	24-02-2011	12	15	13
Friday	25-02-2011	11	14	15
Saturday	26-02-2011	8	16	16
Sunday	27-02-2011	Off		
Monday	28-02-2011	07	13	20
Tuesday	01-03-2011	9	17	14
Wednesday	02-03-2011	9	15	16
Thursday	03-03-2011	12	14	14
Friday	04-03-2011	6	17	17
Saturday	05-03-2011	13	15	12
Sunday	06-03-2011	Off		
Monday	07-03-2011	6	13	21
Tuesday	08-03-2011	8	14	18
Wednesday	09-03-2011	10	12	18
Thursday	10-03-2011	7	15	18
Friday	11-03-2011	6	14	20
Saturday	12-03-2011	8	13	19
Sunday	13-03-2011	Off		
Monday	14-03-2011	10	14	16

Tuesday	15-03-2011	9	14	17
Wednesday	16-03-2011	12	15	13
Thursday	17-03-2011	9	17	14
Friday	18-03-2011	11	18	11
Saturday	19-03-2011	07	17	16
Time	In minutes	366	549	685
Monday	21-03-2011	Administration of Posttest		

## APPENDIX-K

### First Week (Daily plan of Action for Traditional Method & Interactive Strategies)

S.No	Date	Traditional Teaching	Interactive strategies
1	01.2.2011	Administration of Pre-test and conduction	
2	02.2.2011	The teacher first introduced himself, students introduced themselves. He used Urdu as well as English. Then he delivered a general lecture for about 19 minutes. He allowed students to question. So it was the first day .The students were asked about their favorite poet. Some students expressed themselves and majority of them remained silent.	The teacher first said good morning. Then he sat near a student and introduced himself then the student introduced himself .The teacher then introduced that student to the whole group. Then the teacher allowed that student to introduce him (teacher) to the class. After doing so, he made 15 pairs and directed them to introduce themselves to each other. The introduction covers the likes, dislikes, your some happy events, similarly sad events so on. They were asked to sing a song, or read a small poem or a couplet and shared something of choice with the group. It was made compulsory that every student has to speak something. Some were shy but the teacher allowed

			<p>his partner to help him in this respect.</p> <p>Everyone said something. At last, the teacher asked two questions about poetry, two volunteers answered it correctly. They declared winners and BOD (Board of directors).The job of BOD to take feedback of the previous day and to arrange an energizing activity of two or three minutes for the group.</p>
3	03.2.2011	<p>The teacher started the first poem “The School Boy” to the group. He first read the poem loudly. Then he told two students to read the said poem loudly. When the students mispronounced the words, the teacher used to tell them the right use of words. After doing this activity, the teacher then translated the difficult</p>	<p>The BOD started the second day with reflection of the students for five minutes. They also performed and recited a poem with rhythm before the class which was appreciated with big hands. The BOD announced next BOD for the next day then handed over the class to the teacher. He then distributed the whole group into two sections. He asked one group to tell positive points of yesterday. The other group was asked to tell the weak points of the last day. Two or three minutes were given to them to</p>

		<p>words in their mother tongues. He then translated every line of the stanza. After translating the stanza, he allowed the students to translate it by turn. The teacher taught the first two stanzas of the poem, he also explained the difficult words, its imageries also. He translated these stanzas and the students were asked to come tomorrow well prepared to know the difficult words and translation of these stanzas.</p>	<p>think and have interaction with each other. Some volunteers from each group expressed themselves. The teacher appreciated and encouraged them. After doing this activity, he divided the students into six different groups, discussed the theme, rhyme scheme of the poem “The School Boy” .He also discussed that this is a lyrical poem. Here he also mentioned some types of poems, ode, ballad, elegy and provided some material to study it in their homes. The students discussed simile: “caparison of one thing to another, e.g. He is as brave as a lion. Metaphor: The use of word to indicate something different from the literal meaning, as in “He has heart of stone” and shared one another in explanation of other difficult words. A member of each group gave the presentation of the respective group and shared the output of each group. The</p>
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			<p>students discussed in the form of group activities the appreciation of the lines, its music and imagery and difficult words used in the lines i.e. summer, distant huntsman, horn, outworn, sighing and dismay. Each group facilitated with the group work activities and presented the group work of each. This day only two stanzas were discussed in the classroom.</p>
4	04.2.2011	<p>The teacher started the third day with previous knowledge of the students. He asked them some difficult words of the yesterday lesson. Some answered him correctly while some did not answer properly. Some remained silent. Then he started the new lesson, the next two stanzas of the poem ‘The School Boy’ The same</p>	<p>The third day was started with reflection. BOD asked the students to present their views about simile, metaphor and identify those similes or metaphors used in the lines you have read yesterday. They were asked to have interaction with your pair partner and discuss it and then each pair was asked to present its work. All of them listened to each pair’s small presentation. The teacher then explained the next two stanzas. He also discussed with them the examples of it used in the poem. .students shared one another views</p>

		<p>activity was continued.</p> <p>The teacher translated the lines of the stanzas. He also wrote the meanings of some difficult words. He also explained the theme of the poem in mother tongue. The teacher then allowed the students to work further.</p>	<p>and learning experiences about the theme, music and its lyrical quality. The meaning of difficult words i.e. drooping, anxious hour, learning bower, worn through, dreary shower , outworn, sighing, dismay were discussed among the students with interaction. Learning bower may be meant school. The school is compared to a bird in a cage in the form of a metaphor.</p>
5	05.9.2003	<p>The teacher explained the last two lines of the poem, its music and imageries used in it and allowed the students to proceed further through .He then instructed the class to translate it one by one.</p>	<p>The BOD took the feedback first of the previous day and presented an energizing activity. The teacher then instructed the students to read the last two lines of the poem “The School Boy”. Then the teacher taught them about imageries used in it. The poets use imageries through the technique of appealing to five senses.</p> <p>Here he discussed with students why the poets use alliteration, assonance and consonance.</p>

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1. **Allah Noor Khan**, Dr. Muhammad Shah, Dr. Aisha Bibi & Dr. Umar Ali Khan (2011) “A Comparative Study of the Attitudes of Students Towards Teaching of English Poems Through Traditional Method and Group Work Activities at High and Higher Secondary level”. Published in Inter Disciplinary Journal of Contemporary Research in Business (IJCRB, UK,ISSN No.2073-7122) April 2011 Vol. 2, No. 11.
2. **Allah Noor Khan**, Muhammad Shah, Salahud Din, Rahmatullah Shah & Amanullah Shah (2011) “The Comparative Effectiveness of Teaching English with the help of Traditional Method and by using Group work Activities at Secondary Level”. Published in inter disciplinary Journal of Contemporary Research in Business (IJCRB, UK ISSN No.2073-7122) March, 2011 Vol.2, No. 12.
3. **Allah Noor Khan**, Liaqat Hussain, Fehmeda & Shehla Sheikh, 2011, “Attitude of Gomal University Teachers toward Pre-STEP Programme of H.E.C” Published in “Inter Disciplinary Journal of Contemporary Research in Business” May 2011 ,Vol. 3, No. 1.
4. Faridullah Shah, Muhammad Shah, Rehmat ullah Shah, **Allah Noor**, Liaqut Hussain **2010**“Comparative Effectiveness of Formal and Non-formal Basic Education Community Schools n Khyber Pakhtunkhwa”. Published in Journal of Research Gomal University Vol: 26 No. 2, Dec:2010.

5. Liaqat Hussain, **Allah Noor Khan** M. Latif Iqbal Amin & M. Sibtain 2011. “Comparison Study of the Use of Illustrative Martial in Class room at University level”, published in Interdisciplinary Journal of Contemporary Research in Business ISSN (2073-7122), April 2011, VOL .2, No. 12.
6. Liaqat Hussain, Professor Dr M. Shah, & **Allah Noor Khan** (2011), “Effect Computer Assisted Instructions on Academic Achievement and Classroom Interaction of Secondary School Students” April 2011 accepted for publication in Interdisciplinary Journal of Contemporary Research in Business (IJCRB, UK) April 2011 Vol. 2 No. 12.
7. Liaqat Hussain, **Allah Noor Khan**, M. Latif, Iqbal Amin & M. Sibtain 2011. “Comparative Study of Academic Achievement of Science and Arts Student in Compulsory Subject at Secondary School Level”, accepted for publication in IJCRB April Edition 2011 Vol.2, No. 12.
8. Salah-ud-Din Khan, M. Shah , **Allah Noor Khan**, Rehmat ullah Shah, 2011“Attitude of Gomal University Teachers towards Students Evaluation”, accepted for publication in IJCRB April Edition 2011 IJCRB Vol .2, No. 12.
9. Liaqat Hussain, **Allah Noor Khan**, Prof. M. Shah, & M. Sibtain 2011. “Comparative Effectiveness of Male and Female Teachers as Perceived by their Students”, published in Interdisciplinary Journal of Contemporary Research in Business ISSN (2073-7122), VOL .2, No.12.

10. Fehmeda, Liaqat Hussain, **Allah Noor Khan**, Shehla Sheikh, 2011. “Relationship Between the Family Background and School Behaviour at Primary School level”, accepted for publication in IJCRB May Edition 2011 Vol .3, No.1.
11. Muhammad Nadeem, Shela Sheikh, **Allah Noor Khan**, Fehmeda 2011 “Relationship Between Population Changes and Poverty. Evidence from Dera Ismail Khan KPK (Pakistan), accepted for Publication in IJCRB May, 2011 Vol: 1.
12. Liaqat Hussain, **Allah Noor Khan**, Dr. M. Shah, Iqbal Amin Khan, Muhammad Latif (2011), A Comparative Study of Teaching Styles of Different Qualification Teachers as Perceived by their Students”, published in inter disciplinary Journal of Contemporary Research in Business June 2011 Vol, 3 No.2.
13. Liaqat Hussain, Professor Dr Umar Ali Khan, **Allah Noor Khan**, Prof. Dr. M. Shah, Iqbal Amin Khan, & M. Latif (2011), “Investigation of the Educational Problems Faced by Females in Rural Areas” ,published in inter disciplinary Journal of Contemporary Research in Business(IJCRB) June 2011 Vol,3 No. 2.
14. Khuda Buksh Malik, Dr. Umar Ali Khan, Liaqat Hussain, **Allah Noor Khan**, Dr. Abdur Rehman, 2011. “Teachers Perceptions of Principals, Effectiveness in Higher Secondary Schools on Punjab”, accepted for publication in IJCRB August Edition 2011 Vol .3, No. 4.
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16. **Allah Noor Khan**, Dr. Asif Niwaz, Dr. Muhammad Shah (Jan,2013 “The Effect of Proportionate Amount of Time on the Students’ Performance Teaching English Poems at Higher Secondary Level in Pakistan”, published in Academic Research International ISSN No:2223-9553 on line Vol 4,Number 1

17. Liaqut Hussain, **Allah Noor**, Dr.Rehmat Ullah Shah, Kiran Maroof ,Muhammad Junaid Siraj “Aptitude of Gomal University Student Toward Self Employment” , published in Academic Research International ISSN No:2223-9553 on line Vol 4, Number 1