CHAPTER IV: The Experiment: (Urban / Semi-urban schools)

4.1 Description of the experiment

4.2 Administration of the text
CHAPTER - IV

The Experiment : (Urban / Semi-urban schools)

4.0 This chapter deals with the experiment in the urban / semi-urban schools. The investigator conducted her try-outs in the urban/semi-urban and rural schools. The purpose was to get a larger base for her study, to see if the students coming from a urban / semi-urban background had better understanding of poetry, than those coming from the rural areas. Students coming from urban / semi-urban areas, usually have more exposure to language through various media like newspapers, magazines, advertisements, T.V., as a result of this have better understanding of poetry, than those coming from rural areas.

For the purpose of the experiment, the investigator randomly selected: Ankur Higher Secondary (Ahmedabad).

Pioneer Higher Secondary (Anand)
Swami Vivekanand Vinay Mandir (Junagadh) and
Hindi Higher Secondary (Dahod)

Under urban and semi-urban schools.

Out of the four schools mentioned above, Ankur Higher Secondary (Ahmedabad) is an highly urban school. Pioneer Higher Secondary (Anand) and Swami Vivekanand Vinay Mandir (Junagadh) are urban. Hindi Higher Secondary (Dahod) is a semi-urban school.
The investigator worked for a period of eight weeks in each of these schools. The experiment in each of these schools had four parts to it.

1. Levelling test.
2. Pre-test.
3. Try-out of the material and
4. Post test.

In this chapter the investigator will deal in detail on the try-out of the material in the above mentioned schools.

4.1 a. Teaching Sessions / Try out of the Material

The material comprised of ten poems to be used in both the controlled and the experimental groups (Refer to the appendix). The details of the material is given in chapter III. Though the poems (material) used were the same for both the groups, the treatment given to each of these groups was different.

The poems in the controlled group were taught in the conventional way: explanation of the poems line by line, translating the poem in L-1, paraphrasing and giving the summary.

At the outset each student in the experimental group was given a set of poems. The names of the students were written on the sets, so that they could work on the sets for the rest of the
try-out period. The sets were collected after every session.

Each of the poem was task based. The students for most of the time had to work on their own and in pairs / groups. The objective of the try-out was to make them read the poems in order to understand and appreciate them.

b. Approach adopted

Looking at the tasks, one can find that the focus is on the learners. Instead of the teacher giving all the answers, the learners are forced to go to the poems again and again. In other words they have to read the poems quite a number of times to do the tasks.

Taking on overall view of the material, it could be observed that the students have become familiar with quite a number of things about a poem.

1. They have learnt the technique of supplying the missing words.
   a) By looking at the context,
   b) Rhyme scheme,

2. Arranging the lines in proper order
   a) By paying attention to the rhyme scheme,
   b) Ideas
   c) Rhyming words and
3. They have become familiar with different forms like the sonnet, the lyric, dramatic, limerick and shape / visual poems.

4. They have learnt that the subject matter of the poem can be anything: nature, life, human beings, animals, noise and so on.

5. They have been introduced to the different moods of the poem. Serious, light, humorous, dramatic and so forth.

6. They have realised that poems can come in any size and shape.

7. They have been familiarised with the different aspects of a poem, like the choice of words, images, comparisons, thought, feelings, moods and imagination.

8. The poems selected appealed to various senses e.g. visual poem number 1., sound: poem number 3.

9. The tasks tried to develop their
   a. appreciation skill
   b. critical thinking
   c. evaluating and giving their opinion
   d. creativity
   e. and working in groups (discussing)
The tasks helped them to come out of their shell and speak out their thoughts. When faced with difficulty, consult the teacher. It encouraged them to speak in English.

The tasks, not only took care of the comprehension and appreciation part of the poem; it also took care of the written and spoken part.

The students learnt the importance of having a dictionary to understand and enjoy poetry.

c. Student Response to the Material

The students in the urban school were highly motivated. This made the investigator's task very easy.

Initially, the students thought that this was some kind of a test, but when it was explained, they relaxed and did as was expected of them.

The students of these schools except one had a fairly good knowledge of L-2. They very much wanted to communicate in it. The tasks gave them the opportunity to do so.
Poem No.1: Boats Sail on the Rivers - Christina Rossetti

There were four tasks set under this poem.

Task 1 Here the gist of the poem was given. They were asked to read the look carefully at the contexts of words and the rhyme scheme.

After doing this they were asked to supply the missing words.

Before they did the task, the investigator explained rhyme scheme, by taking another poem, and also by giving examples from L-1 poems.

As this was their first experience at such tasks, the investigator helped the group by giving clues, and asking them to look at the contexts.

Most of the students in the above mentioned schools were able to provide correct/near correct words. They had to supply the following words: sea, clouds, these, bow and prettier.

Response

Boats sail on the rivers
And ships sail on the seas / saqar / oceans
But clouds / planes / God that sail across the sky
Are Prettier far than these/this/plane/anyother/another.
There are bridges on the rivers
As pretty as you please
But the Bow/rainbow/rain/swarm/something.
And overtops the trees
And builds a road from earth to sky
Is prettier far than these.

In the second stanza words like beautiful and plane were provided in place of prettier. Most of them were able to ‘provide ‘prettier’ as the correct word.

Task 2 This was a completion task. One list was given, they had to complete the list under the heading ; Nature/climate.

Response List got from just one student.
- land (lend) - peaks
- seashore - birds
- rain - men
- water - earth
- trees - summer
- air - winter
- sun - food
- moon - rock
- star - monsoon
Other responses

- clouds — humanbeings
- mountains — hills
- rainbow — flowers
- oceans — sea
- rivers — heaven
- lakes — sky
- forests — fruits

One of the students added 'satelite' to his list.

Task 3  In this task they had to draw a picture based on this poem. This activity initially created a bit of anxiety in the students. They thought they had to draw excellent pictures. The teacher (investigator) convinced them saying that artistic pictures were not expected of them.

Most of the students did the drawing. A few examples are provided. Students from one particular school did the activity, but they did not include the important points regarding the poem. These drawings showed that the students did not fully comprehend the poem, though they had the ability to draw (refer to appendix).

Task 4  This was a pair work activity. They had to describe the picture to their partners, and write it in the space provided. A
frame work for writing was provided.

Response

a) These are clouds. These are ships. The clouds are more beautiful than ship.

b) These are birds. These are tree. The birds are more beautiful than the tree.

Wrong responses

a) These are my friend. These are you. The followers are more beautiful than the women.

Most of the students attempted this task. From their responses one can see that they comprehended the task, though they were not able to use this/that in proper context. This was not the case with all of them.
Poem No. 2: On His Blindness - John Milton

This poem introduced them to the sonnet form. There were six tasks under this poem.

Task 1 Here they had to find out the meaning of the term 'sonnet' from the dictionary. At the beginning of the experiment, the investigator asked them to carry dictionary along. The teacher too carried some dictionaries with her. Most of the students carried the dictionaries, therefore they had no difficulty in finding the meaning of the word 'sonnet'.

Response

Sonnet = a short poem of 14 lines
       = a poem of 14 lines
       = fourteen line poem with definite rhyme scheme
       = kind of poem containing 14 lines
       = the meaning of sonnet is'

With the exception of a few, who perhaps did not know how to use a dictionary, attempted this task.

Task 2 The rhyme scheme for the sonnet was given. They had to apply the rhyme scheme and supply the missing words in the sonnet. To help them do the task, the investigator once again gave them an example to show what was meant by rhyme scheme.
Response Some students were able to provide almost all the words. Most of the students were able to give the words \textit{hide} and \textit{spent} correctly.

- the students came out with following words:
  - hide - present - test
  - bent - side - write
  - chides - spent - essence
  - hide - talent

From their response one can generalise and say, that though they did not provide the correct words, they understood the rhyme scheme, and tried to provide the words accordingly. The product right or wrong is not important, what is important is the process they went through. They got an opportunity to dig into their stock of words.

Task 3 Here they were introduced to another aspect of the sonnet, that is the 'Octave'. They were told what the poet expresses in this part. They had to read the sonnet and answer the question: What is the complaint?

Response

- The poet want to saw his talent but he is blind.
- Oh! God I am blind. Please help me or to see me the other way.
Here the poet expresses a deep sorrow. So he is complained the God. Oh God why have me you made blind.

His complaint is he is blind and he ask to the people. How he serve the God. He had no eyes. So he can’t see anything.

His complaint am why God become we blind. Poets complain is why he is blind.

The responses though not in correct English, reflect their understanding and readability to express in what ever language they have at their disposal.

While doing this task they discussed amongst themselves, referred the dictionary for understanding the words. At times they also consulted the teacher, and made it a point to ask in L-2.

Task 4 In this task they were introduced to another aspect of the sonnet that is the 'seset'. They had to read the sonnet and then answer the following question:

How does the poet accept the condition?

Response

The poet accepts his condition by complaint to God.
The blind man accept that he fain in God and he patient and thought that God also give his all his which he want.

- The accept his condition very hard working.
- The poet accepts his condition with that the God give a talent and I shall use it more carefully.

The following was a very unusual response:
- I have not legs I am not walk and not go to school.
  And not in Anand not a farm.
The investigator feels that the student who gave this response identified his problem with that of the poet's.

Task 5  Here they discussed their answers with the partner.
Poem No.3 Noise – J. Pope

The aim of having this poem was to introduce them to the quality of words.

Task 1 The meaning of the word ‘onomatopoeia’ was given with examples. On the basis of that they had to find more such words.

Response The students came out with the following words.

- dishum dishum, oa oa, dhum dhum,
- bow bow, oye oye
- coo, coo/ku ku
- ting tong
- dhum dhum, trin trin, tan tan tan, chuk chuk, bhon ha ha.
- shoo, shhh-h

Looking at the responses one can see that some of the responses are typically Indian. For e.g. dhum dhum, dishum dishum, bhon, tan tan, and oye oye.

There were a few who did not understand and gave words like, cock, door, sing voice, and birds voice.

Task 2 In this task they were told about the content of the poem. They were also instructed for doing the task. The class was divided into A’s and B’s. The teacher read the poem. The A’s
wrote down the names of things and B's wrote the sounds made by them.

Response  Students in the above mentioned schools were able to do this task fairly well. An example of the response is given.

Task 3  In this task they had to close their eyes for a minute and try to listen to the noise around. After doing this they had to describe the noise in two or three sentences. Following are some of the responses.

Response  They were shouting, dog bow how. The bell was trin trin.

I listen noise of a throb of a fan its voice is ghra... Responses, such as above show how they made use of the knowledge acquired about onomatopoeic words in describing the noise they heard.

Following are some of the responses got from the school, where the level of English was rather low. Inspite of having very limited language, they did come out with some kind of response.

Sister tack to student, bird to song bunchs bang - and students our tack.
- I listen to my teacher's sound and students sound.
  I listen to student loudly sound.

- The boys are sound and the boys laughing in the class.

Task 4 Here they had complete the sentence I like / do not like this noise because........

Response

- I do not like this noise because I-------studied that time so I did not like.

- I do not like this sound because it is break the quite.

- ______because the boys were shouting in crowd and we disturbed by them.

- ______I like the noise of fan because it keep me in concentration.

- If I shall not like the winds rush, what I can do. Perhaps nothing.

- I do not like the noise of machinery because it is disturb me.
Poem No. 4  Music, When Soft Voices Die  - P. Shelley

Through this poem they are introduced to another form, the lyric.

Task 1  In this task they had to look up the meaning of the word 'lyric' and write its meaning.

Response  Most of the students found out the meaning of the word lyric. Following are some of the meanings they got.

Lyric = describing inner feeling of the poet.

= an emotional song

= short personal poems expressing emotions

= ; composed for singing

= meant to be sung to the lyre, musical

Task 2  In this task, they were given two stanzas where the lines were jumbled. They had to read each stanza and put the lines in order. For this task they had to apply all the knowledge acquired from the previous tasks.

This task was a challenging one and this took up quite a lot of time. They discussed with their partners and also consulted the teacher (investigator).
Whether they were able to put the lines in order or not was not the objective. What was important was their going back to the poem again and again, to do the task. The process was important.

Response Quite a number of students were able to put the first stanza in order. From the following response one can see the process. They understood that the line with a full stop was the last line.

Task 3 The gist of the poem was given. They were also told that the poet expresses his love, but not directly. He does it through imagery. They were not told what imagery was. They had to find out the meaning of the word 'image' from the dictionary. This task introduced them to another aspect of a poem.

Response

Image = statue
= representation or likeness of person or thing
= emotional picture created by words
= representation
= an idol
= mental picture created by words
= close likeness, mental picture of idea
= likeness, imitation, resemblance, idol
After finding out the meaning of the word they had to list three images used in the poem. Their responses were as follows:

- soft voices
- beloved
- beloved’s bed
- rose
- music
- heap
- voilets
- memory

Task 4  This task was to enable them to express their own views. They had to write about any one aspect they liked, supporting it by giving reasons.

Response

- I like Rose leaves, when the rose is dead, because rose bears hardships and give us its own smell.
- I like the poem ‘Music when soft voices die’, because it is about the poets love for his beloved.
- I like 'are heap’d for the beloved’s bed' because its meaning is very fine.

Unusual response
- I like to do drawing and I like art words.
- I like music, because I like listened music.

Task 5 This was a pair work task. They had to discuss the answers with their partners, and write in the space provided.

Most of them did not attempt this task as task No.2 took up lots of time, though there were a few who attempted this.

Response

My partner likes, "Music when soft voices die because this line gives me some piece."
Poem No.5 Choosing A Tree — J. Van Pease

Task 1 In this task they had to write the names of any five trees found near their school. The aim was to lead them to the theme of the poem. This proved to be a very interesting and enjoyable task, but it was a bit difficult too. Difficult in the sense, that though they had seen the trees near their school, they were not conscious of which trees. This got them thinking. It generated a lot of talk within themselves. It gave them an opportunity to ask questions in English. they also felt the need to know the names of the trees in English.

Response

<table>
<thead>
<tr>
<th>English</th>
<th>Hindi</th>
<th>English</th>
<th>Hindi</th>
<th>English</th>
<th>Hindi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mango tree/s</td>
<td>Barries tree</td>
<td>Ambali</td>
<td>Badam</td>
<td>Neem</td>
<td>Gauva</td>
</tr>
<tr>
<td>Ashoka/Asopalav</td>
<td>Banana</td>
<td>Limbdo</td>
<td>Ambo</td>
<td>Pipal</td>
<td>Orange</td>
</tr>
<tr>
<td>Coconut/cokonut</td>
<td>Banyan</td>
<td>Champo</td>
<td>Pipro tree</td>
<td>Babul</td>
<td>Gulmohar</td>
</tr>
<tr>
<td>Bamboo</td>
<td></td>
<td></td>
<td>Badam tree</td>
<td></td>
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</tr>
</tbody>
</table>

Those who did not know the English equivalent gave them in their mother tongue. For e.g. (refer appendix)
- One of the students gave the names of the trees in the mother tongue but in the English (Roman) script (refer the 3rd list)

- The investigator is not able to find a specific reason for this. From the way the words are spelt shows that the student has a fairly good knowledge of English. The words have been spelt correctly. It could be possible that the student didn't really know the names in English.

Task 2 Here they had to talk about their favourite tree. The frame for writing was given. They had to write it like this:

My favourite tree is mango/ambo.

I like it because ______________________.

Responses Listed below are some of the responses got from the various schools.

- My favourite tree is mango/ambo.

  I like it because - it gives us fruit.
  - it gives us mango, which is very sweet.
  - I like to eat mango
  - it gives fruit, gum, fuel
  - fresh air and cold air
  - I like it because
My favourite tree is neem.
I like neem tree because it cures our atmosphere and it is popular as god.
- it is very beautiful.

- My favourite tree is Neelgiri (eucalyptus)
I like it because I think that it is the tallest tree among all trees in the world.
- I like it smell

- My favourite tree is lemon tree.
- I like it because His tree is fine and his his fine.

The investigator is of the opinion, that to draw response from them, one should give them the freedom to express in their mother tongue what they cannot in the L-2. This response too is a genuine response.

Task 3 They had to read the poem and find out the writers favourite tree. Practically all of them were able to give the correct answer. One of the students not only wrote the answer, but also drew a picture of the tree (see appendix)

Task 4 They had to list the adjectives the poet used for describing the tree. Since the students had a fairly good knowledge of grammar, they were able to list the adjectives. There were a few who listed other words along with the adjectives.
Task 5  This was to bring out the creativity of the students. An example was given, to do the task. A tree is the language of the sky.

Response

- A poem is the language of the lovers.
- Piece is the language of the house.
- Love is the language of the heart.
- Kiss is the language of the lovers.
- Music is the language of the heart.
- Noise is the language of the boys/students.
- A student is the language of the teacher.
- Flower is the language of the garden.

Responses which were not very creative.

- A hindi is the language of the India.
- A English is the language of the world.
- The air is the language of the nature.
- A child is the product of the mother.

These responses show that students do have the creative streak in them, it is for the teacher to draw it out and develop it. This task made them think and associate things meaningfully.

Task 6  They worked in pairs and shared their responses.
Poem No.6   The Beasts  -  Walt Whitman

Task 1  Like most other poems, this poem too began with a warming up exercise. In this task they had to name their favourite animal, giving two reasons for their liking it. This was to lead them to the theme of the poem.

Responses  The cow is my favourite animal.

I like it because - it is our mother.  
- it gives us milk.  
- it is our pet animal.  
- it gives us milk from the milk we can make anything of sweets.  
- it is a pet animal, which is gives us milk and fertilizers

- The lion is my favourite animal.

I like it because - it is the king of the forest/jungle and it was very very bravery animal.  
- because it is the king of animals and it is and I also like to become a bold man and king.  
- because he was king of the jungle and he was very dangers animal.

- Monkey is my favourite animal.

I like it because - it has no tension. It has no fight.
Zebra is my favourite animal.
I like it because its colour are beautiful.

A very small number of students from one particular school included birds under the categories of animals. The responses were as follows:

- Pink pigeon is my favourite animal. I like it because it is very beautiful and it can fly everywhere by itself.
- Peacock is my favourite animal. I like it because it is colourful animal.
- I like it because it was no tension and can't think.

Task 2 This task dealt with the poem itself. They had to read the poem and underline the adjectives used for the animals.

Response This was done by most students. Though there were a few who underlined other words too.

Task 3 In this task they were supposed to list the qualities which the animals possessed. For doing this task they had to read the poem. Most of them did this task fairly well.

Response They listed the qualities like: placid, self-contained, dissatisfied, demented, not respectable, not discussing their duty to god, and faithful.
Task 4  This task was in a way to see their comprehension of the poem. They had to mention any two qualities they would like to learn from the animals.

Response  The response came in form of phrases and sentences.

- I want to learn their style of living peaceful.
- We like to live peacefully and together the animal.
- The two qualities from the animals to learn are kind and industrious.
- Animals are so placid and self-contained. Animals some hard-work to got the other.

Other Responses

- The animals gave us useful thing. They are very faithful.
- Activeness and faith.
- Active and self-contained.
- I like animals faithfully.
- I like animals voice / I like heard animals noise.
- Some are looking very beautiful. They are very feelingable.

These responses show that there were a few who did not understand the question correctly.
Task 5  They compared their answers to find out which qualities they had written in common.

Response  No common

- Faithfulness
- Learn to live peacefully and together from the animals.
- All qualities are common
- Placidness of an animal and self-cotainedness of animals.
Poem No. 7  The Beggar Maid  - Lord Tennyson

Task 1  This was a warming up exercise. They had to describe any beggar maid they had seen begging on the roads/streets. This task amused them specially the boys.

Response  -  The beggarmaid was very beautiful and she was very smart and she was very poor and she very long hear and she was very big tears.

-  I have seen a young girl begging in my street. She is very fair. But her hair is very rags. She is very beautiful. She is very pretty. Her cloths are very dirty and very completely torn.

Task 2  They had to read the poem to do the next task. The poem they had to read was incomplete.

Task 3  The was cut at a particular point, they were asked to write what the king might have said at this point.

Response  -  The king says what do you want.

-  He says you are very beautiful and he decided to marry with her.

-  The king says that where is coming. What is your trouble? I will get ride your trouble.

-  The king said, you are very beggar but you are very beautiful. So he decided he give us home and
Task 4  Here they compared the answers with the partners.

Task 5  They had to find two comparisons used by the poet to describe the beggarmaid.

Response - Most of the students were able to do this task. The responses show that they did not have much difficulty doing this task.
- As shines the moon in clouded skies.
- She was more fair than words can say.
- She was looking as shines the moon in clouded skies.

Task 6  This task was an exercise to develop their own response. They had to give their opinion about the king's decision. The question was: The king decided to marry the beggarmaid. In your opinion, was it a wise decision? Why?

Response - Yes, it was a wise decision, because the beggarmaid was beautiful and the king loved the beggarmaid.
- Yes, because after marriage her future will become best.
- No because she was a beggarmaid she is not able to become a queen.
It is a wise decision because beggarmaid loved by the king.

The common answer given was, Yes, it was a wise decision, because the king liked / loved her very much, and she was very beautiful, smart.
Poem No.8  A Funny Man  – Natalie Joan

This poem was selected to show them that a poem need not always be serious, it can be light and humorous too.

Task 1  To make them see the humour in the poem, they were asked to complete the following sentence:

We put our caps on our heads. We put our shoes on our __________.

Response  – Practically all the students from all the above mentioned schools did this exercise correctly.

– We put up our caps on our heads. We put our shoes on our feet.

– One or two students gave foots instead of feet.

Task 2  They had to read the poem and supply the two missing words. Thereafter they had to list the funny things done by the man.

Response  Not many were able to supply both the words. They came out with responses such as these:

– toast and head; rose as the first word. Only one student gave the word bun.

Task 3  They compared their answer with each other.
Task 4 To help them see the humour of the poem, they were made to draw a picture of funny man walking on his head. These drawings would also help the investigator see if they really understood the poem.

Response - Following are some of the responses from various schools. Students from one particular school drew the pictures, but without the cap on the feet and shoes on the head. There were a few who did not draw – perhaps they were inhibited, or just did not try, or did not know how to draw.

Task 5 They had to compare their picture with that of their partner’s and then write whose was funnier.

Response - My picture is more funny than my partner.
- My partner’s picture is more funny than my picture.
- Perhaps my partner’s picture is more funny.

While doing this task there was a lot of laughter and fun. They tried seeing everyone’s drawing and passing comments.
Poem No.9  In The Night  —  Sarojini Naidu

Task 1  To lead them to the theme of the poem, they had to find the meaning of the word 'lullaby' from the dictionary and write it in the space provided.

Response  These were the meanings given:
- song for lullling a baby to sleep
- to make someone quite
- song specially for children

Task 2  In this task they had to write one line from a lullaby in their mother tongue. This task proved to be quite difficult for them. They had never dreamt that anyone would ever ask them to do such a thing. It was beyond them.

Response  It took them quite some time to do it. They couldn't recollect any such line. They consulted each other, scratched their heads and finally came out with the following lines.

(copy the lines) (see appendix).

- Most of them gave the lines:
Poem No 9. I, the Night. - Sarojni Naidu.

Response to task no. 2.

Write one line from a lullaby in their mother tongue.

Most of them in both urban/rural schools gave these lines:

- अलग अलग गाए, समय नहीं रही है अलग...
- अलग अलग गाएं में, दूर दूर न सल्लव़ा नहीं.
- अलग अलग गाए, दूर दूर आज़ादी
  दूर से अंतर, अनुभव है तमाशा.
- अलग, अलग मेरे साथ दीसिंग लेहिंग अलग अलग.
- मेरी हँसी मेरे आँकिंग नाटक, वाराम
  मेरी आख़िर, मेरे हँसी अंदरी आख़िर.
- जिन्हें आना है के पूरे घंटे
- वों की तरह आप नहीं तो आज्ञा
  नहीं है नहीं अंदरा
  मरी आना कि तो आ जाओ |
  मरी तो शुरू कि आना मरी लातिक तारे

Many of these lines are from films. This shows the influence of Hindi movies on our youngsters.
Many of these lines are from films. This shows the influence of Hindi movies on our youngsters.

**Task 3** Here they were familiarised with the quality of sound found in this poem. They had to underline the words with /s/, /l/ and /r/ sounds in the poem.

**Response** They underlined the following words:

- sleep  
- safe  
- sow  
- sickles  
- sorrow  
- little  
- golden  
- rich  
- fair  
- ripe  
- reap  
- tomorrow

**Task 4** Questions 4 and 5 were comprehension questions. They had to read the poem and answer the questions.

**Response**

**Q.4** Who is singing this song and to whom?

- Mother is singing this song for her child/baby.
- Sarojini Naidu is singing this song.

**Q.5** Why are parents working hard?

- Parents are working hard to make the golden tomorrow.
- Parents are working hard because their child have no difficulties in their life.

Question number 6 drew their attention to the choice of words, and the meaning they carry.
Q.6 Can anyone sow a 'dream'? What does it mean?
- Yes, anyone can sow a dream. It means for hard work.
- Parents sow a dream.

There were some who only quoted the last stanza. They were not able to answer this question perhaps because they did not know how to express this idea; or maybe they did not understand the idea. It is quite possible that nowadays with more money, corruption and the type of society we live in, things come rather easily for the children. They do not really see their parents slogging and working hard honestly. Money power does everything, not only in urban areas but also in the rural area! This concept most probably is not to be found in our languages.

Q.7 What do you think are your parents feelings for you?
- Our parents feelings for us to our child is good in study.
- We think that our parents feelings for us is that they are interested in our study. They hope to their children will get good impression in society.
- Our parents are feelings for us we think our future is bright.
Q.8. What do you like most in this poem?

- I like, the most in this poem is dreams that we sow while we sleep.
- I like parents feelings most in this poem.
- In this poem I like most 'mother is singing a song for her child'. This feelings are very lovely.

The question was an open ended question rather general, so that they on their own could comment on any one aspect/s of the poem. Though they did not comment on any particular aspect, one can from their responses see that they did try to express their appreciation.

Q.9 This was a pair work activity. They had to find out what their partner liked, and then complete the lines.

- I like the ____________________________
- My partner likes the ____________________________
Poem No. 10  Be With the Poets

Here the purpose was to familiarise them with other forms of poems like the limerick and visual poems.

It was also a kind of revision of all that was done from poem number one to poem number nine.

No.1  Limerick as a form was introduced here. The rhyme scheme was given. The limerick was given with a few blanks. They had to read and supply the missing words. Clues for the words were provided.

Response  Practically all of them were able to get the correct words 'inside' and 'diner', in one of the schools.

No.2  Snippets from well known poems were given and they had to provide the missing words by reading the lines and the clues given.

Response  All the world's a stage,

And all the men and women are - players
- actors/actear/actiers
- dance
- hero
- actors
- artist

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Other responses

- side - lady
- inside - place
- smart - returned
- singer
- river

Though the words singer and river are not appropriate, they at least fit into the place because the rhyme scheme.

The other words like smart, lady, place and returned are given by students whose level of L-2 is rather low.

b. In small proportions we just beauties see
And in little measure life my perfect be.

Short
All

Less

The response in the various schools was divided between 'little' and 'less'.

c. What is this life if, full of care,
We have no time to stand and to staire

Stared
Think
Glance.
Look exactly
Except for one or two, most were not able to provide the exact word, though they came very near to it. Though the clues were given they found it difficult, because this word was not familiar to them.

No.3 A short poem was given, the end words of which were missing. The clues were given. They were also told what the poem was about.

Response
None comes, none goes.
None reaps or __________ sows / unreaps
No friends turn enemies / foes
No hedge bears flowers/rose
And no cocks crows/develop eggs/laises eggs
But the wind blows/blowes/glowes/to swing

The investigator finds the following responses very original and creative. 'And no cocks develop eggs/laises eggs'. It also fits into the rhyme scheme and the rhythm.

No.4 That he sings and he sings.

sounds
And forever sings he,
sounds he,
I have my love,
country
parents, boyfriend, girlfriend, sister
And my love me.
lover
sweet
strong
is largest me

Unusual response
That he sings and he lovely
nose
And forever simple he,
small
I love my life
girlfriend
sister
And my love strong me
sweet
is largest me.

No.5 A visual poem titled 'life' was given.
This poem was in the shape of an apple, with a gap in the centre. They had to put a word in that gap. This was a very
challenging and creative task.

**Response** Following are some of the responses.

- birth - study
- love - sweet
- leaf - sour
- hardship - happy and sorrow
- riddle - sweet and sorrow
- happiness

This chapter dealt with the try-out of the materials in the urban schools. The try-out in the rural school is dealt with in the following chapter.

The try-out of the material was followed by a post-test.
D. Teaching Sessions in the Control Group

The same poems minus the tasks were used in the control group. The poems were taught in the traditional way; paraphrasing, summarising, explaining line-by-line, in the mother tongue i.e. L-1, and making them write the questions and answers.

The investigator was helped by the subject teachers in these groups.

The approach adopted was teacher centered. The teacher did everything, giving no opportunities to the students to say or do anything. It was a one way process. TEACHER----->STUDENT.

4.2 Administration of the test

A total of three tests were administered to the students. Levelling, Pre-test and Post-test. The levelling test was administered to identify two groups of equal ability, for the try-out of new techniques and materials.

Once the groups were formed, a pre-test was administered to test the learners understanding of poetry, before the actual try-out.

The post-test was administered at the end of the try-out, so that the learners' competence as revealed in their test.
performance before and after the try out could be compared. The same tests were administered to both, the controlled group which was taught through the conventional method, and the experimental group which was exposed to the new materials and techniques.

The levelling test was more or less like the conventional test. The pre-test and the post-test were meant to test their understanding and appreciation of poetry, and to see how far the new techniques were successful. Hence these tests were different from the conventional tests.

4.2.1 Preparation of the test (Piloting and Revision)

To validate the test items prepared, the investigator adopted the procedure of piloting and revision. A number of points were kept in mind while considering the validity and reliability of the test items. The following points were considered for the preparation of the tests.

1. Test Specification

This may include major subject areas, major examinee abilities, relative weight of each area and ability, types of items to be used, level and range of item difficulties, number of items in the test and test time limits.
2. **Goal of Achievement**

   Whether the test requires the examine to demonstrate his knowledge and understanding of poetry to deal with the particular task.

3. **Test Items**

   Whether the items are appropriate to test the competence of the learner.

4. **Weighting of Parts**

   Whether all aspects of poetry (poem) have received proportional weightage to the degree of importance attached to that category.

5. **Item Difficulty**

   Whether the students are able to answer correctly slightly more than half of the items in the test. Item analysis was carried out to determine the difficulty level of the item.

6. **Test Length**

   Whether the length of the test paper both in terms of the number and kinds of items and in terms of the time allowed for it, is appropriate to average learners.
The tests were tried out on a group of learners who were similar to the sample group, in terms of language learning, age group and background. The item which did not meet with the specifications, mentioned above were revised.

4.2.2. Test Administration

Regardless of the quality of the test, poor planning of the administrative process can lead to spurious results.

Features considered

a) Time of Testing

The examiner should know when to give the test. A test should be given when it can make a unique contribution to the teaching-learning process. In most situations, the judgment of the teacher is the best indicator of this time.

It is a good practice to test after predetermined units of material have been covered rather than after a predetermined period of time.

Generally, it is considered to be good testing procedure to avoid major tests just before or just after the administration of the test to avoid major distraction.
b) **Place of Testing**

The usual place for test-taking is the regular classroom. In many respects, this is the best place, since it provides an environment with which the student is familiar. Whatever the location of the room, it should be comfortable as to light and temperature. It should be large enough so that students can be well spaced; this also controls cheating.

Another requirement of a good location for test giving is a minimum of distraction outside the room.

c) **Conditions for Testing**

The student has a right to be tested under conditions that allow his work to be a true indicator of his achievement. Many a time, this is not the case, and sometimes the teacher unknowingly adds to the confusion.

**Good Testing Condition**

i) should be seated quickly and quietly.

ii) desks cleared, papers then distributed.

iii) correction should be done, as soon as they receive the test.

iv) vigilance should be done silently.

v) Students should be instructed to raise hands when difficulties arise.
Students too contribute to poor testing conditions by talking, asking questions from their seats or by playing with their pens/pencils.

vi) Conditions following test taking, the correction formulas and scoring methods, are the two most important factors which affect the results of a test after it has been taken.

d) **Conditions under which the test were administered**

The conditions under which the levelling test, pre-test and post-test were administered were as follows:

a. The learners were seated in their own classrooms. Therefore they were familiar with the surroundings.

b. The room was spacious and well ventilated, and hence there was no problem of discomfort or lack of visibility.

c. There was enough space in the question paper for the students to write their answers.

d. The test was given in the regular period, to keep the anxiety level low. The anxiety level was kept low by telling them that the results of the test would not affect them in any way.
e. The instructions for the test were given both in L-2 and L-1 before they started writing the test. They were also told to consult the teacher whenever there was any difficulty.

f. Whenever they had problems in understanding the answers, the blackboard was used to give an example and clarify the doubt.

Having described the materials and techniques designed for the experiment, the actual try-out and the treatment given to the experimental group in the urban schools, and the test-administered the investigator goes on to describe the same in the rural schools (see Chap. V).

The investigator will analyse and interpret the data got from the urban and rural schools in chapter VI.