

CHAPTER - I

INTRODUCTION

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CHAPTER- I

Introduction

This introductory chapter consists of the problem dealing with importance of the problem chosen for the study. In this chapter an attempt is made to discuss at length the various aspects such as an approach to the problem need and importance of the study, statement of the problem, objectives of the study hypotheses, delimitation and definitions of the terms used and co-operation of different persons and agencies.

"Poetry is the music of thought conveyed to us in the music of language"

- Chat field

"Poetry reveals to us the loveliness of nature, brings back the freshness of youthful feeling, revives the relish of simple pleasure, keeps; unquenched the enthusiasm which warmed the spring time of our being, refines youthful love, strengthens our interest in human nature, by vivid delineation of its tenderest and softest feelings, and through the brightness of its prophetic vision helps faith to lay hold on the future life"

-Channing.

1.1.0 Historical Back ground

1.1.1 The Importance of learning English.

Of all the languages in the world to day English deserves to be regard as a world language. It is first language of the United Kingdom. English is the mother tongue of near about 250 mullions people. It is the language of world communication world communication. It is the language of 60% media like

newspapers, scientific and technical periodicals and radiostations.

English is an International language. The U.N.O has give English the status of being an official language. In words of Pt. J. L. Nehru. "English is our major window on modern world"

English is a library language. For maintaing the standard of education and getting higher knowledge, the graduate students and scholar need to consult libraries. Good reference books are founding English especially in science.

English is used as communication language of world; Because of rapid spread of industrial development, science and technology, internation tradge and commerce and the close interdependence of nations English has become a world language.

1.1.2 Role of English Language in India

In India English continues to be the medium of instructions in collages, and universities and is also the language of administration for over a century and a half Indian intellectuals have been studying English and now it has entered the fabric of India's culture. It plays an important role in various fields,

- i] English is an official language of administration since 1963.
- ii] English is the court language.
- iii] English is the language of international trade and industry.
- iv] Important role in social life; educated and sophisticated sections of people find it more convenient to talk in English.
- v] English is a link language.

It is the only language, which is understood in all Indian States. It also links us with other countries of the world.

vi] It is a library language.

English plays an important role in our national life. English was of great importance in the British India. It is more important today than pre-independence.

Pre-independence English enjoyed a very prominent position in Indian education and life. After independence there was rethinking to replace English, for a time it seemed to be on its last legs. This decreasing role of English makes a shift of emphasis from a second language situation to some thing nearer to foreign language situation. But the increasing awareness of importance of English in the world should compel us to learn it for special or specific purposes and for widening our intellectual horizon.

1.1.3 Importance of English in India.

The great leaders of India and different educationists have given different opinions about the importance and role of English in India. It is viewed in the context of the part it played before independence and after independence.

1.1.4. Place of English Before Independence

The history of English in India goes back to pre-independence days when the British ruled this country. The English system of education was introduced in 1835. In the administration English was used as the main language. Thus English became a politically super-imposed language and also played an important role in school education. English was taught as a compulsory subject.

1.1.5. Place of English After Independence.

After independence the various Education commissions appointed by Government of India have recommended progressive switch over to the mother tongue. Yet the importance of English to the Indian students cannot be ignored.

These days English is taught in India as a second language as well as a foreign language. The Kothari commission recommended the three language formula which gives rise to two types of English language at the school stage first type is meant for those students who are interested to learn English they can learn it from class V and second type is that from class-VIII. But the place of English before National Policy on Education curriculum clearly indicates the lack of uniform policy.

"English however, must continue to be studied. It is a language, which is rich in literature humanistic, scientific and technical, if under sentimental urges we should give up English we would cut ourselves off. From the living stream of our growing knowledge unable to have access to this knowledge, our standards of scholarship would fast deteriorate and our participation in the world movement of thoughts, would become negligible. English is only means of preventing our isolation from the world, and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. A sense of the oneness of the world is in the making and control over a medium of expression. Which is more widespread and has a larger reach than any of our languages today, will be of immense benefits to us"

- University Education Commission

1.1.6 National Policy on Education:

For the first time after independence a national policy on Education has been formulated prescribing a uniform. Course of studies in all the states in the country 1986. English becomes a compulsory subject in secondary schools.

The Government of Maharashtra revised the structure of school education with effect from June 1994. At the beginnings of new millennium our government has prescribed English from first standard in primary schools of Marathi medium. The computer Education and Information Technology these two subjects are newly introduced in curricula. To get latest scientific and technological as well as information in the world. We have to think of English now days. It is very essential and important.

1.1.7. New Policy of Teaching English-

The state board of Education has revised the curriculum in English for std. IX and X since June 1995. The course book recommended A new approach to teaching and learning. Teachers, students and parents need to understand the change in the approach, which is called 'child centered'

For more than three decades structuralist approach was accepted in Maharashtra at the secondary level. The syllabi consisted mainly of 'structural items' and vocabulary lists'. The objectives did not talk about the development of the basic language skill. Textbooks were prepared, methodology, of teaching was outlined and demonstrated, and yet things didn't work as they were expected to students learned the structural items but couldnot get that knowledge outside the classroom,

couldnot succeed in the "Application" of the language, couldnot become effective users of the language.

In the conventional classroom the teacher was expected to play the role of a provider. The teacher used various methods like structural Approach, Translation method. Lecture Method, Direct method and other methods, blindly.

In contrast, the new approach is "Learner centred" Teaching is looked as activity of organizing learning. Through a series of activities the teacher has to make the learner "participate." in the process Learning is basically the learners responsibility. The teacher has to help the learner in the activity has to make the process easy, and interesting. The role of the teacher is as a facilitator."

1.2.1 Teaching of English Poetry:

1. "Poetry is the music of thought, conveyed to us in the music of language"

- Chat Field

2. "Poetry is made out of life, belong to life and exist for life"

- Hudson

3. The best words in their best order"

- Coleridge

4. "Poetry begins in delight and ends in wisdom."

-Robert Frost.

5. "Poetry is a thing of beauty : beauty of form, beauty of thought, mood and feeling"

- S. Subrahmonyam

6. " Poetry is criticism of life under the condition of poetic truth and poetic beauty, it is most simple and delightful form of utterance, the human words can reach."

- **Mathew Arnold**

7. " Poetry is antithesis of science whose immediate object is pleasure and not truth."

- **S. T. Coldrige.**

8. Poetry is breath and finer spirit of knowledge

- **Words worth**

9. " Poetry is the spontaneous over flow of powerful Feelings."

- **Wordsworth.**

10. "A poem is a" piece of creative writing in verse specially one expressing deep feelings or noble thoughts in beautiful language written with the intention of communicating an experience"

-**Oxford Advanced Learner's Dictionary.**

11. "Poetry reveals to us the loveliness of nature, brings back the freshness of youthful feeling, revives the relish of simple pleasure, keeps; unquenched the enthusiasm which warmed the spring time of our being, refines youthful love, strengthens our interest in human nature, by vivid delineation of its tenderest and softest feelings, and through the brightness of its prophetic vision helps faith to lay hold on the future life"

-**Channing.**

From the above definitions it is clear that changing has given comprehensive definition of poetry. It gives us clear idea of poetry, as form of literature. It also tells, "How important poetry is in human life!"

Poetry is regarded as the noble thoughts and noble emotions caught in noble language. It brings the students into contact with the human nature and also with feelings and aspirations of great souls. It enriches their emotional life and develops aesthetic sense among them. Students get pleasure through rhythm and rhyme of poetry. Children are very fond of poetry due to its musical sounds and rhythm. Hence, poetry occupies an importance place in school curriculum.

1.2.2 The place of Poetry in a second Language.

Poetry is for pleasure, but it is clear that we read poetry in order to get some appreciate the ideas and thoughts but also the way in which the thoughts and ideas have been presented.

At the secondary school level the learners can understand and enjoy poetry in their mother tongue (e.g. Marathi) because they-

- i. Know the language very well
- ii. Are familiar with culture, context and the experience of the poem.
- iii. Have fairly good command of the language
- iv. Can express their views through the language

But the learner cannot understand and enjoy poems in a second language (English)

The teaching of English poetry in Indian secondary schools differs little from the teaching of prose. Indeed in actual practice poetry is treated as a more difficult type of prose with its special difficulties of language, grammatical construction and subject matter. This is nothing short of missing the real objective of teaching poetry. Unlike a prose lesson, poetry lesson

has no linguistic aim. It is not meant to explain all difficult language enhance vocabulary or multiply structures. It has little to do with minute examination of words and phrases. Poetry is beauty in its purified form. Beauty of thought, language, form, mood or feeling. This can only be caught, it cannot be taught.

In the learning, poetry is of unique importance but it is rather pitiable to notice its present position in Indian schools. If we examine some English class, we are astonished to see the realities about it. In a large number of schools, the teacher dictates summary or central idea of the poem. Not to speak of reading the books, the students do not even buy books in some case the poems are simply translated into mother tongue. Seeing this type of pitiable condition a group of thinkers are of the view that English poetry should not be included in the syllabus. The different arguments are as below.

1.2.3 Views in favour of introducing poetry in the syllabus.

1. The teaching of poetry creates love for language learning without poetry children will be doing language work without putting their heart and soul into it.
2. By studying poems, students can develop their power of imagination. They also feel aesthetic satisfaction.
3. In the whole of language work we find the poetry attracts the students. It gladdens their hearts and they feel all the more attracted to wards it. They feel the pleasure and appreciate the reality behind the poem.

4. It is English poetry, which makes the whole syllabus lovable and attractive. It also adds to the variety in English course.

5. For a student who has to memories a good deal of language material, poetry makes this work easier and simpler to a good extent. The reason is that poems can be memorized easily and quickly as compared to prose.

6. Pattern practice is also possible with help of poetry. In poetry very often we find that there is repetition of patterns or sentences. The readers get a chance of going over them time and again. Thus they get practice and the patterns are registered in their minds.

7. It shows the rhythm of English more clearly than regular prose stress patterns are regularly repeated. Thus, the students can really begin to see the importance of stress and rhythm in English.

1.2.4 Views against inclusion of poetry in the syllabus.

1. The teaching of poetry does not help in acquiring mastery over the different skills of language. The reason is that the language used in the poem is widely different from that of prose.

2. Poetry does not help the learners in the expansion of vocabulary.

3. In the poems generally we find that metaphors and similes are used over school going children find it difficult to

understand all that. Thus, comprehensive understanding the poem remains unenjoyed and unappreciated.

4. The social background of English poem is quite different from Indian atmosphere. Our school children find it hard to be familiar with it. The result is they read those poems half-heartedly.

5. Teaching of poetry is not easy thing to every English teacher. There are very few teachers who have real love for poetry. Only good teachers who loves poetry can do full justice in its teaching. All other English teachers just finish the syllabus as far as possible.

1.2.5. The importance of poetry.

Despite the above arguments against teaching poetry in English at the secondary level there are some advantages of poetry lesson, which are as follows.

Poetry lessons-

1. Develop in the pupils a favorable attitude towards the language.
2. Help in teaching some idiomatic and grammatical constructions.
3. Help in improving learner's pronunciation
4. Help in improving basic skills LSRW.

1.2.6 Methods of teaching poems at high schools level-

- i. Model recitation of a poem by the teacher in the beginning
- ii. Individual singing or reading by students.

iii. Chores singing or reading of the stanzas learnt in the period.

iv. Background of writing poem with poet's viewpoint be explained.

v. Rhymes and rhythm of the poem be explained, repeated and enjoyed the students.

vi. Direct explanation of vocabulary items.

A) Do's and Don'ts for teaching poetry for Teachers.

Do's

1. Use the following steps, Introduction- reading- explanation and evaluation while teaching poetry.
2. Use parallel poem in introduction.
3. Read the poem twice or thrice with proper stress and rhythm (sing the poem.)
4. Asked the students to listen the poem carefully.
5. Follow the principle of leaching as 'whole to part'
6. Use simple language and explain the ideas and images.
7. Use Teaching Aids to teach poetry.
8. Give short summary at the beginning.
9. Ask student to recite the poem.
10. Develop the poetic ability of students.
11. Stress the rhythm and rhyming words in the poem.
12. Teach poetry only for pleasure.
13. Give hidden meaning of the poem if required.

Don'ts-

1. Don't teach poem like prose lesson.
2. Don't give lengthy explanation about poet's background.
3. Don't read poetry like prose.

4. Don't ask students to look into books while teachers first reading.
5. Don't teach the poem using analytic approach.
6. Don't use difficult language or mother tongue to explain poem.
7. Don't teach without teaching Aids.
8. Don't give appreciation of the poem.
9. Don't teach the students meters and prosody.
10. Don't teach the poem mechanically.
11. Don't teach poetry as literary form.
12. Don't teach poetry for seeking knowledge.
13. Don't give literary meaning all the time.

1.2.7 How not to teach poetry lesson.

In fact the teaching poetry in as second language has always been a very controversial issue.

Most of the teachers teaching English poetry following the mother tongue methodology. They forget the fact that the methodology of teaching poetry in a second language differs significantly from that of the mother tongue. Therefore, it is essential for teachers to know how poems should not be taught. According to Prof. B. K. Das, CIEEL has made same observations, which are given below.

- i. Teachers usually start teaching a poem with introductory remarks about the poem his life and times, his contribution to literary history etc. After school level, it is not necessary.
- ii. Teachers needn't paraphrase each line, gloss each word, analyse each image and finally give a central idea. Or message.

Let the student enjoy both the language and the content of the poem. The teacher should not give a lengthy lecture on poem.

iii. Teacher's neednot use a poem as a tool for teaching language for which prose is the most suitable thing.

iv. Teacher's neednot burden the students with technical information, concerning metrics, prosody, rhetoric etc.

Poetry is not to be taught but it should be caught.

1.2.8 Steps in teaching poetry.

There is no particular method of teaching poetry, which is universally applicable to all poems. Each individual poem will require particular treatment. A powerful factor, which affects the method, is the teacher's own reaction to the poem. In the words of Haddero poetry teaching is " like making love each must do it his own way".

For teaching poetry teacher should plan before hand. After making marginal entries as in prose teaching the following steps may be followed.

i. Aims of teaching poetry:

The main aim of teaching of poetry is to be develop the power of appreciation of beauty.

General Aims-

i. To enable students to appreciate the beauty rhyme and style of the poem.

ii. To enable pupils to read aloud the poem with proper rhythm and intonation.

iii. To enable students to enjoy recitation individual or chorus of the poem.

iv. To make students understand the thought and imagination contained in the poem.

v. To train the emotions of students.

vi. To create love for English literature in them.

vii. To develop their aesthetic sense.

viii. According to Rhyburn "To give pleasure and thus to lay the foundation for an adequate appreciation of English poetry which may come latter."

ix. According to Eastman " To leave the child with a sense of satisfaction that comes from play. From absorption or from any sentaneous activity."

Specific Aims:

The specific aim of teaching poetry differs from poem to poem. They depend largely a situation, scene, feeling and thought depicted in the poem. Each poem brings a special and exclusive message from the poet Never-the less, the following are the specific aims of teaching any poem:

i] To enable students to appropriate the poem namely

ii] To enable students to read this poem with correct rhythm and rhyme.

iii] To enable them to understand the idea of the poem.

iv] To communicate the pupils the exclusive message of the poem

2. Preparation

a) Material aids.

There is no need of material aids for teaching poetry. If the poetry is not making the scene clear, material aid of a picture depicting the scene is enough.

b) Previous knowledge-

The teacher should know the age, previous experiences and mental development of students. These help in teaching the poetry and linking the new knowledge to the previous one.

c) Introduction-

Before teaching the poem, the teacher should give an appropriate introduction to poem to arouse the interest of pupils and to create the proper atmosphere for the poem. Introduction differs from poem to poem.

Thompson and Wyatt have suggested three ways of introduction-

- i. The best method is to read a parallel poem similar in subject matter with the poem to be taught. If possible the parallel poems should be by the same poet.
- ii. Second method is to give the gist of poem and then ask two or three simple questions on that.
- iii. The third method is to give the life sketch, style and characteristics of the poet.
- iv. Demonstrating a picture.
- v. Reading a similar poem in student's mother tongue.

Whatever method teacher employs for introduction he should be particular about not to spoil the environment necessary for the poem.

d) Statement of aim-

After making students curious to know about the poem by introduction, the teacher should state the aim briefly in clear word.

3) Presentation-

Rebury says, 'A good poem is a complete whole' so the poetry should be taught in one unit with the following steps.

a) Meaning of difficult words-

Exposition and explanation are not done in teaching a poem. If there are some difficult words in the poem, the teacher should tell their meanings one by one orally. He should not give much time to it.

b) Model recitation by the teacher

Students get pleasure from the poetry by its rhythm and musical sound. Therefore the teacher should read the aloud. It may be done once, twice or thrice. This recitation of poetry by the teacher brings out clearly the beauty of sound and rhythm, of thought and emotion, and the feelings of the poet. When writing it. 'A good poem should be taught whole'. If of course, it is very long, it should be divided into units.

c) Loud reading by pupils

The teacher should ask two or three students to read the poem just as the teacher had read. The teacher should help them in reciting it with effect but not check them while reading, because it mars the flow.

d] Silent Reading By the Pupils.

Pupils should then be asked to read the poem silently and try to grasp the general meaning. The students should be encouraged to bring their language difficulties to the notice of the teacher.

e] Removal of language difficulties

The teacher should lose no time in dealing difficult words and a structure, which stands in the way of students understanding and enjoyment of the poem. The teacher should be selective and brief and he should concentrate only on those language items, which are very essential.

f] Final Reading of the Poem.

As a last step the students be asked to read the poem aloud in small groups or preferably individually. Great care should be exercised to ensure correct reading of the poem.

4] Comprehension Questions.

The purpose of such questions is to know if the meaning of poem is clear to students and to make certain ideas more clear. These questions should be simple and should not break the continuity of the pome.

5] Appreciation Questions.

These question aim to make clear the

1] Beauty

2] Feeling and main idea of the poem.

These questions are used to test

i] Appreciation of the beauty of thought

ii] Appreciation of the beauty of images

iii] Appreciation of the beauty of emotions

iv] Appreciation of the beauty of style and language

6] Assignment

There is not much importance to assignment in poetry teaching. The teacher may ask the students to memorise the lines of the poem or to write the gist of the poem.

There is need to teach poetry apart from its literary aspects must necessarily and principally adhere to the accepted process to learning English skills i.e. L.S.R.W.

The traditional procedure of teaching English poetry is inadequate. How to achieve the objectives of poetry is basic question before many teachers in rural and urban areas. And impressive approaches to teaching poetry are to be implemented. Here is an effort to find such ways of teaching poetry.

1.3.1. Approach to the problem.

We should enjoy a poem all right but it poses a question. What and how should we enjoy it? We should enjoy imaginative, emotive and musical aspects in a poem. This segment brings us to literary form poetry is an exquisite idea in an exquisite expression in language. Literature and language intermingle and we are in a dilemma. On the one hand we say that we are not to teach a poem as a piece of literature and on the other hand still the poetical language cannot be learned without reference to some aspects of literature which help to know and understand as to how a thing of beauty is transformed into a joy forever. In a limited sense enjoyment is possible without understanding.

It all depends up on our approach to teaching and learning at various levels. The initial approach is three pronged

as a poem is to be studied within confines of evaluating tests and examinations. Three pronged approaches

1. Literature

2. Language

3. Evaluation tests and exams.

We follow the above maxims. But due to our liking and disliking we unnecessarily stress one aspect we should strike a delicate balance between above three aspects.

As a secondary school teacher considering above problems the researcher thinks that use of various teaching aids will help the teaching learning English poetry. In IX th standard. So the researcher decided to see the Effect of Multimedia package on comprehension of English Poetry.

1.3.2 Statement of the problem.

"EFFECT OF MULTIMEDIA PACKAGE ON COMPREHENSION OF ENGLISH POETRY"

The main purpose of the study was see the comparative effect of conventional method of teaching English poetry and teaching with help of Multi Media Package.

1.3.3. The definition of the terms-

The important terms used in this study were as followed.

i. Effect.

The output of two different methods in teaching learning English poetry.

ii. Multi Media Package

Media combination are generally referred to as Multimedia system means, "multi-media" More than one medium used in a single communication either sequentially or simultaneously" varieties of learning experiences which are presented to the learner through, selected teaching strategies, which reinforce and strengthen one another, so that the learner will. Achieve predetermined and desired behavioural objectives are called Multi Media in Education Technology.

By- Venkataish N 1996.

iii. Comprehension:

An ability to understand poetic devices as terms, concepts, similes, rhythm, rhyme, refrain, [repeated lines] figurative meaning, poetic ideas, poetical imagination, poetic theme and emotions etc. of poem.

iv. English Poetry

Poems prescribed in std. IX th text book of English 'A Course Book In English' by Maharashtra State Board of Secondary and higher secondary Examination Pune.

1.3.4. Significance of the study.

The main contribution of the study was to use Multi Media package for teaching poetry sensory experience forms the foundation for intellectual activity. Sensory aids effect an economy of time in learning for long the common practice to communicate knowledge has been by means of written and oral language. But language has many limitations that may contribute to learning difficulty. Generally modern educators recognize in audio-visual materials such basic values as coheratncel enrichment and dynamic interest the number of

aids for teaching has become so numerous that a teaching of any subject need to resort to any of the archaic methods of teaching. Even the most abstract concept can not be presented to the pupils in a concrete way by means of more than one aid. Audio-visual aids help teachers to arrange effective environments for learning. It is very useful.

Media are best used in combination with variety of other instructional materials and techniques each of these is chosen because of particular contribution it can make to total learning experience. Students can also make use of media for a variety of educational purposes.

Thus use of pictures, recorded matter printed materials, object, cutouts, movable pictures, charts, flash cards, transparencies help to comprehend poetry to the students.

1.3.5. Objectives of the Study:

The researcher has the following objectives while undertaking the present educational experimental research.

1. To analyse the poems from coursebook in English for std. IX.
2. To prepare Multimedia packages for teaching poem.
3. To find out the effect of Multimedia on the students comprehension of English poem.
4. To develop the performance Tests to measure students ability to comprehend English poetry.
5. To make suggestions for effective teaching of poetry.

Cognitive objectives

6. To help the student to enrich vocabulary and
7. To acquire language skills.
8. To develop ability to express ideas.
9. To make proper use of dictionary and reference book.

10. To develop interest in literature.
11. To appreciate the beauty of thought and expression.
12. To cultivate broad human cultural outlook.
13. To understand the poetic devices.

1.3.6. Assumptions of the study.

The present is based mainly on the following assumptions.

Use of Multi Media Package was one of the techniques used in this experiment of teaching of English poetry. The assumption of the present study, which are as follows.

1. Pupil's ability of comprehension can be developed.
2. Pupil's ability of appreciation can be developed.
3. Pupil's interest in poetry can be increased.
4. Comprehension ability of pupils can be different.
5. The use of Multi media package in the teaching poetry affects pupil's behaviour.

1.3.7 Hypothesis

The following are the hypotheses of the study.

- i. The use of cassette in teaching poetry improves students comprehension ability.
- ii. Picture packages in teaching of poetry considerably increase students comprehension.
- iii. Comprehension of poetry can be improved by using Educational objectives or different teaching aids.
- iv. The use of Models in teaching poetry increase students understanding.
- v. The use of direct/original objects in teaching poetry increases students ability to express ideas.

- vi. Use of taped poems helps the students to acquire learning skills.
- vii. The use of multi media package helps the student to develop vocabulary.
- viii. The use of Multimedia packages as collection of poems helps the students to develop interest in literature.
- ix. Co-relation of poetic ideas with present day today life incidents will help increase students comprehension of poetry.
- x. Comprehension of poetic devices can be improved by using Multi Media packages.
- XI. The use of Multi Media package in teaching of poetry affects student's behaviour i.e. Students makes collection of poems. They recite English poems given in the textbook.

The investigator himself studied some modern books on Educational Technology to study about Multi media package. He got co-operation from Azad College of Education Satara. He himself made some Multi Media packages and some with help of friends. The researcher had also taken co-operation from the organizer.

1.3.8 Scope Limitations and Delimitations.

The study will be useful to the students who learn English as third language. The procedures to be developed in this experiment can be used to all the remaining classes for improving the teaching process.

However the present study has the following limitations.

- i. The sample to be selected for the study was of sixty students out of Eighty. The percentage of student was seventy-five.

ii. The population of the sample was the students in IX standard from New English School Karanjkhop. Tal. Koregon, Dist. Satara.

iii. The study was restricted to the population of students who opted Marathi Medium.

iv. The finding of the study would be applicable only where the similar situation exists.

v. For the purpose of convenience and feasibility the sample was to be divided into two groups and various strategies and Multi Media packages were to be used.

vi. A separate planning group to measure the effect of multi media package over comprehension of poetry was used.

vii. A separate Methodology was used to see the effect.

The scope of the study has also been delimited conceptually as well as Methodologically such as sampling etc.

The delimitation's are also follows.

i. The present study is restricted only to the selected poems in std. IX.

ii. As there are two different medium of learning at secondary level but this study was limited for only Marathi Medium secondary schools.

iii. The sequence of experiment was given with Multi media package. It was followed by test.

iv. The conclusions may be use for the students in city area.

v. This study was conducted as educational research problem, the range of subject is very deep and vast but this deals with use of Multi media package with teaching English poetry at secondary stage. It is limited for poetry in A course Book in English std. IX.

1.3.9. The Scheme of Chapterisation.

The scheme of chapterisation is as below.

Chapter I: Introduction

Chapter one in progress deals with a brief historical retrospect of teaching English and its components. Inadequacies in existing Teaching English policies. In curricula further it covers with teaching of English with help of Multi media package.

In the next part of this chapter the account of search for new strategies in teaching English poetry is given. Finally it puts together statement of the problem, definitions, scope and limitations of the problem, underlying assumptions, significance, objectives of the study and the hypotheses to be tested.

Chapter II: Review of Related Literature.

It is composed of the earlier studies done in the following areas

i. Teaching of English prose

ii. Teaching of English poetry with use of Multi media package it throws light on the gaps and studies and the need of selecting this problem for study.

Chapter III: Design and Procedure of Research:

This Chapter is composed of the value of experimental Method, choice of experimental design, validity, internal and external, controls of the selected design. It also takes into account dependent, independent and moderate variable and gives information about the preparatory stages of the experiment selection of the required sample, data processing tools and the daywise programme to be implemented.

Chapter IV: Analysis and Interpretation of Data.

This chapter concerned with two major sections First section as preliminarily analysis, the second section deals with Analysis of posttest. It deals with statically analysis and Graphic Analysis of posttest. Major findings of the study and summary.

Chapter V: Summary, Conclusion and Recommendations for further study:

It comprises a brief summary, which is followed by Major findings, recommendations for students, parents, teachers and administrating authorities etc. It points out certain topics for further study.

Summery

This chapter is deal with the historical background, teaching of English, teaching of English poetry. Approach to problem, significance of the study, objectives of the study, hypotheses, and the scheme of chapterisation.

In brief it is clear that the above discussion made in chapter No. 1 are historical backgrounds the approach to the problem. Statement of the problem, definitions of the terms, scope, limitations and delimitation's, Assumption, significance of the study. Objectives of the study, Hypotheses and co-operation taken.