Teaching Figurative Language through Poetry of Robert Frost at Graduation Level

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Abstract

The present research study aims at enhancing the intellectual acumen of the students by devising various strategies of teaching poetry. In order to understand poetic text, the students need to delve deep into its meaning by focusing on the poetic language. Teaching poetry is the best tool for the literature students to harness their mind at their full stretch in creating deeper understanding of what they are reading. The researcher has selected Robert Frost for the purpose, as his poems are full of figurative language that if understood well could tune the minds of the students for further explorations into the poetical structures. Not only it would increase their mental level of understanding of this beautiful genre, but they would also learn to look at life through a different angle. Focus was on the two main thematic poetical compositions of Robert Frost: a) Stopping by Woods on a Snowy Evening, and b) Mending Walls. Both of these poems have underlying thoughts and expressions. Frost's poetry is enjoyable when read thoroughly while concentrating on the poetical diction and the inner meanings. This study through specially designed Research Instrument studies the change of perspective of college students studying English Literature. A sample of 50 students was taken and they were taught poetry of Robert Frost with special attention on the figurative language employed. Their understanding level was gauged through tests and some encouraging factors emerged to make the study a model for all the Teachers of English Literature and Language.

Keywords: Robert Frost, English, Figurative Language, Aesthetics.

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Introduction

Objectives of the study

The present research has a clear purpose of making students understand poetic structures and how to infer meanings out of figurative language. This would not only make their thinking efficient but they would have improved expression of their own thoughts as well.

Following are some of the objectives of the study:

- To demonstrate the importance of teaching figurative language in English Literature classroom, in order to prompt teachers to reconsider the relationship between literature and language.
- To investigate the use of figurative language, if and how it enhances the comprehension capability of the learners in reading Robert Frost's poetry at graduation level.
- To evaluate the effectiveness of utilizing figurative language while observing whether this approach to teaching Robert Frost raises the learners' awareness of his implicit meanings, and as a consequence their perception of serenity and mysticism in his poems.

Humans express their ideas or palpable situations in many ways. Sometimes the expression is direct by means of communication or sometimes by using writing method. The second mode of expression is more effective to know about other's feelings and fathom thoughts. Literature, the most popular source of writing media also defines the "attempt to describe human experiences by written language." "Literature is Art - a creative activity" (Wellek& Warren, 1956) It helps the readers to grow, personally and intellectually, and provides "base for better understanding of the real world around" (Laura, 2007) The reader is linked to the philosophic background and cultural - religious perspectives, that of the writer's world.

In Literature, specifically, the situational backgrounds are the mirrors of our own world. "It captures and reflects emotions and the release of emotions is a tool for self-expression" (Support, 2018). There are three genres of Literature i.e. Drama, Prose and Poetry. In this thesis the focus is upon analysis of poetic language of Great American Poet - Robert Frost - with passionate application of figures of speech.

Poetry and Poetical Expressions

Poetry is defined as "a language that says more and says it more intensely than does ordinary language" (Parrine, 1974). Hence, written expressions in poetry have special meanings, intended to convey special messages. A poem is composed of vibrant words, full of life and sense, with such an arrangement of thought & expressions that it becomes fascinating to the readers to read and revel in the objective world of the poet. It remains a "thing of beauty" (Keats, 1819), and a "joy forever" (Keats, 1819) for the generations to come. Entertaining to the world of Literature: "So long as men can breathe or eyes can see, so long lives this, and this gives life to thee" (Shakespeare, 1609).

Poetry evolves from an "Idea". It is studied by students of culture and literature. But in Literature poetry has two basic elements. i.e. Intrinsic and Extrinsic. These two make poetry very different from drama, prose or any narrative. The Intrinsic Element is the basic element in poetry like, we have figures of speech, Rhyming Scheme, Imagery, Meters or symbols. But the

Extrinsic Elements differ, because these are outbound elements; related to author's biographical elements, the backgrounds, socio-religious, or related to the education of the poet. While going through a piece of poetical structure these two elements are viewed for deeper analysis and through these only, a connection between the poet and the purpose of poetry is understood (Debora, 2009).

The word "Poetry" is derived from the Greek word "poiesis, or "the making" (Dictionary, 2013). So, in true connotations the word poetry means something that is created or fashioned. It is form of literature that uses aesthetics and rhythms (Wikipedia, Poetry, 2018). The word poem is also an extension of Greek word poiesis, or the "created one". Poem is a work of art too, it requires two parties, one is the reader, and the other one is the listener (Robert, 1986). It is a type of composition where metaphorical and rhythmical language is used to create "aesthetic experiences", and to express ideas which otherwise cannot be fully expressed with same intensity in prose (Karl Beckson, 1990).

Poetry is "spontaneous overflow of powerful feelings" (Wordsworth, Lines Written in Early Spring, 1798). For Emily Dickinson, the poetry makes body so cold, with its expressions. Poetry … makes the readers "laugh or cry or yawn" Dylan said. But the most convincing characteristic of poetry is that it does not let itself to be described fixedly for one expression, defined with utmost authority, and to be labelled according to the opinion of one critic. Rather it is that versatile peace of expression that can be adapted to one's own circumstances and inner feelings e.g. the expression of rain; for some might be sky weeping over their miseries and for some it is pleasurable time to enjoy life. We can say that poetry is like a chiseled marble but crafted out of superior selection of language. It is just seen as a colorful paint sprinkled over a canvas of human mind. But what is describable in a poetic diction is the selection of language. Poets critically and miserly select their words to spread out on a page. They follow the rule of conciseness with understanding and clarity. They select their words according to "emotive qualities", its rhythmical value, and "spatial relationship to the page."

Through this powerful novelty - with the blend of choicest words and their form - create worth of their text out of thin air. Poetry has, no doubt, an evocative quality too. It, archetypally, invokes "intense emotions". Undoubtedly, poetry brings surprises for the reader with sometimes Ah-Ha! Experience - conveying brilliant insights, and deeper revelations. There comes throbbing "rudimentary truth and beauty." "Beauty is truth. Truth, beauty. That is all ye know on Earth and all ye need to know" (Keats, 1819).

Figurative Language and Expressions

In Literature two types of languages are used to make it more

appealing and closer to reality. One is Literal and the other is figurative. These two are poles apart in their definitional meaning. When applies Literal, it is that the words are saying what is actually intended to be said by the poet. But on the other hand, Figurative Language does not behave so simple in conveying meanings. It uses words in a way that they do not follow the conventional meanings, rather they convey a more "complicated meaning" with intensified effect. "Figurative Language is often created by presenting words in such a way that they are equated, compared or associated with normally unrelated meanings" (Wikipedia, 2018). Aristotle and Quintilian were the early critics of rhetoric who explained the difference between Literal and Figurative Languages (Abrams & Harpham, 2011).

Before 1980s, the model of comprehending text was "standard pragmatic". This model expounded that the recipient of the text first attempts to understand the meaning in literal sense but when literal meaning appropriately is not found, he / she would shift the analysis of the meaning in figurative connotations (Katz, 1998). But in recent years there have been certain doubts upon the authenticity of "standard pragmatic" research. Through the application of certain tests, it has been noticed that figurative language is comprehended at the same level as Literal language, so this statement that the reader or the recipient first attempted to extract literal meaning and later switched on to the figurative appears to be incorrect (Eysenck & Keane, 2005). Based on Michael Reddy's work "The Conduit Metaphor" 1979, now linguists reject the idea that there is a valid difference between Literal or Figurative Language (Ortony, 1993).

Nonetheless, Figurative Mode of Language has its own charm and offers significance to the text with variety of word explanations. It applies figures of speech to make statements more effective, impactful as well as persuasive. Figures of speech e.g. Metaphors, Allusions or the Similes lend new insights to the text, leaving far behind the literal meanings. Alliterations, or Imageries or Personification, are such devices that have special appeal to the senses of the recipients. Different rhetorical devices are used in the Figurative Language. There are five different forms of them. i.e. Figures of Sound, Emphasis, Relationship, Verbal Games and Error.

Usage of the figurative language is as simple as ABC. It is an effective mode of communicating a dynamic idea that is not comprehended so easily because of its complexity and abstract nature. It can also be used to compare ideas "to make first idea more visualized". Through this technique two ideas are interlinked to influence the recipient more to visualize connections cognitively, even if there is not one between them. Poets use this language to show welling emotions, and help the audience draw mental images.

Absolute out of Abstract

In Literal mode of expression Abstract ideas such as hatred, love, or envy cannot be described having same intensity of feelings to someone who has not actually experienced these emotions. Famous statement of Shakespeare, "Love is Blind", is an example of figurative language, it makes use of personification but in the form of metaphor. The phrase suggests its readers that love despite having eyes cannot see. Or in other connotations it suggests that love overlooks certain faults. Hence it is blind. Or there is meanest flower of Wordsworth, "to me the meanest flower that blows can give, thoughts that do often lie too deep for tears" (Wordsworth, 1919).

Architecture of Expression

Cognitive linguists have used many echelons of analysis to comprehend how readers / recipients think, understand, perceive, learn and remember things. This study of cognitive can only be understood by one avenue i.e. Language. The cognitive relationship between the poet and the reader is established through the application of figurative language. This mental connection deciphers the hidden, deeper subtexts. The reader's cognitive ability establishes link between himself and inner recesses of the poet's mind, by becoming part of the abstract feel of the words weaved on the page. (Sakadolskis, 2003)

Theoretical Framework

"A poet is a literary artist - and language is the material of his painting." (Wellek R. d., 1990)

Robert Lee Frost (1874-1963) is supercalifragilisticexpialidocious American poet. His poems initially published in United States. His work is highly tended for realistic account of rural life. Setting in most of his poems is rural life in New England in early 20th Century, but through the engine of pastoral he examined "complex socio-philosophical themes of modern world". He was honored by Pulitzer Prizes, and the Congressional Gold Medal for his poetry.

We would also highlight his dictum of poetry and his figurative language specifically with regards to two of his beautiful poems:

- Mending Walls (North of Boston, 1914)
- Stopping by Woods on a Snowy Evening (New Hampshire, 1923)

The researcher would discuss poetics of Frost and Strategies evolved to make Frost's poetry the most loved one for the students.

"Joy" - is the foremost emphasis of every poetry to appeal readers, next comes its "musical tone" that draws attention towards moral messages the poet wants to convey about real life. It is one of the genres of literature which is the shortest form of provision of joy

and an effective mode of giving moral lessons to the human beings. A piece of poetry becomes more enjoyable if its meaning is understood fully. Hence while composing a poet has to choose his language carefully so that he could be understood by the majority of native or non-native readers. The poet focuses upon how to say rather than what to say. But here it must be mentioned that appreciation is quite different an epithet from that of enjoyment. Appreciation needs literary knowledge to convey your opinion about its contents and inner meanings. (GÜNDÜZ, 2009).

No doubt, it is upon the reader to decide what kind of poem he is reading before giving his opinion in the form of appreciation. The poetic structure must be analyzed, with understanding of different devices employed, e.g. "structural-devices, sound-devices and sense-devices". Paying more attention to the kind of language will also help in writing good appreciation of the poetic compositions. (GÜNDÜZ, 2009). While going through poems of Frost we feel his poetic diction picked and chose like precious gems, with ocean of meanings. His poetry by all means crosses the traditional channels and goes beyond "in the quest of new ways to be new" (Phillips).

Frost composed his poetry in metered lines and brought a new tradition in sonnet. His poetic narratives are about witches and hired men, and philosophy of their lives. When we found T.S. Eliot moving to London to make analysis upon urban malady through his poetry, and Langston Hughes left for Harlem to write about African American experiences, at the same time Frost settles in New England to compose his musical verses upon rural and pastoral background using new colloquialisms. Eliot insisted upon difficult kind of poetry, Frost crafted his composition more lucid. It is difficult to scale the whole repertoire of his thoughts and ideas on poetry and to measure his contributions, so valuable, to the world of literature and critical thinking. His traditional themes show common backgrounds to think upon humanity in the world of natural alterity. He uses traditional literary devices like meter and rhyme scheme to exhibit the power of ordinary day to day conversation. "A strategy as daring as free verse-imagism or bricolage quotation." (Phillips). Frost seems at one hand dissatisfied with the customary, at the on the other hand he endorses the same. He suggests a formula, as he himself says in one of his letters, "that almost but don't quite formulate" (Frost, Collected Poems, Prose, & Plays, 1995). He further says, that he'd be so subtle at it to seem to casual person, an obvious. (Frost, Collected Poems, Prose, & Plays, 1995). The subtlety he talks about is tricky as well as inviting. Let's take a full score of Mending Walls first of all. The most cited formula that good fences make good neighbors is as questionable opinion of the speaker's neighbor. The speaker cannot "formulate" for himself "exactly", what is bringing down the wall, and inspite of instilling questions, he is as much investing in the fences as his neighbor

is doing, equally he himself initiates the repair of the wall. He is not interestedly refuting these beliefs of his neighbor rather he is more engaged in them. (Phillips).

Mending Wall (North Of Boston 1914)

"Mending Wall" was written in 1914, and published in North of Boston. It is in blank verse style and remains remarkably relevant to the current times as well. Each word uttered by two neighbors engaged in conversation and the cold war going on between them portrays concerns of everyday life. In this dramatic monologue two rural neighbors walk along the wall one spring day and look at the wall separating their properties, when needed, repair the wall too. The speaker of the poem is an individual who seems to be progressive personality, he starts the conversation about why they need wall after all. The neighbor who hails from hills is a conventional person. He argues that "Good fences make good neighbors" (Frost, Collected Poems, Prose, & Plays, 1995). "Wall" in this poem seems to have many aspects and dimensions. a) Walls need repairing with the passage of time. b) But at the same time these keep people away from each other. c) In other words, deny the passage to humanism. d) and lastly, we can view WALL as providing security as well. Hence Wall works in many ways to open upon new venues of thoughts as we run deeply into the poetic diction of the poem.

Despite the acceptance that we need walls for certain reasons, the opening line forces us to think about the idea of being separate. "Something there is that does not love a wall", (Frost, Collected Poems, Prose, & Plays, 1995), it means that the idea of building a wall is not that simple. Frost in his lucid yet complicated way invites deeper thinking of the reader. He directs the reader's mind toward this controversial issue. The speaker tries to put this notion into the head of the neighbor to explain the futility of walls and try to change his concept that good wall guarantees goodness of the neighbors. Use of Wall can better be in farm lands or areas where there is livestock, and to keep it secure boundaries should be built. But those walls built to separate people from each other, which accounts for separating villages, countries and families in the end are no doubt objectionable. This mischief pointed by Frost is not as straightforward as it looks to be. He immediately refers to unseen force that does not "love a wall." Something in the nature makes the wall crumble, and every spring when the two neighbors get together, they inspect it and repair it as needed.

Frost uses wishy washy word "Something". Anything can qualify for this something, ghost, something unexpected, supernatural force or even a man. Hence the beautiful style of poet to suggest the eeriness. Part imparted by the poet and part left on the reader. By suggesting "Something" instead of "Someone" the poet widens the horizons for explanation. It could be the form of human wish, that inside they don't want wall but for other's desires

they keep. Nevertheless, as it is still something unnatural, what is against the desire is termed as unnatural, sooner or later comes down. The wall does not conform to the wishes of the speaker, so it keeps falling down. Or perhaps the neighbor also knows that it is against the nature wishes. That "Something" has magical powers, it knows the simple rule of physics - water particles swell when frozen and shrink when hot." Hypothesis of the speaker is that "Something" requests the nature to be cold enough below the wall and warm the boulders up in the wall, thus creating havoc upon the structure of the wall. From this natural action the stones start to crumble. Poetry does not let itself to limit to one meaning / explanation. Frost's poems also comply the rule. We cannot limit one connotation or the other for any poetical composition. The story of Mending Wall also does not limit to the time it was written. It is for all period of this life cycle. There are always neighbors, one of them is liberal and the other is traditionalist. But Frost here does not show anger or harshness, rather he infers that if unnatural actions human beings are doing the nature works against it to undo it. No one has seen them made or heard them made, But at spring mending-time we find them there (Frost, Collected Poems, Prose, & Plays, 1995).

The nature does not let humans continue harmful actions for long. Walls mean the demarcation of the property, demarcation in the hearts, one community separates itself from the other, the villages get away from each other and in the end humanity strikes against humanity as they do not have any soft corner left for each other. The insensitivity seeps in to do the damage. Humans cannot feel for the agony and sufferings of each other. At the time of need they don't feel lending a helping hand to the sufferers. What could be the bases of this callous behavior - The Walls - that we build are actually the Walls we build in our hearts to get separated from other human beings. The connection among people is not the connection of humanity, rather it is the connection of necessity.

We have to use a spell to make them balance: 'Stay where you are until our backs are turned!'(Frost, Collected Poems, Prose, & Plays, 1995). Perhaps the most important lesson that we learn here is compressed in these two lines. To undo the magic, they will have to use magic; "Something" won't let it build again with simple building techniques. Even though magical techniques are applied here to repair the wall, it will not be sustaining till next Spring. Thus the main theme Frost suggests through Wall and keep on repairing wall is that "arbitrary alienation" that man has himself created. Now he himself claims about insensitivity, thoughtlessness, inconsideration in human behaviors. Like a slow poison it has spread into humanity, it has become out of control and incurable. The beauty of Frost poem is that he suggests the moral aspect of his thought but does not label it with same feeling, he leaves its inner senses open to the readers. They sense the morality imperceptibly. Such feeling which comes from inside

spontaneously fills all gaps in the personality. Frost's poetry gives a sense of completeness to the reader. They don't feel like having something amiss. Frost wins over his contemporaries in the application of poetical devices too. As a king of figurative language he has no peers. Mending Wall is also such a poem in which Frost employs very lucid and benign figures of speech. The meaning is not too overt, nor too covert.

Figurative Language of Mending Wall

There are 46 lines in this poem, without proper stanzas. It is a dramatic monologue comprising Iambic parameter lines. The language of the poem is kind of narrative, in conversational tone. Frost has used many poetical devices to enhance the impact of his narrative. He delivers his moral message through an inanimate object, i.e. a wall. Table 1 shows main themes and implied themes of the poem. The main themes that we come across through figures of speech are sadness - there is intense sadness hidden in each word. It shows that nature and speaker both are on one page, that there should not be walls, because these are walls not only physical but mental too.

Main Themes – Common and Specific

NO	POEMS	COMMON THEME	SPECIFIC THEME
1	Mending Walls	Sadness / Patriotism / Traumatic	The sad feeling of neighbor towards the attitudes of people around the globe. Their stony hearts no longer care for each other's feelings. Traumatic because these feelings engender harshness and criminal minds in the society

Table 1 Common vs. Specific Themes

Symbolism in the poem

Theme	Symbolism	EXAMPLE
Sadness / Patriotism / Traumatic	Racial	· The fence is the symbol of conflict - religious, racial, economic and discrimination between human beings
	Tradition and Modernity	· Two neighbors and Traditional values and modern, realist values
	Meditation	· Through common theme Frost spurs reason to meditation upon the division between human beings.

Table 17 Symbolism in the poem

Frost's poems are known for the use of symbolism very distinctively. These symbols not only increase the impact of the poem but also give a lot of scope of deeper thinking. Wall is for example a symbol of conflict between racial, religious and economic factors, it shows a discrimination present among the people of different regions in this world. Hence as table 2 shows through a simple touch of simple nature of ideas Frost has dug in deep to augment the thinking of even an ordinary man. He diverts the attention of the people towards a fact that today if there are differences and discriminations between us, it is not done by nature rather it is our own harvest of hatred. A very good example of the proverb, "what we sow, so shall we reap."

Figures of Speech in the poem

THEME	WORD	FIGURATIVE
Sadness / Patriotism / Traumatic	Wall - for barrier physical as well as mental	Metaphor
	Old stone savage armed The neighbor holding stone in his hand looked like a primitive man with traditional thoughts.	Simile
	"Something" here is given some human qualities, though that is something supernatural.	Personification
	"To each the boulders that have fallen to each" To each is parallelism, which defines the fact that neighbor and speaker are at opposite sides.	Parallelism
	"And to whom I was like to Offence" Her the word Offence sounds like fence.	Pun
	"Something there is that doesn't love a wall" "Good fences make good neighbors." Good example of juxtaposition.	Paradox
	The poem has allusion to elves, the tiny creatures from the mythology.	Allusion
	"What I was walling in or walling out". Good example of repetition to enhance the overall impact.	Alliteration

Table 18 Other figures of Speech

Table 3 highlights some of the figures of speech used to give an exquisite blend of words with that of main idea of the poet.

Sound Check

Throughout the poem we have auditory images, it feels like we are watching live movie with pictures and sounds. The boulders crumble, the sound of the heaving earth, the dogs yelping, elves creeping, even the traditional mind set of the neighbor is so audible to the readers. The nature of the poem is silent altogether, but all these sounds create stupendous effect. The lasting impact upon the minds of the readers that stays long after reading the poet is silent adherence to the conventional values and the booming clash of the speaker's liberal thoughts. Though both are far from each other but there seems to be a connection. A similarity between the two people. That is if for speaker the Wall symbolizes the cause of alienation between humans, why does he repair it time to time. Why doesn't he leave it and protest to the effect? The end of the poem is also remarkable. "He moves in darkness as it seems to me. / not of woods only and shade of trees." (Frost, Collected Poems, Prose, & Plays, 1995). If the neighbor is incorrigible so is the speaker, because he does not resist much upon the thought of the neighbor, rather he becomes the part inspite of his liberal thoughts.

Stopping By Woods On A Snowy Evening (New Hampshire 1923)

Stopping by Woods on a Snowy Evening is one of Frost's Classics. It was published in his poetry collection "New Hampshire, in 1923" (Frost, Collected Poems, Prose, & Plays, 1995). Though the poem has been known so well to the people that they even know it word to word, the explanation offered to it is not so simple. When Frost was asked about the main them of the poem he did not suggest anything particular. Just like all of his poetry, he leaves the canvas open for his readers to paint anything they understand out of the ambiguous nonetheless lucid language. According to the readers the poem constructs a dream-like journey of "someone", an unknown traveler. Like any other person passing by woods, this traveler is also nameless, readers guess who he could be. The poet himself or someone he met or the wood cutter he hints upon in the poem. A poem creates everlasting impact upon the readers with its anonymity as well as its limitlessness through the ages. "Stopping by Woods on a snowy evening" (Frost, Collected Poems, Prose, & Plays, 1995), consists all the qualities of a beautiful piece of poetry. The poem trusts the readers for the interpretation of words and decipher the sounds and senses. This indistinctness keeps the poem fresh. There are two contrasting courses of action. First is a "timeless" attraction of the woods, and secondly, the "pressing issues" to keep the traveler on the move.

Critics called Frost as a painter of New England, but in a true sense he is the interpreter of humanity and nature. He closely observes the connection between Nature and Man. He exalts his characters to be universal, at the same time he never extricates them from their ordinary surroundings. That's the reason his poetry seems so original and ordinary according to the everyday setting, but in order to understand the deeper meaning, each word with its comma, period and semi colon, has to be reflected upon. Outward simplicity refers to complexity of meanings. This makes his poetry basic and fundamental at the same time. Critics take pains to get at the real philosophy of his poetic compositions. Generally speaking, his poetry offers themes of death, sadness and trauma. On the other hand, the one theme that seems to be "recurrent" in his poems is the beauty of nature. (Nolan, 1942). This can be seen in his beautiful poem, "Stopping by woods on a snowy evening." He stays for a very short time in the woods, to see the woods fill up with snow, with awe and admiration he gazes fixedly at the woods. The same idea we have in Birches loaded with ice, and yet again he talks about snow in "After Flakes". Ice and Snow is favorite season of the poet, when he feels all his senses awake to fully enjoy the cold surroundings. (Nolan, 1942)

Frost in his love of nature tries to involve his readers. He even gives a poetical recipe to make cold weather, for his readers to mix up and stay happy. In "clear and colder", with "Wind the season climate mixer", he says, "let the summer simmer-take some left over winter-dash it with some snow for powder-then-wait and watch the liquor settle." (Nolan, 1942). Frost regrets some fleeting moments of winter, as in Stopping by Woods on a Snowy evening." The short stay of the traveler is much regretted. The traveler wants to stay for a longer time till her grabs all the beauty of snow laden trees and grounds. But he laments that it is too short a moment to enjoy. He has to travel further because there are some pressing matters which he cannot postpone for future. As in the last line he says, "and miles to go before I sleep." The suggestion of death element is denied by the poet himself, but he never gives another explanation for the last two lines of the poem. The repetition of it confirms that the traveler alludes to the end of life. He wants to finish off all of his tasks before death captures him and he is no more.

Applied Figures of Speech in Stopping by Woods in a Snowy Evening Main Theme Vs Common Theme

NO	POEMS	COMMON THEME	SPECIFIC THEME
1	Stopping by Woods on a Snowy Evening	Sadness / Death / Revelation	The Sadness is in the atmosphere, the cold weather is linked with sadness, it also suggests death as there is no more active activity of a person in such an extreme weather. The element of revelation is that in life being responsible and fulfilling responsibilities should be the foremost concern of the person.

Table 19 Common Theme Vs. Specific Theme

"Between the woods and frozen lake / The darkest evening of the year", speaker portrays the scene with utmost precision. Introductory lines of the poem suggest the tone and setting to direct the interpretations of the reader towards something unusual. This expression "darkest evening", is again open for the reader to infer whatever they like, according to their own moods. It suggests "depression state of mind" of the traveler, or that the cold weather has made him depressed, or it could be that time of hour in the night has made him lonely thus. It is said you feel nature as per your own inner mood and shades of feelings. If you are sad at heart, the surrounding is cheerless and dull. But if you are jubilant, however sad the scene is, you, yourself find even one element of rejoice, to make you happy. Just the same as a song, when you are sad you pay attention to the lyrics, but when you are happy inside you enjoy music. Frost's traveler finds the evening dark, the frozen lake strikes him most because his heart might be frozen, he is no more in a mood to enjoy the loneliness. The gloomy atmosphere is overpowering him.

Another fair interpretation to the "darkest evening" could be the longest night of the year, that occurs on 21st, 22nd Dec, when in northern hemisphere winter solstice occur. At this time when sun is at the farthest southward, most of the night has darkest hours. Or it can be interpreted as the traveler is feeling sad, hence he revels in the woods, the silence, the loneliness, the quietness of the surroundings, some time away from the hectic daily routine. He enjoys this "frozen lake", the darkest quiet hours.

The line, "he will not see me stopping here" offers another aspect of traveler's personality. He feels comfortable that the owner of the woods is living in the village far off and would not come to see someone standing there. It suggests, firstly the traveler is of a lower status in the

society and knows he would not be appreciated standing there. Secondly, he needs some time to be with himself. He wants loneliness to spend some time enjoying his own personal thoughts in the company of nature. He does not want to be disturbed by the gossips of the people, which he thinks are useless pratting of words. For him this short carousal in the woods and then moving on to his responsibilities matters most. This unusual activity of the traveler is "queer" for the horse as well. Who might be thinking why they stopped there, perhaps the horse is not as gloomy at heart as his rider is. He wants company and warmth as a reward of his toil all along the way. There, not being in the farmhouse dejects the horse, so he hints moving on towards some cozy place to rest. "Farmhouse" itself is an expression of the "familiar world", "social place", where there are people and gossips and laughter. The horse is uneasy to be in the disconsolate place.

Frost here again keeps the link between the desert land of heart, the loneliness inherent in nature and the society in general. The "queer" and the strangeness of the natural surroundings is never out of human touch. The horse is the source of reminding him, being a part of real world of activity. He can have some serene moments, but he has to return to same dull routine of life, which does not offer inner happiness, rather it is a burdensome, encumbersome drooling one has to pass one's life on.

"Bell" is a symbol of death as "knoll" and it is an expression of bringing someone back to real world. Frost's speaker is lost in his thoughts, reaching utopia. But the sound of "harness bells" brings him back to life full of worries and hum drum. It also suggests that by shaking his head the horse produces the sound to indicate to the traveler that they are stopped at the wrong place and must move on. Or he is reminding his rider that they have other important matters to attend so must not waste more time there. It is time to hit the road again for final destination.

Throughout the poem we cannot assess if the poet is happy or depressed, on his way to some important matters he stops for a while in woods and feels calmness. Whatever his mood could be, general sense is that he is feeling inner satisfaction. He seems to share that he is the lover of nature and enjoys it most whether it is extreme cold weather or any other season of the year. The traveler wants to linger on but on the back of his mind there is "I have promises to keep / and miles to go before I sleep." He regrets to leave the stunning sight of the snow laden woods so soon. His sense of duty and responsibility does not let him stay a little longer even if he wants to.

Frost very successful has created the atmosphere of loneliness and isolation by usual expressions of moods. The atmosphere of gloom and isolation is created from the beginning of the poem, the owner is not there, the sounds of "harness bells, downy flake and easy wind" are all that could be heard. Without saying a word about the isolation from the world the poet has

beautifully created the sense. The reader does not read the poem, rather he feels the emotions laden atmosphere. He feels what could be going on in the mind of the traveler, by each expression. He feels the restlessness of the horse and can read the mind of the animal. Thus, the reader is what the traveler is and the reader is himself at the place of horse, feeling the same.

Rich Symbolism in the Poem

"Symbolism is the use of symbols to signify ideas and qualities by giving them symbolic meanings that are different from their literal sense. Symbolism can take different forms. Generally, it is an object representing another to give it an entirely different meaning that is much deeper and significant."

Poem of Robert Frost take the minds of the recipients on the journey of every emotion possible. The reader can experience every bit of excursion imaginable through the nature. The poet himself had been amid natural surroundings of New England all his life, uses his memories of past and present experiences to weave a delicate pattern of poetry. His subtle symbolism conveys deeper meanings to each word. Also his being rustic, pastoral settings and tone let the reader get familiar with the background. "Stopping by Woods on a Snowy Evening" is one of riches poems of Frost, rich symbolism convinces the reader to think about his own duties and responsibilities.

Theme	Symbolism	Example
Sadness / Death / Revelation	Stopping by Woods	The title itself suggest the journey of life, when man stops for some time and enjoys life before he dies. A movement towards death.
	Traveler on horse back	He reminds us of a knight of Middle Ages, who is on his way to some important errand. He is that responsible statesman too who even in his most enjoyable moments never forget his important tasks.
	The darkest evening of night	It could be the ambiance of immanence of death.
	Woods	Woods is generally that area which is isolated and secluded place. The use of woods here reminds us of the hermits who lived in the woods to meditate and find the truths o f God. Here also the traveler stops for some time and think about God. Hence lending mysticism to the poem.
	Lovely, dark and deep	This symbolizes several aspects. After death the grave is dark and deep. But when there are so many sufferings in this world even the grave seems to be a lovely place to hide from the worries of the world. It also shows the quiet nature of the traveler.
	Horse	The horse in the poem is an important character, it signifies the soul of the poet. It is restless at the loneliness yet is a part of that world.
	Village	Village is the symbol of society, the civilization which for some time the travel avoids to enjoy the isolation and loneliness of his own.
	Sleep	Here means the final destination. The death. Or the rest in ordinary meaning.

Table 20 Symbolism

Sound Check

The general feeling of the poem is just like a school in school recess funeral hymn is being sung. It is creep and out of place. But the same uncommon meets the senses in this poem. With very uncommon rhyming scheme, having just eight syllables in every line, this poem gives the sound of kindergarten rhyme. The reader suspects the poem has a "darker underbelly". Almost all the expressions of the poem are suggested by the sounds. The feelings conveyed through the sounds are heavier than the feelings conveyed through words. Hence while going through the poem we involuntarily pay attention to the inaudible sounds. This makes reading poem all the more fun and entertainment. The reader comes to notice fricatives, sibilants, glides and glottals. "The only other sounds the sweep/ Of easy wind and downy flake", what does this indicate, an extreme silence. The silence of the death, when there is movement but spiritual. It does not relate to the sounds of life. The situation intensifies the mystic nature of the poem, the spiritual aspect of life which we tend to ignore in our busy lives. Man, race in the materialistic world does not end. He himself dies but his lust for power, money and luxurious life does not end. From here the poem becomes didactic in its tone.

Figures of Speech in the poem

THEME	WORD	FIGURATIVE
Sadness / Death / Revelation	"And miles to go before I sleep"	Assonance
	"The only other sounds the sweep"	Alliteration
	Horse – Some human emotions have been attributed to the animal	Personification
	"The woods are lovely, dark and deep"	Imagery
	"To watch his woods fill up with snow"	Hyperbole
	The quietness of the woods, and the sound of the bells.	Paradox
	The entire poem is an allegory, with deep rooted sense of duty and responsibility. The sense of completing task before we die. The spiritualism is there.	Allegory
	"Whose woods these are I think I know His house is in the village though"	End Rhyme

Table 21 Figures of Speech.

Analysis of Frost's Poetic Compositions

At a dinner in Amherst on the day of his eightieth birthday, Frost said: 'all I've wanted to do is write a few little poems it'd be hard to get rid of'. He also commented: 'We rise out of disorder into order and the poems that I make are little bits of order. It's as if I made a basket or a piece of pottery or a vase or something and if you suffer any sense of confusion in life the best thing you can do is make little poems. Or cigarette smoke rings. Even those have form.'

Frost keenly observed Nature. All the objects of Nature have form and character for him. But the most striking aspect of Frost's Nature is that Nature is always a background to the action to take place - comprising humans. Thus, Nature leads the humans to deeper insight and a type of revelation. More often, comparison is made between the nature and the psyche of his characters, which Frost describes as "inner and outer weather." His is never sentimental about the natural world like other Romantic Poets like Keats, Browning or Wordsworth. His Nature is a bit harsh a dark, bleak world, empty and so cold, in here living creatures suffer, but in silence and isolation is their fate. His Natural world is hostile, threatening and indifferent. Human beings to him are figures suffering isolation. Loneliness is a "human Condition" in Frost's natural world. There is negativity in the universe, in his poetry. Time is also symbolic of destructiveness, as in Stopping by woods, time does not allow the traveler to enjoy the beauty of nature.

Frost's imagination gives a new dimension to his poetic compositions. A new world emerges before us. He enters in visionary state, much higher than his contemporaries. It regenerates his creative ability coupled with strong imagination to write with fresh ideas and vivid inspiration. Nevertheless, he has to come to the real world again as this state will not last long. Like Keats's imagination takes him away from this world, "on the wings of poesy", to the transient world of Nightingale.

Poetic Philosophy Of Robert Frost

Explicitly or Implicitly, every poet has a poetic philosophy on which his poetic compositions are based: as to the techniques and methods employed. To highlight poet's credo is not always possible because he does not, every time, lets his poetic theory known to everyone. Frost never gave a definite line of thought about his poetic theory, unlike his contemporaries, Ezra Pound and T. S. Eliot. He defines poetry, "a way of life". Defining poetry thus he deliberately avoids mentioning "philosophy". His best definition of poetry is:"A poem is one where an emotion has found words…my definition of poetry would be this; words that have begun deeds".(Frost, 1983)

Frost often describes correlation between true love and true poem, both of these come out of sentimental outbursts. A good poem,

also like intense love, delights and is impulsive. The emotional tensions are resolved gradually, and emotions find true thoughts. Hence amid these emotions poem becomes a "metaphorical imagination". He further says that he "experiences a kind of recognition as part of his poetic impulse." On example of this recognition is his poem "Stopping by woods on a Snowy Evening." Within the lines of the poem, the poetic tensions resolve by the help of metaphorical allusions. Hence the poem is taken as literal and metaphorical for meaning. The dramatic-lyric comprises a small but complete drama with characters, background setting and lighting. On the literal level, the poem is about a traveler whose mental soliloquy describes his outward conditions. But on the metaphorical level, the poem is a complete account of a man's life, his little sojourn in life, and then a quick movement towards death. While enjoying life he must not forget that life is fleeting, and he has very little time left to enjoy his life. During the course of this life-journey, he has to encounter moments of extreme happiness and moments that would give him blue moods.

It is the coldest evening of the year, the traveler amid such a weather comes across a moment of happiness, on seeing even the snow can be quite beautiful at times. Though it symbolizes harsh realities of life. Poet suggests that even harsh realities are a part of life. With the beauty you have the ugly side of life. Even in coldest weather we have to continue our journey of life "because of the paradoxically somber excitement and recompense."(York, 1996). The element of reluctance lends the poem a reality. The traveler is reluctant to part with the enjoyable moment and enter into the gloomy world again. Nevertheless, there are inevitable commitments to fulfill. The duplicity of the poem is much visible here. The poet actually pretends to say something very simple about natural world and human feelings. But we are cognizant of the fact that there are underlying deeper meanings which point to something mystic and spiritual.

About the philosophy of Mending Wall, the reader finds nature, though harsh in its perspective but it works for human beings. Thus, there is element of positivity present in the nature. It wants human beings to bury the hatchets and be with each other. It is against fences and barriers which from physical tenacity go to the virtual level. They increase the separation of man from man from tangible to intangible. In the "unsystematic philosophical" aspect of reality there is element of dualism in his poetry. This dualism is evident in his psychology, reasoning, epistemology, even in his view of man, nature and God. Frost's philosophy on the basis of dualism is the focused aspect that critics take negatively. Perhaps Frost is the only American poet who has suffered a lot of criticism from scholars and readers. He has been called "amoral monster", "cranky", "iconoclastic reactionary against modernity" etc. To Frost, philosopher

with dualism is like a judge who takes decisions impartially, regardless of any bias or discrimination. A philosopher tries to place counter tendency if he cannot offer logical conclusion any more. The value of a philosopher is in the inconsistencies he can offer in his work. This dualistic philosophy of Frost made him aware, keenly, of the "two endedness of things".

Methodology

The approach to the collection of Data and analysis for this present research study was Qualitative as well as Quantitative. Surveys and the interviews were conducted involving teachers and students of Bachelors Literature Class. Both were taken as "products of teaching English". Sample population of research was teachers, former and current college students. All were from the vicinity of Wah Cantt, from prominent academic institution - F. G. Degree College for men, Wah Cantt.

Several envelopes containing survey questionnaires were placed at the College Principal office, in the presence of HOD of English Department. A fixed time of 2 weeks was given to them to get the survey forms filled from all the concerned. For the reason total 50 students, 36 of present class and 14 passed out students were reached at. Along with their teachers present and the formerly working in the institution. Main purpose was to get up-to-date picture of teaching of English poetry using a variety of methods, with students'

levels from 1 to 5, set according to the understanding - mental - competence. HOD was also asked to respond privately. Individually students and teachers including Principal of the College and HOD responded responsibly towards the survey and recorded their attitudes towards teaching of poetry styles and about the curriculum-based assessment. Total 48 responses received out of 50. Two students returned the forms objecting the nature of survey. Many of the teachers and students requested that along with the form interviews should also be conducted so that they could convey their related concerns. Persistent follow up was requested by some of the students.

Upon request from students and teachers full scale interviews (Appendix - Annexure E) were planned too. These interviews could help clarifying some ambiguities and help in developing hypotheses that came up during the thorough reading of survey forms. Two types of interviews were organized, one for the teachers and one specifically for the students. A third interview was designed for the parents of Excellent, Good and Average Students, as their viewpoint could expand the horizon of strategies and recommendations. All the three interviews needed different timeframes. Names were changed in these interviews for privacy concerns and for future complications.

a. Informal interviews at college were pre-arranged for an hour's duration. These were in depth

interviews of 9 senior teachers in service, and one senior teacher recently retired from his job. It was indicated that there would be satisfactory discussion upon any areas they chose with their free will. They were also informed before the interview that those were to be recorded and hard and soft copies could be available to those who requested.

a.1. 6 teachers from total 10 were interviewed individually upon their request and other 4 in group. The focused intent was to find out their response to the course contents. One of the record group was made of associate teachers who worked under the instructions of senior teachers. The advantage of this informal group interview was that they pointed out some lapses in teaching styles of even most senior teachers which never surfaced during first level of interviews with seniors. These associate teachers (juniors) chose to email their responses, to avoid direct clash with their bosses.
a.2. Copies of Course contents and other relevant material used in class teaching as regular practice was requested at the time of interview. The educators were asked to bring their course files or diaries so that daily routine lectures could be assessed with that of quizzes and assignments allotted to the students.

a.3. Half an hour session was reserved to discuss poetry in general and Robert Frost figurative poetry in specific. Two of the ardent teachers proved very valuable for this present research as they passionately explained

their methods and to be employed methods. Their passion showed their deeper interest in poetry.

b. One and half an hour was reserved for interview with the students. Out 36 students 18 were chosen from 3rd year B.A. English Literature Class, and 18 were from 4th year B.A. English Literature Class. 14 Students were those who had completed their degree and were on some sort of working expeditions or taking admission for further studies. Their opinion valued a lot.

c. While selecting the students for research purpose, it was taken care of that they had different teachers for English Poetry. They were requested to bring their portfolios and Term/sessional reports too, if available. The discussion with all of the 50 students centered upon teaching methods and learning of Poetical structure from their understanding level coupled with the style of the teacher. What they felt was not being done to create love of poetry in them? Most important how they wanted the study material should be handled to imprint the content meaning unto their minds?

d. To add a wider perspective parents were interviewed in a separate half an hour session inside the Principal's Office. It was in group, available parents of all the present session 4th year took interest and impressed in their thoughts and interest in the education of their children. Both parents came, Mothers especially were

more concerned for the future of the child as their point of view was that the boys had to head the family in future roles. So, they should be made responsible at the stage when they were still out of any heavy responsibility towards their families. Fathers were more concerned about the fee that was paid, and they thought after such heavy fees the teachers should be responsible enough to teach students seriously, not just the time wasters.

Likert Scale Assessment

Students' perception was recorded as received in Tables. The structure of the tables was: Statements - in the first column, the 2nd column (N) shows the total number of respondents (students), "Min" column indicates the lowest scale-response, "Max" column records highest scale-response, "Mean" column displays average rating, and standard deviation is the last column. The respondents rated if they had agreed with the statements or not, on the four-point Likert scale:

- 1. Strongly Agree
- 2. Agree
- 3. Disagree
- 4. Strongly Disagree

It must be clarified here that if the lowest score (minimum) was 1, it means that none of the respondents disagreed/strongly disagreed. But if the highest score (maximum) was 4, it means that at least one of the respondents strongly disagreed. And if the "Mean" score was 3.5, that shows that, by average, respondents either

disagreed or strongly disagreed. All the tables are organized by Mean Scores in "descending order." (missing are excluded). The four options were included for all statements, i.e. strongly agree, agree, disagree, and strongly disagree.

Executive Summary Likert Scale Analysis

a.   Impressions

- 88% of respondents agreed or strongly agreed that new teachers should be hired with
dynamic thinking.
- 98% were not in favor of old teaching methods of senior teachers.

b.   Understanding of Language and Theme

- 80% were in favor of no intervention from the tutor for final interpretation.
- 98% wanted to learn figures of speech as they appear in the text so that they could understand the real context of it.

c.   Understanding poetic diction with the help of poetic devices

- 76% recommended use of poetic devices in sentences of their own to understand practical usage.
- 92% did not favor the idea of giving explanation by the tutor before start. As this technique would get them bored and their minds would not be focused.

d.   Understanding of moral lessons

in the poetry.

- 44% of the respondents wanted to achieve something by themselves without spoon feeding.
- 94% rejected the idea of each and every explanation by the tutor.

e. Understanding element of serenity and mysticism

- 78% desired to let the students read the poem silently in class to grasp the element of mysticism.
- 98% did not like the idea of explanation by the tutor.

f. Perception of moral values in terms of application to the society

- 62% and 66% liked the idea of students' own interpretation and application upon self and on society in general.
- 50% rejected the idea of tutor - learned application and interpretation.

Personal Observations

After analyzing data (interviews, and survey) problems of teachers also surfaced up in teaching poetry as an essential part of course contents. They sometimes could not cope up with the accrued pressure from the department as well as the college students. Poetry class used to become one of the boring sessions in whole semester for college students. Some said they wanted to run away from poetry period as it used to give them lullabies. But the importance of it cannot be negated. They had to have that class whatever it was. It used to become a mental torture for the students. To avoid such situations, they suggested conceptual teaching methods. Students should be involved in taking out inferences and should not be told everything by the teacher. They complained that teachers demanded the same kind of explanation from them which they themselves used to give.

PRETEST – POSTTEST Analysis

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pretest	Equal variances assumed	.540	.468	-.851	33	.401	-3.183	3.740	-10.792	4.426
	Equal variances not assumed			-.854	32.906	.399	-3.183	3.728	-10.768	4.402
Post test	Equal variances assumed	.467	.499	-5.337	33	.000007	-14.60	2.736	-20.168	-9.035
	Equal variances not assumed			-5.360	32.728	.000007	-14.60	2.724	-20.145	-9.058

The results of present study showed that that there was a noteworthy difference in the mean scores of Pretest and Posttest. The significance of the study was proved by applying Independent Sample Test by using SPSS 21. The t test showed that significance level 0.000007 which was lower than 0.05, showing that there was a significant difference between the Controlled Group and the Experimental Groups of study. As we can see in Table above.

The Study aimed to find out the differences between concept formation and teaching model and lecture method on students' learning. The study showed that experimental group gained more knowledge than the Controlled Group. As the Controlled Group was taught with traditional methods and the Experimental Group with the concept formation ideas. The purpose of teaching was to provoke conceptual change in students so that they could move from theoretical knowledge to empirical knowledge. (Planinic, 2008) Hence our assumption that "there is a significant difference between conceptual study style and traditional study style, among the Experimental and Controlled Groups of Students" proved true.

Conclusion

At the instructional method, teaching of figurative language of Robert Frost was successful. Throughout the research hard core belief upon teaching with innovation had been focused. The traditional approach to teaching English poetry emphasizes the single meaning principle and encourages disassociation of the self during reading (Khatib, 2011). Thus, through this approach teacher gets an ample time to analyze imageries, all the poetic devices employed, and the figurative language just like a Lab Technician. The Controlled Group of 25 students was taught Frost Figurative language through conventional methods by traditional teachers of the college. They were seemingly not encouraged to express their personal interpretation of the poems and this lack of conceptual involvement prevented them from giving their own explicit explanation. They were limited to what was put in their minds by the senior teachers with no dynamic teaching tools. Their interpretation of the facts and figures of the poem lacked thus the involvement of emotions. Researchers observed that "overemphasis on the rigid technical lines and negligence towards students' personal expressions of the meaning prohibit them from getting maximum enjoyment and ultimately results in disliking poetical structures.

As long as the teacher takes himself "as the conductor of the orchestra and the students as players" (Khatib, 2011), the poetical appreciation would not be there in the class. Until and unless students are encouraged to express their own thoughts while reading the poems, the "literary experience is not possible" (Khatib, 2011). The tutor should forget about being mentor and consider himself as the student of poetry. As

soon as he starts enjoying the poetical experiences, he would give space to the students to learn and enjoy at the same time the same mystical-poetical experiences.

In this present research this new approach to innovative teaching of English poetry generally and Robert Frost specifically was designed to devise methods of teaching not in vogue in colleges of Pakistan. The method provided ample opportunities for students to express their own experiences, ideas and emotions. They could interpret the figurative language by their own personal-understanding of the poem. During the Experimental Classes the students were told that a poem could offer diverse interpretations and their personal ideas would be as welcomed as ideas of any experienced teacher. Validity of their interpretations was encouraged. They were more involved during the process to read, re-read and find new meanings of Frost's poetry. Quite reverse was found in the Controlled group. The students were never engrossed in the reading of poetry, they read for the sake of examination preparation. They just memorized the text and meanings and reproduced the fixed lines dictated by the teacher. Their monotonous style of studying suggested they would not be involved in further study.

The findings of this research showed a pretest vs. posttest improvement in the Experimental Group. It was statistically proved in this research that students having poor concepts lacked interest in their studies.

Due to these "weak concepts" students lost confidence and used to think themselves incompetent to be successful. This study also qualified that teachers played an important role in enhancing the understanding of the students by conceptual course of study (Vosniadou, 2007). Thus, it was the responsibility of the tutors to bring subconscious knowledge of the students into consciousness and lead them to success. Our study has proved empirically that concept-formation of teaching model is an effective way to increase the understanding of the students for particular study material. Pretest result illustrated that both the groups Experimental as well as Controlled were at same level of achievement. Posttest exhibited a significant difference in concept formation. It showed that conceptual teaching methodology was useful for "clarification of concepts". A lot better performance was shown by all the students of the Experimental study. "Conceptual study is just like procedural skills. The more the relationship the more problem-solving improves" (Alibali, 2001). Conceptual method of teaching is much better than the traditional teaching style as it involves students to interpret their personal meaning (Geban, 2006). "Good Learning, like good work, is collaborative and social, not competitive and isolated" (Chickering, 1996). The evidence of it was more an anecdotal than statistical. Seeing the College (Graduate) students themselves involved in the discussion and knowing that they were all set to learn something new, from the text of

the poems, boosted up amazing confidence in them. The main purpose of the research was to make the graduate students practice the different pedagogical model, which might become the model of all the coming teachers. The show of enthusiasm generated by new teaching methodology was encouraging.

The present study tries to suggest the other researchers that all poems first live and tell context later. Robert Frost is, no doubt one of those poets whose poetry lives for ages. The context and the meanings can be related to any era they are read in. Even today in 20th century we can have moral interpretations matching our times. There are barriers in the form of wall and there are unknown tasks of life for which we have "miles to go".

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ANNEXURES

Annexure A – Poem: Mending Wall

Mending Wall

Something there is that doesn't love a wall,
That sends the frozen-ground-swell under it,
And spills the upper boulders in the sun;
And makes gaps even two can pass abreast.
The work of hunters is another thing:
I have come after them and made repair
Where they have left not one stone on a stone,
But they would have the rabbit out of hiding,
To please the yelping dogs. The gaps I mean,
No one has seen them made or heard them made,
But at spring mending-time we find them there.
I let my neighbour know beyond the hill;
And on a day we meet to walk the line
And set the wall between us once again.
We keep the wall between us as we go.
To each the boulders that have fallen to each.
And some are loaves and some so nearly balls

One on a side. It comes to little more:
There where it is we do not need the wall:
He is all pine and I am apple orchard.
My apple trees will never get across
And eat the cones under his pines, I tell him.
He only says, "Good fences make good neighbours."
Spring is the mischief in me, and I wonder
If I could put a notion in his head:
"Why do they make good neighbours? Isn't it
Where there are cows? But here there are no cows.
Before I built a wall I'd ask to know
What I was walling in or walling out,
And to whom I was like to give offence.
Something there is that doesn't love a wall,
That wants it down." I could say "Elves" to him,
But it's not elves exactly, and I'd rather
He said it for himself. I see him there
Bringing a stone grasped firmly by the top
In each hand, like an old-stone savage armed.
He moves in darkness as it seems to me,

We have to use a spell to make them balance: "Stay where you are until our backs are turned!" We wear our fingers rough with handling them. Oh, just another kind of out-door game,	Not of woods only and the shade of trees. He will not go behind his father's saying, And he likes having thought of it so well He says again, "Good fences make good neighbours."

Annexure B – Poem: Stopping by Woods on a Snowy Evening.

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods, fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep

Annexure C – Likert Scale:

F. G. DEGREE COLLEGE FOR MEN - WAH CANTT
TEACHING METHODOLOGY - ENGLISH POETRY SURVEY

Dear Students, Please help F.G.Degree College for Men, Wah Cantt to plan for the future. Your opinion matters and can help shape positive changes in the Institution. All of your responses are anonymous. If you have any questions about this survey, please Contact Your Principal or HOD of the Departement. Your thoughtful and honest responses are very important. Please use black or blue INK. This survey takes approximately 30 minutes to complete. Thank you for your participation. If you have already taken this survey please do not complete again.

I enrolled at F.G.Degree College for Men, Wah Cantt because... (Select All that apply)

- Location
- Cost
- Programs Offered
- Recommendation Teacher
- Recommendations from my family/friends
- My friends attend here
- Academic Reputation
- The size of the institution

Other:

In what language you prefer to be communicated...(Select all that apply)

- English Language
- Explanation in Native
- All Lectures in Native
- Mix
- Whatever needed

Please rate your level of agreement with the following:

	Strongly agreed	Agree	Disagree	Strongly Disagree
The Figures of Speech must be explained first before the poem				
Practical Application of the figures of speech must be told				
Tutors must analyze himself theme and then tell students to do the same				
The analysis of the theme must be let by the students				
Whatever the teacher says is good.				

Please rate your level of agreement with the following:

	Strongly agreed	Agree	Disagree	Strongly Disagree
All the definitions must be given before the start of the lecture	☐	☐	☐	☐
Each poetic device should be used in sentences to understand well	☐	☐	☐	☐
Tutors must let the students point out the common and specific poetic devices used	☐	☐	☐	☐
All the explanation must be given by the tutos only	☐	☐	☐	☐
Frost's poetic conception should be explained first	☐	☐	☐	☐

Please rate your level of agreement with the following:

	Strongly agreed	Agree	Disagree	Strongly Disagree
Moral lessons, an important part of poem,must be briefed by the tutor	☐	☐	☐	☐
He should give relevance of other poems before the start	☐	☐	☐	☐
For moral lesson teacher should tell about the period when written	☐	☐	☐	☐
Students should be encouraged to infer moral lesson	☐	☐	☐	☐
Comparison with current society should be made by students	☐	☐	☐	☐

Please rate your level of agreement with the following:

	Strongly agreed	Agree	Disagree	Strongly Disagree
Full scale explanation about element of serenity and mysticism be given by tutor	☐	☐	☐	☐
Students are asked to read the poem in silence for deeper mystic experience	☐	☐	☐	☐
Firgures of speech should be highlighted by tutor to understand it.	☐	☐	☐	☐
For this poem is not read but silently perceived by the students and write expressions	☐	☐	☐	☐
Whatever needed	☐	☐	☐	☐

Please rate your level of agreement with the following:

	Strongly agreed	Agree	Disagree	Strongly Disagree
Here tutor should give examples of application to society	☐	☐	☐	☐
Students should be encouraged to apply it upon their own lives first	☐	☐	☐	☐

Students should be encouraged to apply it upon the society in general

History should be viewd to find the relevance to the society

Whatever needed

Have you ever told the teacher to change methods of teaching?

☐ Yes   ☐ No

If yes, explain how did your teacher react?

Admit Status

☐ Continuing Student   ☐ Passed out

☐ First time student   ☐ Transferred Student

English Language Proficiency

☐ Professional   ☐ Excellent

☐ Good   ☐ Average

Admit Age

☐ 19 - 20   ☐ 25 - 29

☐ 20 - 24   ☐ 30 - 32

What is the level of Education of your parents:

	Mother	Father
Not a High School Graduate	☐	☐
High School Diploma	☐	☐
Vocational / Technical Certificate	☐	☐
Intermediate Certificate	☐	☐

Graduation Degree

Masters/Doctoral/Professional Degree

What do you believe is the best method of Teaching English Language Poetry?

What do you think needs to be improved to give quality education to the students?

Please provide any additional comments about your English Poetry Class in the Institution?

THANK YOU FOR YOUR PARTICIAPTION

F.G. DEGREE COLLEGE FOR
MEN - WAH CANTT

DEPARTMENT OFENGLISH

MONTHLY TEST – ENGLISH POETRY

CourseTitle: Robert Frost   **Class:B.A**

Total marks: 50   **TimeAllowed:2 hours**

………………………………………………………………………………

NOTE: NO MARKS WILL BE AWARDED IN CASE OF CUTTING / OVERWRITING

All the questions carry equal marks.

Q1. Robert Frost describes writing poetry as "an act of clarification". What do you think he means by this, and what do you think he clarifies in "Mending Wall?" Can you clarify this for us, please?

Q.2 Robert Frost says, "People forget and poetry makes you remember what you didn't know you knew". Does this poem (Mending Wall) make you remember what you did not know? What didn't you know that you now know, you know?

Q.3 What are the two opposite attitudes towards tradition in the poem "Mending Wall" by Robert Frost?
things that have nothing to do with the modern world (like blenders, radios, and TV). Do you agree with this criticism? Can you relate to this poem?

Q5. In "Stopping by Woods on a Snowy Evening" by R. Frost, how would you explain the feelings and concepts the poem expresses?

F.G. DEGREE COLLEGE FOR

MEN - WAH CANTT

DEPARTMENT OFENGLISH

INTERVIEW QUESTIONNARIE - TEACHERS

BASIC QUESTIONS:

1. Why do you want to become a teacher?
2. What do you think makes a good teacher?
3. What qualities do you have that will make you a good teacher?
4. Is there an element of your degree that enthused you to go into teaching?
5. What are your concerns about being a teacher?
6. What motivates you to teach: your subject or working with students?

ABOUT YOUR SKILLS:

7. Describe a situation when have you had to use your initiative.
8. Explain why you think it is important to show enthusiasm and interest when working with young people?
9. Explain how you think your most recent working experience will prove useful in your teaching career.
10. What skills do you think you have that make you particularly good at handling students?
11. Choose any topic and say how you would go about teaching it.

ABOUT THE CLASSROOM EXPERIENCES:

and do you see those qualities in yourself?

13. What did you enjoy about your work experience?

14. talk about the day spent in the classroom and describe the layout of the classroom.

15. What in your opinion constitutes good teaching? Did you observe any good teaching taking place? What made it effective? How could you tell it was effective?

16. What would you need to provide to create a stimulating learning environment?

17. Describe the best lesson you observed. What made it good? What was learnt in the lesson? What did the teacher do to bring this learning about?

ABOUT THE CURRICULUM AND ISSUES:

18. How do you feel your degree is relevant to the curriculum?

19. What are the challenges and opportunities facing college teaching?

20. Why is subject knowledge so important when teaching pupils?

21. Are you satisfied with the course outlines given to you to teach English poetry?

22. If not, what would you suggest to improve course outlines?

ABOUT EQUAL OPPORTUNITIES:

23. How would you make sure students had equal opportunities in the classroom?

24. What would you do if a pupil refuses to participate?

25. How would you motivate a class of year 9 students that have no interest in drama?

26. What makes a good lesson?

27. Do you think you have the ability to work with difficult students?

ABOUT TEACHING METHODOLOGY – ENGLISH POETRY:

28. What was their practice of teaching/learning poetry?

29. What effects had the current curriculum and assessment process had upon their teaching/learning practices?

32. How would you motivate and encourage a bachelors' student to take interest in poetry?

33. Do you think innovation in the ideas transfers into students from the teacher?

34. What steps you are taking to make your class interesting?

35. Are you encouraged by the new methodology introduced in the class by the response of

the students?