

PERCEPTION OF GRADE TEN STUDENTS TOWARDS ENGLISH POETRY

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master Education in English**

Submitted By

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Janta Multiple Campus, Itahari, Sunsari

Tribhuvan University

Faculty of Education

Nepal.

2024/2081

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Exam Symbol No: 2180037 (2072/2073)

TU Registration No: 9-3-0218-0527-2014

Janta Multiple Campus, Itahari, Sunsari

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Thesis Viva Date: 2081-03-25

9th July, 2024

Submitted Date: 2081-03-14

28th June, 2024

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:

.....

Laxmi Limbu

ACKNOWLEDGEMENTS

I would like to extend my first and foremost, gratitude and sincere thanks to my respected supervisor Mr. Rishi Ram Khanal, lecturer, department of English Education, JMC Itahari, Sunsari, for his impressive guidance, engagement, critical comments, insightful suggestions and valuable advices to complete this thesis. He worked tirelessly to correct my work and offered pieces of advice whenever I consulted him.

I would like to extend appreciation to Associate Prof. and Head, Department of English Education Mr. Kamal Raj Dahal for his insightful comments and remarks that helped me improving this work.

Similarly, I would also like to acknowledge to Prof. Dr. Gita Adhikari, Campus Chief and Dr. Tolnath Kafle, Asst. Campus Chief of Janta Multiple Campus, Itahari. And I also would like to extend sincere gratitude to all teachers in the Department of Education, for their valuable academic supports.

In the same way, I am thankful to all the staffs in the library of Department of English Education, JMC, Itahari, Sunsari, for their valuable support and cooperative behavior.

My gratitude also goes to secondary level students of Itahari Sub-metropolitan city who supported my study from beginning to end to collect the necessary data. I thank them all for their generous contribution and co-operation during the data collection.

Finally, my special thanks go to my family members. Specially, I am highly indebted to my parents and all the family members for their inspirations and encouragements. I am also grateful to R.S Brothers for his computer support during research work. I would like to gratitude to all who encouraged and supported me directly and indirectly in course of conducting my research work successfully.

Laxmi Limbu

ABSTRACT

The research study entitled **Perception of Grade Ten Students towards English Poetry** explores the perception of grade ten students towards English poetry in terms of interest, content and language and to find the difficulties faced by grade ten students towards English poetry. Basically, I have used mixed methods research design and followed judgmental sampling procedures to collect data. Keeping the purpose in consideration, four schools were selected and 40 students were sampled i.e., ten students from each secondary school. A set of questionnaires closed-ended and open-ended were the tools of data collection. Collected data from closed-ended were presented statistically and open-ended were thematically presented keeping in consideration of quantitative and qualitative data analysis principle.

After analysis and interpretation of data collected from the respondents, it was found that highest percentage of students strongly agreed with that statement that they were able to improve their vocabulary through English poetry. Likewise, highest percentage of participants strongly disagreed with the statement that they were able to understand the hidden meaning of English poetry. Similarly, highest ratio of students disagreed that they understand writer's language and expression from the poetry. On the other hand, difficulties felt by students while dealing with English poetry were difficulty in understanding the language of the text unfamiliar ideas, experiences, or culture in the text, not enough time to read and study the text carefully, sometimes they were feeling difficulties like semantic, pragmatic, cultural differences, syntactic problems and so on.

This thesis consists of five chapters. The first chapter deals with the introduction the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of study, delimitation of the study and operational definition of the key terms. Similarly, second chapter contains of review of theoretical as well as empirical literature and implications for the study. Moreover, it includes the conceptual framework. Likewise, the third chapter incorporates with the methods and procedures of the study, which covers design and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedures, data analysis procedures. In the same way, the fourth chapter includes the analysis and interpretation of the data. Furthermore, the fifth chapter

incorporates the findings and conclusions of the study followed by some recommendations based on the study. Finally, the references and the appendices, which are necessary to the validation of the research, have also been presented.

TABLE OF CONTENTS

Declaration.....	i
Recommendation for Acceptance	ii
Evaluation and Approval.....	iii
Acknowledgements	iv
Abstract	v
Abbreviations.....	ixi
Table of contents.....	viii
List of tables	viii
Chapter one.....	1
INTRODUCTION	1
Background of the Study	1
Statement of the Problem.....	2
Objectives of the Study.....	3
Research Questions	3
Significance of the Study	3
Delimitations of the Study	4
Operational Definitions of the Key Terms.....	4
chapter two	5
REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	5
Review of Theoretical Literature	5
English Language Teaching	5
Poetry: An Introduction	6
Types of poetry.	8
Techniques in Poetry Teaching.	8
Importance of Literature in Language Classroom	9
Genres of Literature	11
Review of Empirical Literature.....	12
Implication of the Review for the Study.....	16
Conceptual Framework.....	16
chapter three	17
Chapter Three	18
METHODS AND PROCEDURE OF THE STUDY.....	18

Design of the Study	18
Primary Sources of Data	18
Population and Sample	18
Sampling Procedure.....	18
Tools for Data Collection.....	19
Data Collection Procedure	19
Data Analysis and Interpretation Procedure	19
Ethical Consideration	19
chapter four.....	20
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION	20
Analysis of Data and Interpretation of the Results.....	20
Responses of Students Collected from Close-ended Questions.....	20
Students Reponses on Poetry in terms of Content.....	20
Students Reponses on English Poetry in terms of Interest.....	27
Students' Reponses on English Poetry in terms of Language.....	33
Data Analysis and Discussion of Open-ended Questions.....	40
Difficulties Felt by Students in English poetry classes	41
Role of Learning English Poetry in Development of Language Competency	41
Contemporary English Poetry Course Looks Like	42
Complexity of English Poetic Texts in Terms of Language	43
Responses of Students towards Teachers' Interpretation and Opinions	44
Diverse Knowledge Gained from English Poetry.....	45
Suggestions for Curriculum Designers	46
chapter five	47
SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS....	47
Summary.....	47
Conclusion	49
Implications.....	49
<i>Policy level</i>	50
<i>Practice Level</i>	50
<i>Further Research Level</i>	51
References	52
Appendix: I.....	54

Questionnaires for Students.....	54
APPENDIX: II	60
RESULT OF THE STUDY	60

LIST OF TABLES

Table 1	21
Poetry Helped me to Improve Vocabulary	21
Table 2	22
Understanding Hidden Meaning from English Poetry	22
Table 3	23
Reading and Writing Skills were Improved from English. Poetry	23
Table 4	24
Listening and Speaking Skills were improved from English Poetry	24
Table 5	24
Understanding Symbolic Meaning in the English. Poetry	24
Table 6	25
Could not find the Meaning of some words Used in the English. Poetry	25
Table 7	26
Poetry Helped to Know About the English Culture.....	26
Table 8	26
Poetry Helped to Identify the Similarities and Differences Between the English Culture and Nepalese Culture.	26
Table 9	27
Poetry Increased Interest to Learn English Language.....	27
Table 10	28
Ability to Interpret and Comment on the Poetry Texts According to their Understanding. 28	
Table 11	29
Poetry Helped me to Participate in the Class Discussions, Group Working and Presentations.	29
Table 12	30
Poetry Helped Me to Learn and Understand About other People and their Experiences. 30	
Table 13	31
Poetry Classes Helped to Develop Critical Thinking.	31
Table 14	31
Poetry is an Important Part of Personal Development.	31
Table 15	32
Poetry Helped to Learn More about Life and Grow Personally, Intellectually and Emotionally.	32
Table 16	33
Satisfied with the Number of Poetic Topics Included in the Course	33
Table 17	34
Love the Language Used in the Various Kinds of Poetry.	34
Table 18	35
Poetic Language Helped to Develop Better Fluency in English.	35
Table 19	36

Difficulty to Understand the Meaning from the Language Used in English Poetry....	36
Table 20	37
Sometimes cannot Understand Cohesion and Coherence of the Poetry.	37
Table 21	38
Understand Writer Language and Expression from the Poetry.	38
Table 22	39
Free Writing has Improved through the Study of Poetry.	39
Table 23	40
Poetry Improved Language Competency in Other Subjects.	40

ABBREVIATIONS

CDC : Curriculum Development Centre

e.g. : for example

etc. : etcetera

i.e. : that is

TPD : Teachers Professional Development

TU : Tribhuvan University

JMC : Janata Multiple Campus

CHAPTER ONE

INTRODUCTION

This chapter includes the background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms of this study “Perception of Grade Ten Students towards English Poetry.”

Background of the Study

In General, language teaching refers to teaching the four skills associated to language, namely listening, speaking, reading and writing. Teaching language also includes all the aspects of language like, pronunciation, spelling, vocabulary, grammar, and communicative functions. Richards and Lockhart (2010, p.36) argued, “Teaching is a very personal activity, and it is not surprising that individual teacher bring to teaching very different beliefs and assumptions about what constitutes effective teaching.” Hence, teaching is a multiplex activity through which students get knowledge for their personal growth. Richards and Rodgers (2010, p.1) argued, “Language teaching came into its own as a profession in the twentieth century.” Since then, language teaching is not regarded as a steady process; rather it gets transformed together with the development of new technologies and emergence of new approach and methods of teaching. Since English is a universal, dominant and most influential language, it is the most widely studied foreign language all around the world.

Literature refers to the pieces of writing that is valued as work of art, especially novels, plays and poems. It is an artistic and inventive use of language. Collie and Slaters (1987, p-2) stated, "Literature speaks to the heart as much as to the mind provides materials with some emotional color, that can make fuller contact with the learners in life." In their opinion, literature is a critical record of what men have seen in life and experienced as well as the most interest and enduring interest for all of us.

Literature can be considered as mirror of the society. Every human language has its own literature either oral or written. Eagleton (1996, p.12), goes some way towards a definition of literature and its relationship with language, "Literature transforms and intensifies ordinary language, deviates systematically from every day speech".

Similarly, according to Lazar (2009, p. 14), "Literature means to meet a lot of people, to know others point of view, ideas, thoughts, minds to know ourselves better." After

studying the various definitions by different scholars, we can imply that literature is an art of writing and medium to express thoughts, feelings and emotions reflecting the mirror of society in the sense that it exhibits both good and bad aspects of the society. Literature contains various genres, viz. poetry, story, drama, essay, novel etc.

Poetry is one of the oldest and most important genres of literature. It traverses the themes of universal concerns and exhibits life experiences, observations and feelings evoked by the readers. It is observed as one of the foremost branches of literature. Poetry introduces more standard written sentence structure, lexis, rhythm etc. of the language. The language of poetry aware the students about the fact that languages are not always governed by the rigid body of rules. It develops student's creativity and interpretative abilities. Poetry has been defined differently by various scholars. Some examples are given below.

For Johnson poetry is a metrical composition. And for Carlyle poetry is a musical thought. However, Coleridge regards poetry is the antithesis of science having for its immediate object, pleasure, not truth. Wordsworth on the contrary defines poetry is the spontaneous overflow of emotion. And Poe opines poetry is the rhythmic creation of Beauty.

Teaching poems does not mean to make the learners to recite the poem but it means to comprehend the languages used in theme and lexis used there. It has to be encouraging the learners to read the poem in a poetic way.

Statement of the Problem

This research is an attempt to find out perception of grade ten students towards the English poetry in terms of students' interests, language, content, learning strategies, practicality, applicability and suitability. Literature uncovers the complexities in the use of language and its form. Literature includes various genre like story, novel, drama, poetry, essay etc. (Rai, 2004) writes, "A true poetry opens our eyes to the sensuous beauty and spiritual meanings in words of human experience and of nature to which we otherwise should remain blind".

But in the context of Nepal, English poetry teaching is completely teacher centered. In at all levels, from secondary to university level. The teacher gives lecture and students take notes. Students do not have much role in learning poetry. Only the teachers have the control over teaching poetry in Nepal.

Therefore, students may have problem in learning through poetry though it provides information about the life styles of the people of the world. The language used in the poetry is not so straight. There are various ways to express the feeling of the literary figure in their literary art. Students must have positive perception towards poetry.

In my experience, while I was in secondary level, it was very difficult for me to understand or comprehend language used in poetry. Thus, my research has focused to identify perception of grade ten students towards the English poetry. Some students are interested to take part in English poetry but some hesitate to read and learn through poetry, what may be the reasons behind them? What do they think about English poetry? What factors attract students? What are the difficulties faced by the students of Grade ten? I have the queries of those areas. That is why I have selected this topic to find out perception of ten graders towards English poetry.

Objectives of the Study

This study has the following objectives:

- I. To find out the perception of grade ten students towards English poetry in terms of interest, content and language.
- II. To find the difficulties faced by grade ten students towards English poetry.

Research Questions

This study includes the following research questions.

1. How do grade ten students perceive the English poetry in their course?
 - a) What are the perceptions of grade ten students towards the language of the poetry?
 - b) What are the perceptions of grade ten students towards English poetry in terms of interest?
 - c) What are the perceptions of grade ten students towards the content of the poetry?
2. What types of difficulties do ten graders face while learning English poetry in terms of interest, content and language?

Significance of the Study

Poetry aids learners in strengthening the knowledge of language itself and the cultural knowledge of a particular society. Sound knowledge of poetry helps in language teaching by providing authentic content and reliable materials. When we include poetry in

the field of language teaching and learning, we are treating it as a subject. Specially, English poetry enhances the learning English to the students in a progressive path. English poetry introduces English culture, society, etc. of the English-speaking countries to the learners of English as a foreign language. It extends students' imagination, broadens their insights, deepens their experiences, and heightens their awareness level, inspiring them to be more creative and innovative. A language learner is not considered a capable learner unless he/she knows the culture and literature of the native speaker. Hence, he/she will get an opportunity to learn the target language literature and culture as well.

For those who are directly or indirectly involved in teaching and learning of English poetry, this study would play a vital role. Being different from other researchers, mainly the students who are learning English poetry would be beneficiary of this study because poetry helps to be familiar with the English language and culture as well. Except from teachers and students, this study will be beneficial for the textbook writers, syllabus designers, trainers etc. Therefore, the findings of the study will contribute significantly to those who are interested in evaluating the course as well.

Delimitations of the Study

- This study was limited to grade ten students only.
- This study was limited to the 40 students of different four secondary schools of Sunsari district i.e., Itahari Sub-metropolitan city only.
- This study was limited to English poetry only.
- This study was limited to the data obtained through questionnaires i.e., closed-ended and open-ended.
- This study was limited to grade ten students' perception towards English poetry only.

Operational Definitions of the Key Terms

For the sake of clarity, the terms used in this study are defined from operational point of view as following ways:

Perception: In this thesis, perception refers to the way that ten graders perceive towards English Poetry in terms of content, language and interest.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter of the study includes the review of theoretical literature as well as review of empirical research, implications of the review for the study and conceptual framework.

Review of Theoretical Literature

Research is an art of finding hidden information about various phenomenon. When we go and research then we can reach near the truth. The researcher needs to draw knowledge from the previous studies to complete his or her study areas. Since, they provide foundation to the present studies. This section is all about the review of the theoretical literature related to perception of grade ten students towards English poetry as well as other variables of literature.

English Language Teaching

Basically, teaching language denotes teaching four language skills which are listening, speaking, reading and writing. Teaching language consist all the aspects of language like pronunciation, spelling, vocabulary, grammar, and communicative functions as well. Richards and Lockhart (2010, p.36) argue that “teaching is a very personal activity, and it is not surprising that individual teacher bring to teaching very different beliefs and assumptions about what constitutes effective teaching.” Thus, teaching is a difficult task through which students get knowledge for their self-development. Richards and Rodgers (2010, p.1) argue that “Language teaching came into its own as a profession in the twentieth century.” Since then, language teaching is not considered to be a steady process; instead as the new technologies develop and new approach and methods of teaching emerge, it changes too. English is the most widely studied foreign language by people all around the world due to its universality and dominance over other languages.

English is a young language in the context of Nepal. English language teaching’s history in Nepal can be traced back to the Rana regime. The formal beginning of English language teaching was started when Jung Bahadur Rana established Durbar School in 1854 B.S. after his visit to England, but it was opened publicly for the commoners only in 1902 B.S.

Awasthi (2009, p.199) mentions:

"English entered in the Nepalese education in 1854 when the first Rana Prime Minister Jung Bahadur Rana opened a high school in Kathmandu. However, it was not introduced

in higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of NESP"

Teaching is also affected by different beliefs and approaches of different teachers when it comes to making teaching effective. Richards and Rodger (2010, p.36) stated, "Teaching is a very personal activity, and it is not surprising that individual teacher bring to teaching very different beliefs and assumptions about what constitutes effective teaching."

Thus, language teaching is also not an exception, language teachers and their personal beliefs make the difference in regard of the effective teaching.

In the worldwide scenario, professional growth of language teaching does not seem very old. According to Richards (2010, p.1), "Language teaching came into its own as a profession in the twentieth century." Since then, language teaching is evolving along with the technological advancement and arising of new approaches and methods of teaching.

Poetry: An Introduction

The word 'Poetry' has derived from the Greek word 'poiesis' *which* means 'making'. It is also called **verse**, a form of literature that uses aesthetic and often rhythmic qualities of language such as phonesthetics, sound symbolism, and metre to evoke meanings in addition to prosaic ostensible meaning.

It is one of the major and artistic forms of literature, often fascinates the readers with its language, content and making familiar elements unique and unfamiliar. It uses language in a rhythmic and imaginative way to create a specific emotional response or meaning. It often applies rhyme and meter; the sets of rules that governs the number and arrangement of syllables in each line. In poetry, words are tied together to form rhythmic sounds, images, and ideas that could be too tangled or abstract to interpret directly. The oldest term for the poet means "maker," suggesting that a poem is constructed.

Poetry has an old, lengthy and diverse history, emerging and evolving across the globe in varied manner. It emerged back at least to prehistoric period with hunting poetry in Africa and to elegiac and panegyric court poetry of the empires of the Niger, Nile, and Volta River valleys. Poetry is often compared to music because of its rhythmic nature and its ability to evoke emotions.

According to William Wordsworth, Lyrical Ballads, 1802 "Poetry is the spontaneous overflow of powerful feeling."

Similarly, Emily Dickinson states, "If I read a book and it makes my body so cold no fire can ever warm me, I know that is poetry."

Respectively, Dylan Thomas defines, "Poetry is what makes me laugh or cry or yawn, what makes my toenails twinkle, what makes me want to do this or that or nothing." Poetry is an imaginative response to experience reflecting a keen awareness of language. Rhythm, its first characteristic noticed by repetitive pattern of sound stand outs more exceling in comparison of prose. Poetry's rhyme possesses an apparent difference from prose. Since poetry is comparatively short, it is probably to be characterized by intense unity and compactness.

Poetry can be considered as the reflection of society. It makes us ponder about ourselves, society and allows us to enjoy the combination of language and beauty. It can be didactic, and reflects on the human circumstances. It reflects both ideologies, just like it follows generic conventions as well as changing them. It has both social and political outcomes. It is the origination of another world, a world that can be seen through reading poetry.

In the current education system of Nepal, English poetry has been included in the curriculum from primary level to the master level's English course of study. In grade ten compulsory English curriculum, there are 7 poems and the necessity of teaching English poetry to develop student's language understanding power is clearly reflected. Rai, (2004) writes, "A true poetry opens our eyes to the sensuous beauty and spiritual meanings in words of human experience and of nature to which we otherwise should remain blind".

In regards of Nepal, poetry teaching in at all levels, from secondary to university is dominated by teachers, making is totally teacher centered. The teacher gives lecture while students take notes. Students do not possess too much role in learning poetry. The activities, teachers do for teaching poetry in Nepal.

I. They translate the English poem into Nepali.

ii. They give line by line meanings of the poem.

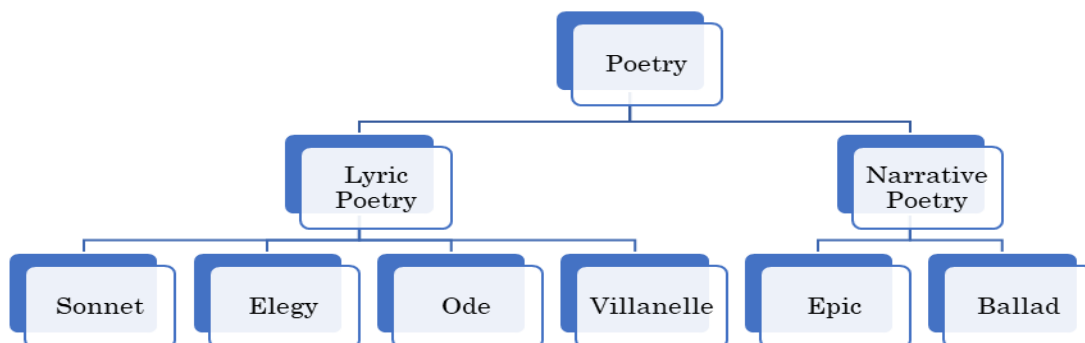
iii. Provides central idea of the poem.

Such kind of approaches do not enable students to develop independency to understand the poem. They are spoon fed by the teacher. They are limited to comprehend as per their teacher's desire and will. Consequently, majority students cannot understand a poem and the deeper meaning of a poem on their own.

A Poem can be well understood without knowing about its writer. It is once that sometimes the knowledge about the poet helps to understand his/ her poem. A poem which is written in foreign cultural background, is difficult to be understood except the meaning of Individual words. That is why, the information about the poet and the place where the poem is written could help the learners to understand the poem in their own. It is always better to facilitate the students in learning rather than telling them everything about the poem. The students should be helped by the teachers by providing clues and discussing it with them in developing their own understanding of the poem. Rai (2004) says, "Teachers should not 'teach' but help them to 'Learn'."

Types of poetry.

Poetry is an artistic way of writing that evokes the imaginative awareness of experience or emotional response through language chosen and arranged for its meaning, rhythm and sound of a writer as well as of readers.

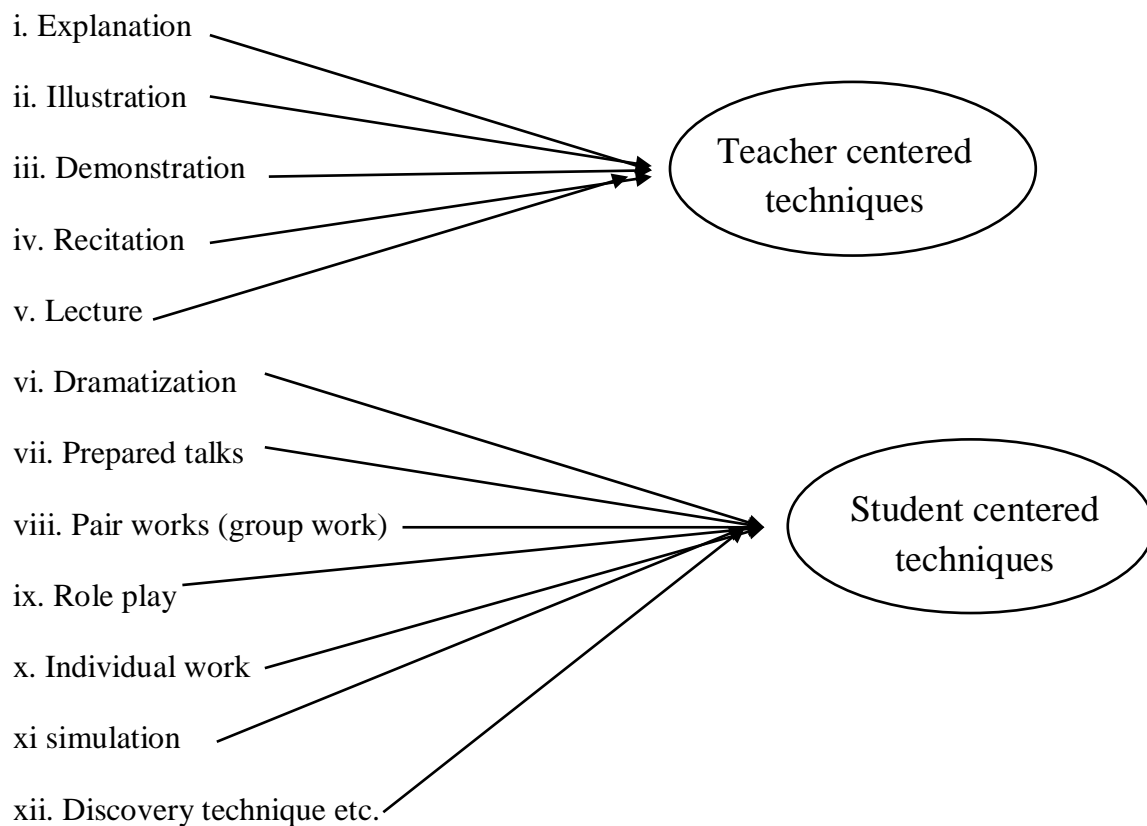


Techniques in Poetry Teaching.

Technique is implemental that which actually takes place in a class room. It is a particular, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore harmony with an approach as well.

Technique is indirect contact with language classroom.

Nowadays, various techniques have been developed in the area of language teaching, which are also being used in teaching poetry. Some of them are teacher centered, where the teacher's role is dominant in teaching poetry and some others techniques are student centered. Some of the most commonly used techniques for teaching is listed below:



A technique is applied in the language classrooms; various techniques can be applied according to the situation of the classroom. Hence, whatever a teacher demonstrates, makes students to roleplay of distinct people or asks them to recite, depending upon different factors like language classroom management, availability and accessibility of teaching materials, students' number in the class, nature of teaching point, level of students etc. Finally, what actually we see in the classroom in technique.

Importance of Literature in Language Classroom

Literature is an art of writing which reflects society. Literature and language teaching are interrelated. Teaching literature is considered to be compulsion for learning a language. Since the literary language is not the same as the language used in everyday basis because of its figurative quality. It is distinct from the language which is used in sports, medicine, science, etc. Furthermore, literature enlightens learners with various creative uses of language. To learn a language, it is important to learn the culture of that particular language, which is possible only through literature. Literature contains the cultural aspect, since it is the mirror of society. Hence, literature aware students with the culture of foreign language and society and develops the cultural awareness. Besides, it helps the learners to develop their personality. Literature not only make the learners to understand foreign

cultural and language but also helps them to explore, be creative and artistic by expressing their feelings and imaginations. Therefore, in language learning classroom, literature is a crucial factor.

Collie and Slater (1987, p.3) stated, highlighting one of the reasons for teaching literature in a language classroom, "It affords bountiful and extremely varied body of written materials. Other reasons are: valuable and authentic material, cultural environment, personal involvement."

Thus, literature provides exposure for learning language in the classroom. Lazar (1993, p.14) mention that:

"The study of literature makes literature itself the content or the subject of language course, while the use of literature as a resource draws on literature as one source among many different kinds of texts for promoting interesting language activities. Clearly, if it is the study of literature which is our main aim for developing the 'literary competence' of our students is crucial."

. Literature provides wonderful source material for eliciting strong emotional responses from our students. According to Lazar (1993, p.14), the following are the reasons for introducing literature in the language classroom:

- It is very interesting
- It is authentic material
- It has general educational value
- It is found in many syllabuses
- It helps students to understand another culture
- It is a stimulus for language acquisition
- It develops students' interpretative abilities
- Students enjoy in and it is fun
- It is highly valued and has a high status
- It expands students' language awareness
- It encourages students to talk about their opinions and feelings

Teaching literature is essential to develop linguistic, communicative and cultural knowledge in the students; it enriches the learners' mind and enhances potentiality of language in learners. It encourages students in the process of language development and

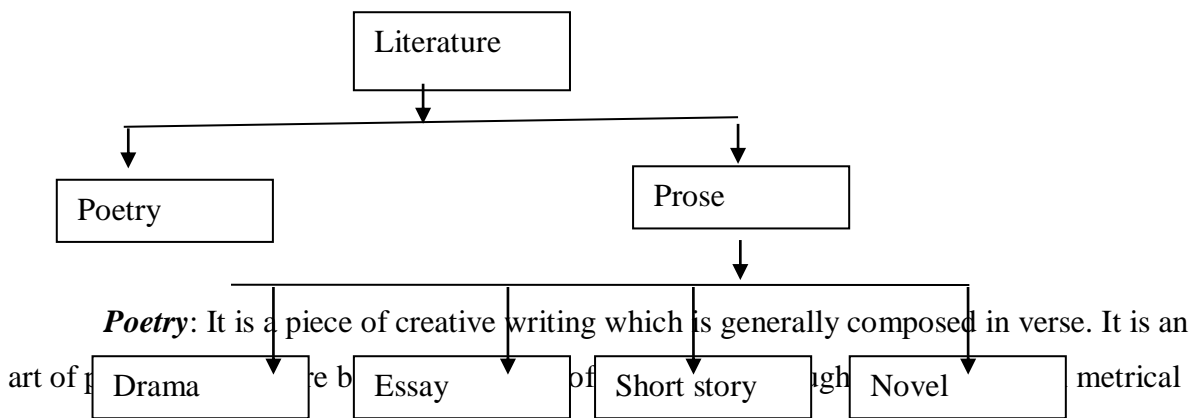
provides sources to develop inclusive ability to deduce meaning and make an interpretation.

As per Collie and Slater (1987, p.5), the reasons for using literature in 'language classroom are as follows.

- a) Valuable Authentic Materials
- b) Cultural Enrichment
- c) Personal Involvement
- d) Language Enrichment

Genres of Literature

Literature, a full-fledged discipline of language, itself is complete with many genres. In general, literature includes its two forms: poetry and prose. Poetry and prose are distinct in the matter of subject and structure. According to Joyce (1916), literary works are classified into four categories; poetry, prose, fiction and drama (as per quoted in Abrams, 2005, p. 115). Specifically, literature can be separated into two major forms; poetry and prose. Tentatively, they can be categorized into various genres.



Prose: In the world of artistic writing prose is the form that most creative writing takes in the genre of essays, short stories, novel and plays. It is a form of language and natural flow of speech rather than rhythmic structure as in traditional poetry. Different forms of prose are presented below:

Drama: According Jacobus (2001, p.1) "Drama is the art of representing the pleasure of others, events that happened or that we imagine happening." In general drama is a work of literature written to be performed on the stage by actors in which they take the roles of

characters, perform the indicated action and utter the written' dialogue. Kalus and Scoles (1975, p. 13) review drama as Literature Poetry Prose Drama Essay Novel Short Story a genre of literature in which words are used to create imaginary personnel and events and overheard by the readers. It is an art of representing the pleasure of other events that happened or that we imagine happening. Drama is associated with theatre. A drama can have different ways of expression: narration, mediation, persuasion.

Essay: Essay is a short prose work. The main purpose of writing essay is persuasion. It is not fictional but it shows the writers' own ideas on the particular subject matter. Kalus and Scoles, (1997, p. 17) write essay "as a genre of literature in which words are used to express ideas and feelings and address directly to the readers". Essays can be classified into different types as descriptive essays, reflective essays, narrative essays, persuasive essays, argumentative essays on so on.

Short Story: Short story is a creative writing which narrates the past events and indicates systematically from top to the bottom it is a short work or prose fiction which usually depicts- one character's inner conflict or conflicts with others. It is a work of fiction in prose writing about imagined events and characters. A short story is often contrasted with a novel on the grounds of length and magnitude and complexity. There are different forms of stories on the basis of their nature, e.g., myths, legends, fables and fairy tales etc.

Novel: Novel is regarded as a form of fiction which is based on the imagination or fact. According to Abrams (2005, p. 197) "Novel is extended work of fiction written in prose". Novel is extended piece of prose fiction. The novel deals with the events and actions which constitutes its plot. It does not contain only plot, character or dialogue but also scene and time of action. Thus plot, character, setting, point of view and theme are major elements of novel. The plot of the novel may be tragic, comic, satiric or romantic.

Review of Empirical Literature

Numbers of researches have been carried out on analyzing the language skills, aspects and language function including the English textbook of various levels. But very few researches have done in the field of perception. Some of the related theses on perception are mentioned as bellow:

Likewise, Sigdel (2012), carried out research entitled "Perception of Teachers and Students Towards the Course English Language Teacher Development". It was conducted to find out the perception of teachers and students towards the course ELTD prescribed in M.Ed. II year. Questionnaire was used as a chief - tool for data collection in survey research.

Data was collected from both primary and secondary sources. The primary sources of data of the study were the response provided by six teachers who were teaching this course in different colleges. The sample population of the study was selected through purposive non-random sampling procedures. Most of the respondents have positive perception towards the course ELTD. They argued that the course is beneficial for professional development of the teachers.

In the same way, Srakang, (2013) carried out a study on "Teachers' perception towards using English textbooks." It was a case study of 10th grade English teachers from Maha Sarakham Province, Thailand. This study aimed to explore how 10th grade English teachers perceived about the use of English textbook. The participant of this study consisted of 12 English teachers from 10th grade level. The result showed that the teachers who had pro-text book views believed that their teaching could not be conducted effectively without using English textbook. Some of the pro-textbook teachers expressed their opinion that English textbooks should be exist as supplementary teaching materials to serve learners' needs. English textbooks affect their use in teachers' classroom practice.

On the other hand, Yadav (2013), carried out research entitled "Teachers' Perception Towards Teaching English Poetry". His objectives were to find out teachers' perception towards English poetry and to suggest some pedagogical implication. To fulfill the objectives, he selected 30 teachers and 10 students of different schools from Rautahat district as respondents through purposive non-random sampling. He used questionnaire as a research tool where open-ended and close-ended questions were used. The findings of the study were that teaching poetry develops linguistic competence in the learners. Moreover explanation, discussion and demonstration were found better technique to teach poetry.

Likewise, Rosyida, (2016). She has carried research on "Teachers' perceptions toward the use of English textbook." The major aim was to identify factors that affect teachers' perceptions toward the use of English textbook. The participants of this research were the English teachers of twelfth grade of State Senior High School 3 Surakarta, Jawa Tengah. The result showed that the teachers did not always follow the entire materials and activities suggested by the textbook author. They believed that they had to consider the content of the textbook to deal with the students' needs. The factors that influenced their perceptions were experiences, needs, situation, students' interest, students' ability, workshop/training, and references. It also showed that the teachers took part in each step of the procedure for the textbook selection.

On the other hand, Vanha, (2017) research, discovered teachers' perceptions on the role of textbooks in English language learning and teaching in Finland. The researcher found that textbooks provided good structure for the teaching process. The teachers could count on the textbooks to follow the national core curriculum. They mentioned that oral and communicative skills could be practiced without textbooks, but they never had the consideration not using them. In addition, some of the teachers highlighted that learners themselves might find the textbook a safe and stable figure in their studies. The result also showed that the teachers were content with textbooks and kept using the textbook at least for the foreseeable future.

Likewise, Pandey, (2020) has conducted research on "Teachers' Perception and Practice on Teachers Professional Development at Public Campuses in Rupandehi District" The objective of this study was to find out the perception of the community schools' teachers in shifting the medium of instruction to English in the multilingual classroom contexts. It also aimed to explore the opportunities and challenges of shifting the medium of instruction Nepali to English in community schools. It is a qualitative design with a phenomenological study. The participants of the study were two teachers of a community school of Sainamaina Municipality of Rupandehi who are teaching other than English subjects in English medium. A semi-structured interview technique was used to gather information from the participants. The main finding of the study was that the use of EMI in community schools is beneficial. It is also found that teachers of community schools were positive in implementing EMI in conducting their daily teaching and learning activities even though there are certain challenges like linguistic difficulties, inadequate language abilities of teachers, cultural diversity, less effective pedagogy, limited resources.

Similarly, Abul (2021) conducted case study on 'Teachers' Perception about English as a Medium of Instructions: Evidence from the Government Higher Secondary Schools of Sindh, Pakistan'. This case study inquired the perceptions and experiences of teachers about the English as a medium of instructions at government higher secondary schools of Warah city of Sindh, Pakistan. It witnesses that a large chunk of the population is diversified to use their provincial or regional languages as destined by socio-political heritage. Because English was remained a paramount part of educational context in Pakistan during British rule. In Sindh, students learn English from their teachers at their schools, who by no means really acquire the required proficiency in the English language. The research design undertaken was qualitative in nature and revolved around the semi structured interviews.

English as a medium of instruction has a daunting and remarkable role to set to be set up across the globe. The mother tongue has the supreme role to play in the organized system of social institutions, which has massive resources of linguistics pouring down to the common people in the forms of superb streams of dialects with definite code of syntax, semantics and pragmatism. The extra reading materials with the support of technology, the English lessons can play a pivotal role to give internalization and adaptation of English language as a medium of instruction.

Likewise, Miki, (2023) has conducted research on 'Positional identities negotiated within a collective identity: Japanese college students' ambivalence in an EMI classroom'. Objectives of the studies were to explore Japanese students' positional identities and situation of cultural norms shared among the community. For the completion of the research qualitative research method was used. Individual semi-structured interviews were conducted with a total of 13 first-year students enrolled in an undergraduate English-taught program (ETP) at a Japanese national university. A thematic analysis of the interview data produced four main themes: (a) acting self-identification as a peripheral position, (b) hierarchy in a Japanese cohort, (c) an identity gap between the ideal self and reality, and (d) the ETP-A collective identity for membership negotiation. The study shows how participants position themselves and others based on English proficiency and academic culture, whereby students force themselves to acculturate for legitimate full participation. Such traits reflect collective identities and function as forms of sociocultural norms that determine legitimate membership. Furthermore, such norms lead to stratification between students: Japanese students identify themselves as inactive members of the ETP group with limited second-language (L2) English. Conversely, the collective identity helps them reclaim their ETP membership in Japanese-medium instruction classes with Japanese students from outside of the ETP.

I have not found any research carried out before related to my research topic under the Department of English Education. My study is different from the other research in the sense that it is perceptual study of perception of grade ten students towards English poetry. So, I am interested to carry out a research work entitled "Perception of Grade Ten students towards English Poetry." So, this research is the first in the department.

Implication of the Review for the Study

Various studies have done by various researcher related to perception. However, no one had conducted research on perception of secondary level students towards English Literature i.e., poetry. Various research studies on perception have supported me to find out various aspect of perception on different subjects of study. Sigdel (2012), Yadav (2013), Srakang (2013), Rosyid (2016), Bhusal (2017), Vanna (2017), Miki (2023) etc. studies widened the horizon of my knowledge on theoretical aspect of my study. Hence, these studies helped me to bring the clarity and focus on research problem, improve methodology and contextualize findings. My prime concern is to find out the perception of grade ten students towards English poetry. So, this research is not similar with above mentioned theses. It is a new area to find out actual views of ten graders' perception on English poetry.

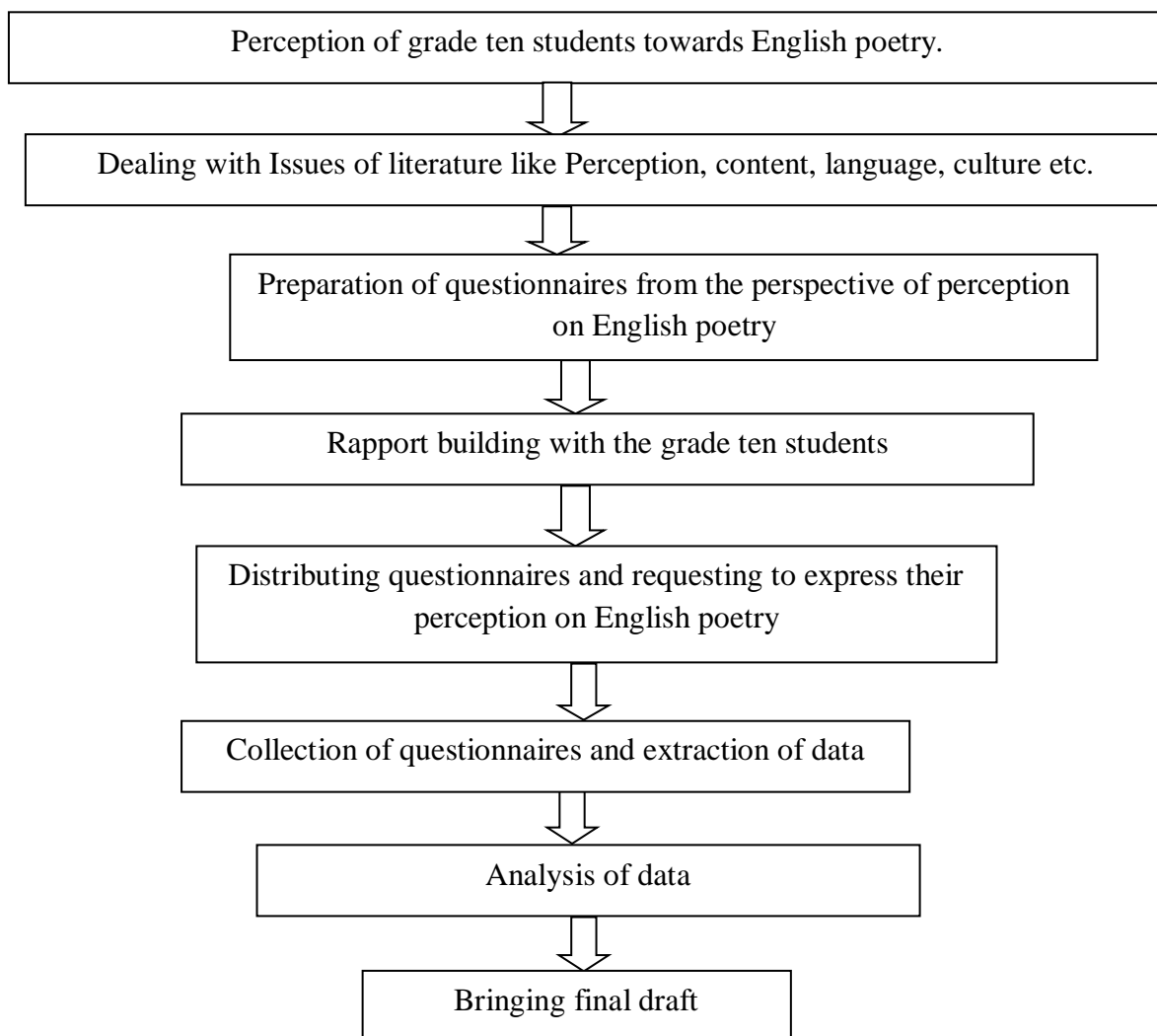
From these discussions, researcher has generated various ideas about the how to collect the data from the students related to the perception on English poetry. Government has realized that without taking risk it is not possible to bring quality change in education. Government has been conducting training to upgrade teachers` skills and motivating students for active participation on English poetry. From these studies reviewed researches gave me a lot of information about how should I processed and how to collect data related to perception of grade ten students towards English poetry.

Conceptual Framework

The conceptual framework grows out of the theoretical frame work which relates to the specific research problems. Conceptual framework describes the way or process to conduct the actual research. Here actual research refers to methodology in general. The conceptual framework to conduct my research can be diagrammatically shown as:

Figure 1

Conceptual Figure



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This section deals with all the methodological foundation of this study; as design of the study, sources of data, population and sample size, sampling procedures, data collection tools, data collection procedure and so on. This includes all the procedures that are necessary to collect data as well as to analyze them.

Design of the Study

I followed mixed methods research design. For this research work, I collected students' perception towards English poetry in terms of content, interest and language. Where, I used closed ended questions for quantitative research and open-ended questions to carry out qualitative research.

Primary Sources of Data

I used primary sources of data for my study. Primary sources helped me to collect the data about students' perception towards English poetry to meet the objectives of this research.

Furthermore, students studying in grade ten were primary sources of my study. There were 40 students from four secondary level schools (2 community and 2 private) of Itahari sub-metropolitan city. Finally, collected data were tabulated and described statistically as well as thematically.

Population and Sample

The population of this study were the students studying in grade ten from Sunsari district, whereas total 40 students were the samples (20 from community schools and 20 from private schools) studying at 4 different secondary schools of Sunsari District. In regard to the samples, 10 samples were selected from each school including equal 5 boys and 5 girls.

Sampling Procedure

I used judgmental sampling procedure to select the samples of the study. I selected two community secondary schools and two private secondary schools and had a contact in order to collect data.

Tools for Data Collection

With the aim of achieving the first objective of this study, I prepared closed ended questionnaire based on students` perception towards English poetry in terms of content, interest, and language as well as to achieve the second objective, I prepared open-ended questionnaires to find out the difficulties faced by grade ten students towards English poetry.

Data Collection Procedure

To collect the data for this study, I prepared questionnaires related to the perception of grade ten students towards English poetry and cover various areas like content, language, culture, difficulties and so on. Then after, I visited to the secondary schools and took permission from schools' administration, after that I entered the classes and talked about the purpose of visit and built good rapport with students and distributed questionnaires and explained the questionnaires to elicit problems faced by the students towards English poetry. Finally, the data were extracted in the script form and they were tabulated and presented descriptively.

Data Analysis and Interpretation Procedure

After the collection of data through a set of questionnaires i.e., closed-ended and open-ended, they were studied thoroughly. Data collected by closed ended questionnaires were analyzed, presented and interpreted statically about the perception of grade ten students towards English poetry, whereas data were analyzed and interpreted thematically which were received through open ended questionnaire. Finally, data were presented in the form of findings, summary and conclusion in this thesis.

Ethical Consideration

In the duration of this study, informed consent was taken from the authority to maintain confidentiality regarding the information collected from the grade ten students on their perception towards the English poetry. I have not used the data for the sake of other purpose without the permission of the informants except for my research. I have not done any harm to the creation while collecting data and have not been analyzed data subjectively; rather I have paid attention on accuracy, honesty, truthfulness of the data in my study. I have given the proper credit to the authors of the books, journals, articles and research works to avoid the risk of plagiarism.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

This chapter is mainly concerned with the analysis and interpretation of the data. The data collected from the informants were analyzed and interpreted to explore students' views regarding poetry which is prescribed for the students of the class 10 compulsory English. While carrying out this research, I collected the required data from 40 students who read the whole course for one academic year from 9 class and reading in class ten. In this study, respondents were selected by using random sampling procedure. The questionnaires were used as a main tool for collection of data in which both closed ended and open-ended questions were used. The responses of the students were analyzed under the following tables and interpreted statistically and percentile too.

Analysis of Data and Interpretation of the Results

At first, I collected data from the grade ten students regarding to their perception on English poetry. Collected data were studied, roughed and again studied and presented below in the various sub-heading and meanings were generated.

Responses of Students Collected from Close-ended Questions

I have prepared a set of questionnaires i.e., closed-ended questions (total 23 questions) and open-ended (total 9 questions). I visited four different secondary schools and took permission from the head teachers and build rapport with the students. Students were made known about the purpose of visit and requested to express their opinions according to their experiences and understanding about the English poetry. Questions were prepared based on the content, interest and language related to the English poetry. Students' responses related to the English poetry in terms of content, interest and language were presented in the following sub-heading and table:

Students Reponses on Poetry in terms of Content.

The content of English poetry must include and provide the moral lessons and the lifestyle of the people, culture of various religions, history, politic and beauty of nature. When literature included in the course analysis level and language competency of learners, then learning would be effective and students could develop language proficiency. There was total 8 questions related to the content which were asked to the students. Students' responses are presented in the following tables;

Table 1*Poetry Helped me to Improve Vocabulary*

Scale	Responses	
	Total responses	Percentage
Agree	5	12.5%
Strongly Agree	35	87.5%
Disagree	-	-
Strongly Disagree	-	-
Uncertain	-	-

Table 1 indicates that 35 participants i.e., 87.5 percentage strongly agreed with that statement that they were able to improve their vocabulary through English poetry. Likewise, 5 respondents i.e., 12.5 percentage have responded as agree with that statement that they were also able to improve their English language vocabulary.

Table 2*Understanding Hidden Meaning from English Poetry*

Scale	Responses	
	Total responses	Percentage
Agree	5	12.5%
Strongly Agree	5	12.5%
Disagree	1	2.5%
Strongly Disagree	23	57.5%
Uncertain	6	15%

Table 2 indicates that only 5 participants i.e., 12.5 percent agreed with that statement that they were understanding hidden meaning from English poetry. Similarly, 5 respondents i.e., 12.5 percent have responded as strongly agree with that statement that they were also understanding hidden meaning from the English poetry. On the other hand, 23 participants i.e., 57.5 percent strongly disagreed with the statement that they were able to understand hidden meaning from the English poetry. Likewise, 6 sample populations i.e., 15 percent have responded as uncertain and only 1 participant i.e., 2.5 percent disagreed on the statement that they were able to understand hidden meaning from English poetry.

Table 3*Reading and Writing Skills Were Improved from English. Poetry*

Scale	Responses	
	Total responses	Percentage
Agree	10	25%
Strongly Agree	28	70%
Disagree	2	5%
Strongly Disagree	-	-
Uncertain	-	-

Table 3 shows that 10 percent i.e., 25% participants agreed with the statement at they were able to improve reading and writing skills through English poetry. Similarly, highest percentage 70 percent i.e., 28 participants strongly agreed with the issue. On the other hand, only, 2 participants i.e., 5% have responded the statement as disagree.

Table 4*Listening and Speaking Skills were improved from English Poetry*

Scale	Responses	
	Total responses	Percentage
Agree	16	40%
Strongly Agree	19	47.5%
Disagree	5	12.5%
Strongly Disagree	-	-
Uncertain	-	-

This table 4 indicates that 16 participants i.e., 40 percent agreed with the statement that their speaking and listening skills were improved English poetry. Similarly, 19 participants i.e., 47.5% have strongly agreed with the issue. On the other hand, 5 participants i.e., 12.5 percent disagreed with the issue that their listening and speaking skills were improved through English poetry.

Table 5*Understanding Symbolic Meaning in the English. Poetry*

Scale	Responses	
	Total responses	Percentage
Agree	11	27.5%
Strongly Agree	1	2.5%
Disagree	4	10%
Strongly Disagree	24	60%
Uncertain	-	-

This table 5 indicates that 11 participants i.e., 27.5 percent agreed with the statement that they were understanding symbolic meaning in the English poetry. Similarly, only 1 participant i.e., 2.5 percent strongly agreed with the issue. On the other hand, 24 participants i.e., 60 percent have strongly disagreed and 4 sample population have disagreed with the statement that understanding symbolic meaning in the English poetry.

Table 6

Could not find the Meaning of some words Used in the English. Poetry

Scale	Responses	
	Total responses	Percentage
Agree	-	-
Strongly Agree	35	87.7%
Disagree	-	-
Strongly Disagree	3	7.5%
Uncertain	2	5%

This table 6 indicates that 35 participants i.e., 87.5 percent strongly agreed with the statement that sometimes they could not find some words meaning even in the dictionary. On the other hand, 3 participants i.e., 7.5% strongly disagreed with the statement that they could not find some words meaning in the dictionary. Likewise, 2 participants i.e., 5% responded as uncertain about the issue.

Table 7*Poetry Helped to Know About the English Culture*

Scale	Responses	
	Total responses	Percentage
Agree	-	-
Strongly Agree	40	100%
Disagree	-	-
Strongly Disagree	-	-
Uncertain	-	-

This table 7 indicates that 40 participants i.e., 100% strongly agreed with the statement that they were able to know and develop ideas about the English culture through the English poetry.

Table 8*Poetry Helped to Identify the Similarities and Differences Between the English Culture and Nepalese Culture.*

Scale	Responses	
	Total responses	Percentage
Agree	4	10%
Strongly Agree	13	32.5%
Disagree	20	50%
Strongly Disagree	-	-
Uncertain	3	7.5%

This table 8 indicates that 13 participants i.e., 32.5% strongly agreed with the statement that English poetry helped them to know similarities and differences between English and their own culture. Similarly, 4 participants i.e., 10 percent agreed with the issue. On the other hand, 20 participants i.e., 50% disagreed with the statement that literature helped to know cultural similarities and differences. Likewise, 3 participants i.e., 7.5% have responded as uncertain on the issue.

Students Reponses on English Poetry in terms of Interest.

Interest refers to the choices one has among the various options. When students develop interest over the subject matters then they could actively take part in the literature classes. There was total 8 questions related to the interest of the learners towards English poetry which were asked to the students. Students’ responses are presented in the following figures;

Table 9

Poetry Increased Interest to Learn English Language

Scale	Responses	
	Total responses	Percentage
Agree	5	12.5%
Strongly Agree	19	47.5%
Disagree	14	35%
Strongly Disagree	-	-
Uncertain	2	5%

This table 9 indicates that 5 participants i.e., 12.5% agreed with the statement that English poetry increased their interest to learn English language. Similarly, 19 participants i.e., 47.5 percent strongly agreed with the issue. On the other hand, 14 participants i.e., 35 percent disagreed with the statement that poetry increased interest to learn English language. Likewise, 2 participants i.e., 5 percent have responded as uncertain on the issue.

Table 10

Ability to Interpret and Comment on the Poetry Texts According to their Understanding.

Scale	Responses	
	Total responses	Percentage
Agree	13	32.5%
Strongly Agree	3	7.5%
Disagree	19	47.5%
Strongly Disagree	5	12.5%
Uncertain	-	-

This table 10 indicates that 13 participants i.e., 32.5% agreed with the statement that they have the ability to interpret and comment the poetry according to their understanding. Similarly, 3 participants i.e., 7.5 percent strongly agreed with the issue. On the other hand, 19 participants i.e., 47.5 percent disagreed, whereas 12.5 percent i.e., 5 respondents strongly disagreed with the statement that ability to interpret and comment the English poetry according to their understanding.

Table 11

Poetry Helped me to Participate in the Class Discussions, Group Working and Presentations.

Scale	Responses	
	Total responses	Percentage
Agree	20	50%
Strongly Agree	13	32.5%
Disagree	7	17.5%
Strongly Disagree	-	-
Uncertain	-	-

This table 11 indicates that 20 participants i.e., 50% agreed with the statement that poetry helped me to participate in the class discussions, group working and presentations. Similarly, 13 participants i.e., 32.5 percent strongly agreed with the issue. On the other hand, 7 participants i.e., 17.5 percent disagreed with the statement that Poetry helped me to participate in the class discussions, group working and presentations.

Table 12

Poetry Helped Me to Learn and Understand About other People and their Experiences.

Scale	Responses	
	Total responses	Percentage
Agree	23	57.5%
Strongly Agree	17	42.5%
Disagree	-	-
Strongly Disagree	-	-
Uncertain	-	-

This table 12 indicates that 23 participants i.e., 57.5% agreed with the statement that poetry helped me to learn and understand about other people and their experiences. Similarly, 17 participants i.e., 42.5 percent strongly agreed with the issue.

Table 13*Poetry Classes Helped to Develop Critical Thinking.*

Scale	Responses	
	Total responses	Percentage
Agree	18	45%
Strongly Agree	19	47.5%
Disagree	-	-
Strongly Disagree	3	7.5%
Uncertain	-	-

This table 13 indicates that 18 participants i.e., 45% agreed with the statement that poetry classes developed their critical thinking. Similarly, 19 participants i.e., 47.5 percent strongly agreed with the issue. On the other hand, 3 participants i.e., 7.5% have responded as strongly disagree with the issue.

Table 14*Poetry is an Important Part of Personal Development.*

Scale	Responses	
	Total responses	Percentage
Agree	10	25%

Strongly Agree	23	57.5%
Disagree	7	17.5%
Strongly Disagree	-	-
Uncertain	-	-

Table 14 indicates that 10 participants i.e., 25 percent responded as agree with the statement that poetry is important for personal development. Similarly, 23 participants i.e., 57.5 percent strongly agreed with the issue. On the other hand, 7 participants i.e., 17.5 percent responded as disagree with the statement that poetry is important for personal development.

Table 15

Poetry Helped to Learn More about Life and Grow Personally, Intellectually and Emotionally.

Scale	Responses	
	Total responses	Percentage
Agree	19	47.5%
Strongly Agree	18	45%
Disagree	3	7.5%
Strongly Disagree	-	-
Uncertain	-	-

Table 15 indicates that 19 participants i.e., 47.5 percent responded as agree with the statement that poetry helped to learn more about life and grow personally, intellectually and emotionally. Similarly, 18 participants i.e., 45 percent strongly agreed with the issue. On the other hand, 3 participants i.e., 7.5 percent responded as disagree with the statement that poetry helped to learn more about life and grow personally, intellectually and emotionall

Table 16*Satisfied with the Number of Poetic Topics Included in the Course.*

Scale	Responses	
	Total responses	Percentage
Agree	6	15%
Strongly Agree	27	67.5%
Disagree	-	-
Strongly Disagree	7	17.5%
Uncertain	-	-

Table 16 indicates that 6 participants i.e., 15 percent responded as agreed with the statement that participants were satisfied with the number of poetic topics included in the course. Likewise, 27 participants i.e., 67.5 percent strongly agreed with the issue. On the other hand, 7 participants i.e., 17.5 percent responded as strongly disagree with the statement satisfied with the number of poetic topics included in the course.

Students' Responses on English Poetry in terms of Language.

Language used in the poetry by the writers is figurative. Generally, it is very tough to generate actual meaning from the used language. However, it cannot be denied that language is one of the best parts of the English poetry. There was total 7 questions related to language of English poetry which were asked to the students. Students' responses are presented in the following tables;

Table 17*Love the Language Used in the Various Kinds of Poetry.*

Scale	Responses	
	Total responses	Percentage
Agree	13	32.5%
Strongly Agree	10	25%
Disagree	7	17.5%
Strongly Disagree	5	12.5%
Uncertain	5	12.5%

Table 17 shows that 13 sampled populations i.e., 32.5 percent responded as agree with the statement that they love the language used in the various kinds of poetry. Similarly, 10 participants i.e., 25 percent strongly agreed with the same issue. On the other hand, 7 participants i.e., 17.5 percent disagreed with the statement that that they love the language used in the various kinds of literary figure in the poetry. Likewise, 5 participants i.e., 12.5 percent responded as strongly disagree with the same issue. However, 5 participants i.e., 12.5 percent have responded as uncertain on the same issue.

Table 18*Poetic Language Helped to Develop Better Fluency in English.*

Scale	Responses	
	Total responses	Percentage
Agree	19	47.5%
Strongly Agree	9	22.5%
Disagree	5	12.5%
Strongly Disagree	2	5%
Uncertain	5	12.5%

Table 18 illustrates that 19 sampled populations i.e., 47.5 percent responded as agreed with the statement that poetic language helped to develop better fluency in English. Similarly, 9 participants i.e., 22.5 percent strongly agreed with the same issue. On the other hand, 5 participants i.e., 12.5 percent disagree with the statement that that poetic language helped to develop better fluency in English. Likewise, 2 participants i.e., 5 percent responded as strongly disagree with the same issue. However, 5 participants i.e., 12.5 percent have responded as uncertain on the same issue.

Table 19

Difficulty to Understand the Meaning from the Language Used in English Poetry.

Scale	Responses	
	Total responses	Percentage
Agree	4	10%
Strongly Agree	34	85%
Disagree	2	5%
Strongly Disagree	-	-
Uncertain	-	-

Table 19 displays that 4 sampled population i.e., 10 percent responded as agreed with the statement that difficult to understand the meaning from the language used in English poetry. Similarly, 34 participants i.e., 85 percent strongly agreed with the same issue. On the other hand, only 2 participants i.e., 5 percent disagreed with the statement that that difficult to understand the meaning from the language used in English poetry.

Table 20

Sometimes cannot Understand Cohesion and Coherence of the Poetry.

Scale	Responses	
	Total responses	Percentage
Agree	16	40%
Strongly Agree	16	40%
Disagree	4	10%
Strongly Disagree	-	
Uncertain	4	10%

Table 20 indicates that 16 sampled population i.e., 40 percent responded as agreed with the statement that sometimes they cannot understand cohesion and coherence of the poetry. Similarly, 16 participants i.e., 40 percent have strongly agreed with the same issue. On the other hand, 4 participants i.e., 10 percent disagree with the statement that that Sometimes they can't understand cohesion and coherence of the poetry. Likewise, 4 participants i.e., 10 percent have responded as uncertain on the same issue.

Table 21

Understand Writer Language and Expression from the Poetry.

Scale	Responses	
	Total responses	Percentage
Agree	5	12.5%
Strongly Agree	2	5%
Disagree	16	40%
Strongly Disagree	10	25%
Uncertain	7	17.5

Table 21 shows that 5 sampled population i.e., 12.5 percent responded as agreed with the statement that they can understand writer language and expression from the poetry. Similarly, 2 participants i.e., 5 percent strongly agreed with the same issue. On the other hand, 16 participants i.e., 40 percent disagreed with the statement that they can understand writer language and expression from the poetry. Similarly, 10 participants i.e., 25 percent have responded as strongly disagree with the issue. Likewise, 7 participants i.e., 17.5 percent have responded as uncertain on the same issue.

Table 22

Free Writing has Improved through the Study of Poetry.

Scale	Responses	
	Total responses	Percentage
Agree	12	30%
Strongly Agree	25	62.5%
Disagree	3	17.5%
Strongly Disagree	-	-
Uncertain	-	-

Table 22 indicates that 12 sampled population i.e., 30 percent responded as agree with the statement that their free writing has improved through the study of poetry Similarly, 25 participants i.e., 62.5 percent strongly agreed with the same issue. On the other hand, 3 participants i.e., 17.5 percent disagree with the statement that free writing has improved through the study of poetry.

Table 23*Poetry Improved Language Competency in Other Subjects.*

Scale	Responses	
	Total responses	Percentage
Agree	21	52.5%
Strongly Agree	4	10%
Disagree	9	22.5%
Strongly Disagree	6	15%
Uncertain	-	-

Table 23 delineates that 21 sampled population i.e., 52.5 percent responded as agreed with the statement that poetry has improved my language competency in other subjects like science, health and computer. Similarly, 4 participants i.e., 10 percent strongly agreed with the same issue. On the other hand, 9 participants i.e., 22.5 percent disagree with the statement that poetry has improved my language competency in other subjects like science, health and computer. Likewise, 6 participants i.e., 15 percent responded as strongly agree with the statement.

Data Analysis and Discussion of Open-ended Questions.

My prime concern was to find out the perception of grade ten students towards the English poetry. To elicit the students' perception on the poetry in terms of content, interest and language and to know the difficulties faced by the students towards English poetry, various kinds of open-ended questions were also provided. Students responded according to their understanding and difficulties they felt while participating in the poetry classes. Under the open-ended questions there were all together 9 questions, which respondents were requested to give their own answer according to their daily activities and their experiences. Data were collected qualitatively and most effective and strong statements and responses of the participants were presented and discussed in the following paragraph. Here I have followed qualitative data analysis method for this section. I have made analysis of the open-ended questionnaires and brought various themes, which are discussed as below;

Difficulties Felt by Students in English poetry classes

Students of grade ten were feeling various difficulties while participating in the English poetry classes. Majority of students responded as they were feeling difficulties like, difficulty in understanding the language of the text, unfamiliar ideas, experiences, or culture in the text, not enough time to read and study the text carefully, sometimes they were feeling difficulties like semantic, pragmatic, cultural differences, syntactic problems while participating in the poetry classes. For example,

Uttam Lamichhane from school A, highlighting his difficulty in regards to comprehending the text's meaning said:

"I am feeling the difficulties like, I find difficulty in understanding the language of the text, unfamiliar ideas, experiences, or culture in the text, not enough time to read and study the text carefully and sometimes I am not understanding symbolic meaning of the writer."

Similarly, Sanjok Ghimire from school B said, sharing his difficulty in understanding of symbolic meaning of poetry:

"I am not able to understand some vocabularies used in the poetry, grammar of the poem is really different, line breaks create confusions, meaning of the poetry is very symbolic, metaphor related problem, very poor presentation of picture related to the poetic symbol, poem dictation is really difficult."

From the above-mentioned expressions, it is implied that students are not feeling easy while dealing with English poetry. Various problems hinder their interest in taking part in the English poetry classes. Students also expressed that they were not able to understand teachers' explanation while interpreting because line used in the poems are in one way and presentation is to be done in the symbolic ways. However, Rosyida's study (2018) reported that teachers did not always follow the entire materials and activities suggested by the textbook author. They believed that they had to consider the content of the textbook to deal with the students' needs.

Role of Learning English Poetry in Development of Language Competency

Students of Sunsari district have developed positive thought towards poetry. Majority students revealed that poetry needs very careful attention and hardworking ability to deal with. When students participate in poetry classes, they were able to know the cultural variety of the different society from past to the present. Students revealed that they need to deal with various unknown words of English language and searching the meaning of those words

developed language proficiency. Understanding symbolic meaning of the poems is really interesting. Regarding these discussion various thoughts were presented by the students. For example,

Rojita Devkota from school C denoted how English poetry helped her to improve her language competency:

“When I start reading and understanding poems included in our course, I feel very difficult in the beginning because cultural and symbolic meaning of the text is not easily understandable. However, when I search and study about these unknown words, I can easily write summary and meaning of the poems. That supported to develop my language competency. ”

Similarly, Madav Karki belonging to school A, highlighted his growth of inclination towards poetry:

"When I start learning poetry from my text books, at first my teacher makes us able to know the writer views related to the poetry. We make groups to discuss about each stanza of the poems in terms of language, meaning, grammar, vocabulary and so on. While finding the meaning of those difficult words, discussing the symbolic meaning and ironical meaning of the poem made me very interested to spent much time on the poems."

From the above-mentioned examples shows that students were divided into various groups and given various tasks to do. When students exposed varieties of tasks like, finding meaning, generating symbolic meaning, finding cultural differences and similarities, it helps them to improve their proficiency in the English language, it helps to increase cultural awareness between different cultures, it provides fun, it is motivating for language learning and developing understanding about the poetry. It is rewarding outside the classroom. However, Miki`s study (2023) reported that how participants position themselves and others based on English proficiency and academic culture, whereby students force themselves to acculturate for legitimate full participation. Such traits reflect collective identities and function as forms of sociocultural norms that determine legitimate membership.

Contemporary English Poetry Course Looks Like

Poetry course looks like various interesting and motivating to do something different. Majority students` data shows that nowadays poetry classes look like, making note, reciting poems, writing summary, discussing about the new vocabularies and group presenting.

Majority of students revealed that poetry courses are being interesting because of their nature of presenting the culture of world people. Poetry is also providing opportunities to expose students' hidden talent. However, sometimes poetry course is only limited to note making, listening lectures of the teachers and reciting the poems. For example,

Surendra Limbu from school B, describing his poetry class said, "Lectures led by the teacher followed by note taking, a sort of small group discussions, a sort of class discussion."

Similarly, Radha Karki from school D shared how English poetry course helped her to improve her language skills, "I am being able to develop language skills because poetry course includes dealing new vocabularies, culture, symbolic meaning and generating own ideas from the authentic language presented by the writer."

These expressions indicate that literature course looks like motivating students towards language learning, knowing foreign culture, listening lecture, making note, making discussion and so on. Those activities really develop students' motivation on English poetry among the grade ten students.

Complexity of English Poetic Texts in Terms of Language

Majority participants agreed that they were able to find authentic language of the target language. They also revealed that it was very difficult to understand the hidden meaning of the writer's language. Sometimes students were not able to link the cultural words' meaning in the Nepali language from the target language. Knowing the symbolic and ironic meaning of the text is really tough to understand and deal with. For example,

Aryan Nepal from school A said, extending his difficulty to understand the English poetry's language:

"I feel very difficult to understand the hidden meaning of the poem, symbolic meaning of the writer and intention of writer. Sometimes I can't understand new vocabularies, even I don't find meaning in the dictionary. Language is very tough, authentic language is really difficult to understand being Nepali cultural students. Grammar of the language is also very different from the grammar that we have been learning from the course."

Sugam Rai from school B, expressed the difficulty to understand vocabularies and its assistance in improving his language competency said:

"I am interested to take part in poetry dealing. However, vocabularies used by the writer are really different from our daily use. Generating contextual meaning and pragmatic meaning are really ironically presented. However, authentic language of the writer has improved my language competency.

Above-mentioned examples from the responses of the participants showed that learners are able to get chance of reaching towards the authentic language of the target language. No doubt, students may face various problems while dealing with the writer's language though they can develop various ideas like new vocabularies, cultural words, symbolic meaning, cultural competence and so on. However, Vanha's study (2017) reported that some of the teachers highlighted that learners themselves might find the textbook a safe and stable figure in their studies. Teachers were dealing the authentic language from the content with textbooks and kept using the textbook at least for the foreseeable future.

Responses of Students towards Teachers' Interpretation and Opinions

Teacher's role is very important to increase students' interest towards English poetry. When teacher creates the encouraging environment to the learners then students could easily start expressing their opinion regarding the nature and symbolic meaning of the writer. Majority of the participants revealed that their teachers are cooperative and encouraging because teachers have been correcting students' wrong interpretation and responses. They also revealed that teachers were providing opportunity to guess the meaning of words and symbolic meaning of the text too. Teachers were found various encouraging because they were creating the better situation to help students to expose their hidden talent. For example,

Sabina Magar from school C, explaining her teacher's encouraging role in her English poetry learning, said:

"My English teacher provides me opportunity to express my opinions regarding to the lesson, corrects me when I commit error and mistakes, sometimes my teachers given various options for generating meaning of the text that helped us to understand the poems easily."

Similarly, Sapana Timsina from School B extended her teacher's flexible nature of teaching poetry:

"My English teacher is very helpful, who is always describes lessons first, let us to think and guess the topic and expected meaning of the writer, corrects our mistakes

and never scolds us on our mistakes that really helped us to express our interpretation and opinions on the poems."

Above expressions by the respondents showed that teachers who are taking classes in grade ten are really helpful and supporting to the learners for developing critical thinking and creative thinking. Data shows that students were enjoying and entertaining their classes while dealing the poetry. It shows that teachers are motivators, guide, facilitators, encouragers and so on for their learners. However, Vanha's study (2017) reported that oral and communicative skills could be practiced without textbooks, but they never had the consideration not using them. In addition, some of the teachers highlighted that learners themselves might find the textbook a safe and stable figure in their studies.

Diverse Knowledge Gained from English Poetry

Literature is a great source of knowledge. It is like an ocean from where one can gain various skills and gain various life skills education related to what is life, how do problems occur and can be solved, what is world, what is the goal of life, how can we be different from other, how do we live alive though after our death and so on. Students of various schools revealed that they were able to know the ups and downs of the life, they got chance to know about the culture of other people, political system of various societies, social aspect and economic conditions of the development, struggle done by various people to bring change in the life and society. Not only that majority students expressed that they were able to compare their cultural aspect with other people of the world, they got opportunity to know about the love, affection, sorrow, hatred and generosity of the human and natural scenery of the world. For example,

Hari Sapkota from School A depicted his learning of the struggle of human lives:

"I am supported by the poetry to know the real-life ups and downs of the day-to-day activities, literature has been providing me knowledge like, social aspect, economic aspect, cultural aspect, political aspect and natural beauty and love of people over other materialistic things."

Likewise, Sunita Dahal from School B, highlighting her achievement in acquiring knowledge of various areas related to human life said, "Poetry has been providing me knowledge like, love, tragedy, comedy, comic, political aspect, social aspect, nature

of various people, knowledge of success and development process of the world people."

From the above examples, we can say that poetry provides knowledge of various aspect of our life and provides about the causes and solutions of those challenges that may appear in the life that we spent. So, poetry provides chances of being one of the best people with various ideas of life changing process. However, Sigdel's study (2012) reported that students have positive perception towards the course literature. They argued that the course is beneficial for professional development of the teachers and beneficial to change students' life.

Suggestions for Curriculum Designers

Curriculum is designed according to the political situation of the country, modernity, deeds and demands of the country and thoughts and experiences of the expert of the country. Data revealed that majority students were agree that curriculum designers must select those texts for literature i.e., poetry that provides various ideas to the children so that they can apply in their life. Poetry related to love affairs, natural beauty, war and their effect, discrimination on people and their impacts and so on. For example,

Naresh Raut from School A, providing suggestion said:

"Curriculum designers must select those poetry which is familiar in the international university, related to life ups and downs, wars, and interesting poems from the world should be included in the course. Some national poems also should be included in the course so that poet can get motivated in our country and use their pen in the field of literature."

From his expression we can say that curriculum designer must include very interesting poems and help our own creation. When poems from life related and moral values are included then honest and dedicated skilled manpower can be produced from the country. That finally helps for overall development of the nation.

Chapter five

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter gives a summary of the study. The conclusions of the study are followed by recommendations.

Summary

The present study was conducted to find out the perceptions of grade ten students towards English Poetry. Mixed methods research design was selected to conduct this study. I chose Sunsari district as my research field. Close-ended questions for quantitative and open-ended questions for qualitative research were prepared to collect data. After collecting data, researcher brought them in the previous section and made discussion and interpretation. The summary is presented in the following ways.

1. Findings from closed ended questions:

- a) Findings showed that 35 participants i.e., 87.5 percentage strongly agreed and 5 (12.5%) responded as agree with that statement that they were able to able to improve their vocabulary through poetry. (See table 1)
- b) Similarly, highest sample population i.e., 23(57.5%) responded as strongly disagree and only 1 participant i.e., 2.5% disagreed with that statement that they were also understanding hidden meaning from the poetry. Similarly, 5 (12.5%) and 5 (12.5%) participants agreed and strongly agreed respectively with the issue, whereas 6 participants i.e., 15% responded as uncertain with the issue. (See table 2)
- c) On the other hand, only, 2 participants i.e., 5% responded disagree with the statement that they were able to improve reading and writing skills through poetry (See table 4). Likewise, Highest percentage 70 percent i.e., 28 participants strongly agreed with the statement that they were able to improve reading and writing skills through poetry. Similarly, 10 participants i.e., 25% agreed with the issue.
- d) Finding showed that 19 participants i.e., 47.5 percent strongly agreed and 12.5% i.e., 5 participants agreed with the statement that poetry increased interest to learn English language. On the other hand, 14 participants i.e., 35 percent disagreed and 2 (5%) participants responded as uncertain with the statement that poetry increased interest to learn English language. (See figure 9)

- e) Similarly, 50% i.e., 20 participants agreed with the statement that poetry helped me to participate in the class discussions, group working and presentations. Likewise, 13 participants i.e., 32.5 percent strongly agreed whereas with the issue. (See figure 11)
- f) On the other hand, 17.5% i.e., 7 participants were uncertain with the statement that Poetry helped me to participate in the class discussions, group working and presentations. (See figure 11)
- g) Similarly, 23 participants i.e., 57.5 percent strongly agreed and 10 participants i.e., 25% agreed with the poetry is important for developing personal development. (See figure 14)
- h) On the other hand, 7 participants i.e., 17.5 percent responded as disagree with the statement that poetry is important for developing personal development. (See figure 14)
- i) Finding also showed that 13 sampled population i.e., 32.5 percent responded as agree with the statement that they love the language used in the various kinds of literary figure especially poetry. Similarly, 10 participants i.e., 25 percent strongly agreed with the same issue. Likewise, 7 participants i.e., 17.5 % disagreed and 12.5% i.e., 5 sampled population strongly disagreed, whereas 5 participants i.e., 12.5% were founded uncertain with the issue. (see table 17)
- j) Likewise, 16 participants i.e., 40 percent responded as agree that they cannot understand cohesion and coherence of the poetry. Similarly, 16 participants i.e., 40 percent strongly agreed with the same with the statement that sometimes they cannot understand cohesion and coherence of the poetry. On the contrary, 4(10%) / 4 (10%) participants responded as disagree and uncertain respectively. (See table 20)

2. Findings of open-ended questions:

- k) Difficulties felt by students while dealing with poetry were, difficulty in understanding the language of the text, unfamiliar ideas, experiences, or culture in the text, not enough time to read and study the text carefully, sometimes they were feeling difficulties like semantic, pragmatic, cultural differences, syntactic problems and so on.
- l) Majority students revealed that poetry courses are being interesting because of their nature of presenting the culture of world people.
- m) Majority of the participants revealed that their teachers are cooperative and encouraging because teachers have been correcting students` wrong interpretation

and responses. They also revealed that teachers were providing opportunity to guess the meaning of words and symbolic meaning of the text too.

- n) Majority of the respondents stated that they learned diverse knowledges of human life and emotions, society, human nature, hardships experienced by people while developing the world.

Conclusion

This study tried to elicit the perceptions of grade ten students towards English poetry. Data were collected through closed-ended and open-ended questionnaires. Data were collected from four different schools of Sunsari district. From the above discussion and findings following conclusion can be drawn;

- Acknowledging the difficulties faced by students throughout the English poetry course, yet Students are satisfied with the output of the English poetry course for Language Development. So, this satisfaction should be maintained.
- The knowledge of English poetry is necessary to get mastery over English language, so that literature should be taught in every level giving equal status as it is given to other subjects.
- Prescribed textbooks are sufficient to meet the objectives set out in the course, so that students should be encouraged to study all prescribed textbooks.
- To provide the verities of knowledge to all students, the textbooks should focus to all the genres of poetry equally.
- Literature provides cultural knowledge to the students, so that to motivate the students, Nepali culture's flavor should be included in the textbooks equally.
- This course should include history of Nepali poetry and position of Nepali poetry in the world.
- To motivate the learners and to give the real flavor of poetry, they should be encouraged to write their original poems and schools should emphasis on the conduction of poetry writing competitions.
- The different topics included in the course should be organized from simple to complex manner

Implications

Based on the above-mentioned conclusion and result of this study, the following things have been recommended.

Policy level

On the basis of the study, the following recommendations have been given for policy level.

- a) It seems essential for the policy makers and curriculum designers to focus on the scientific selection of the contents of the poetry according to the students' comprehensive level.
- b) The syllabus designers or curriculum planners should introduce new teaching methodology according to the level of students and teacher training program should be launched.
- c) To motivate the learners and to give real flavor of the poems, they should be taught poems from the basic level to leave long lasting impact on their mind.
- d) Including background information of the writer and the genre of poetry seems essential to ease the learning process in terms of theme, language.

Practice Level

The following recommendations for practice level are made as result of the study. These recommendations emerged within the context of this bounded study.

- The teacher should create a good environment by applying various techniques for teaching poetry.
- The teacher should give more exercise to improve students' proficiency to develop language competency.
- The teacher should have many programs and many things to manage and make the students feel interesting in the class.
- Students should be able to manage their time to review their lesson at home.
- The students should be activated in the class and always ask their teacher when the materials given are not understandable.
- Teachers should design their own teaching aids for effective teaching and learning betterment of poetry.
- Teacher should allow the student freedom to express interpretation and opinions on the topic and symbolic meaning of the poems.

Further Research Level

It is hard to attempt all aspects of language skill in a single study. So, on the basis of my experience and study of this research I recommend following related area of carrying the further study on writing skill and language tasks:

- Students and teachers' perceptions on short story,
- Students' perception on Novel
- Teachers' perception on essays included in the secondary level curriculum

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APPENDIX: I

QUESTIONNAIRES FOR STUDENTS

Student`s Name:

Class:

Institution`s Name:

Part One

Closed ended questions

Dear students below are the questions related to the English Poetry. You are kindly requested to express your thoughts according to you understanding related to the English poetry in terms of interest, content and language. Please tick your choice among the items given, Agree, Strongly Agree, Disagree, Strongly Disagree and Uncertain.

Your perceptions towards English poetry in terms of content:

S.N	Questions	Agree	Strongly Agree	Disagree	Strongly Disagree	Uncertain
1.	English poetry helped me to improve English language vocabulary.					
2.	I can understand the hidden meaning from the poetry.					
3.	My reading and writing skills were improved as a result of the work done in poetry classes.					
4.	My listening and speaking skills were improved as a result of the work done in poetry classes?					

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5. I can easily understand language used in the poetry.
 6. Sometimes I could not find the meaning of some words used in the poetry in the dictionary.
 7. Poetry classes helped me to get knowledge about the English culture (values, behavior, beliefs and basic assumptions).
 8. Studying English poetry helped to identify the similarities and differences between the English culture and my own culture.
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Your perceptions towards English poetry in terms of interest.

S.N	Questions	Agree	Strongly Agree	Disagree	Strongly Disagree	Uncertain
1.	Studying poetry increased my interest to learn English language.					
2.	I have the ability to interpret and comment on the poetry texts according to my own understanding of the text.					
3.	Poetry helped me to participate in the class discussions, group working and presentations.					
4.	Poetry helped me to learn and understand about other people and their experiences.					
5.	Poetry classes helped to develop my critical thinking.					
6.	Poetry is an important part of my personal development.					
7.	Poetry helped me to learn more about life and grow personally, intellectually and emotionally.					
8.	I am satisfied with the number of poetic topics included in the course.					

Your perceptions towards English poetry in terms of language.

S.	Questions	Agree	Strongly Agree	Disagree	Strongly Disagree	Uncertain
N						

1. I love the language used in the various kinds of poetry.
2. Language used in the poetry helped me to develop better fluency in English.
3. It is very difficult to understand the meaning from the language used in English poetry.
4. Sometimes I can't understand cohesion and coherence of the poetry
5. I can understand writer language and expression from the poetry.
6. My free writing has improved through the study of poetry.
7. Poetry has improved my language competency in other subjects like science, health and computer.

Part Two

Open-ended questions

Please present your thoughts on the given topic according to you understanding, interest and perception towards English poetry:

1. What difficulty do you face in English poetry classes?

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2. What do you think about learning English poetry? Does learning poetry help you to develop your language competency?

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3. What do the English poetry courses you are taking look like?

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4. How do you find the texts you are dealing with in terms of language used in English poetry?

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5. How do your teacher response towards your opinion and interpretation you have made for English poetry?

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6. What have you learnt from the English Poetry.?

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7. What difficulties did you feel while dealing with English poetry?

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8. What suggestions would you like to give to the curriculum designers for English poetry?

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9. What suggestions would you like to give to the English teachers about the teaching English poetry?

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APPENDIX: II

RESULT OF THE STUDY

Part One

Closed ended questions

Your perceptions towards English poetry in terms of content:

S. N.	Questions	Agree	Strongly Agree	Disagree	Strongly Disagree	Uncertain
1	English poetry helped me to improve English language vocabulary.	5 12.5%	35 87.5%	-	-	-
2	I can understand the hidden meaning from the poetry.	5 12.5%	5 12.5%	1 2.5%	23 57.5%	6 15%
3	My reading and writing skills were improved as a	10	28	2	-	-

	result of the work done in poetry classes.	25%	70%	5%		
4	My listening and speaking skills were improved as a result of the work done in poetry classes?	16 40%	19 47.5%	5 12.5%	-	-
5	I can easily understand language used in the poetry.	11 27.5%	1 2.5%	4 10%	24 60%	-
6	Sometimes I could not find the meaning of some words used in the poetry in the dictionary.	-	35 87.5%	-	3 7.5%	2 5%
7	Poetry classes helped me to get knowledge about the English culture (values, behavior, beliefs and basic assumptions).	-	40 100%	-	-	-
8	Studying English poetry helped to identify the similarities and differences between the English culture and my own culture.	4 10%	13 32.5%	20 50%	-	3 7.5%

Your perceptions towards English poetry in terms of interest.

S. N.	Questions	Agree	Strongly Agree	Disagree	Strongly Disagree	Uncertain
1.	Studying literature i.e. poetry increased my interest to learn English language.	5 12.5%	19 47.5%	14 35%	-	2 5%
2	I have the ability to interpret and comment on the poetry texts according to my own understanding of the text.	13 32.5%	3 7.5%	19 47.5%	5 12.5%	-
3	Poetry helped me to participate in the class discussions, group working and presentations.	20 50%	13 32.5%	7 17.5%	-	-
4	Poetry helped me to learn and understand about other people and their experiences.	23 57.5%	17 42.5%	-	-	-
5	Poetry classes helped to develop my critical thinking.	18 45%	19 47.5%	-	3 7.5%	-
6	Poetry is an important part of my personal development.	10 25%	23 57.5%	7 17.5%	-	-
7	Poetry helped me to learn more about life and grow personally, intellectually and emotionally.	19 47.5%	18 45%	3 7.5%	-	-
8	I am satisfied with the	6	27	-	7	-

number of poetic topics included in the course.	15%	67.5%	17.5%
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Your perceptions towards poetry in terms of language.

S. N.	Questions	Agree	Strongly Agree	Disagree	Strongly Disagree	Uncertain
1.	I love the language used in the various kinds of poetry.	13 32.5	10 25%	7 17.5%	5 12.5%	5 12.5%
2	Language used in the poetry helped me to develop better fluency in English.	19 47.5 %	9 22.5%	5 12.5%	2 5%	5 12.5%
3	It is very difficult to understand the meaning from the language used in English poetry.	4 10%	34 85%	2 5%	-	-
4	Sometimes I can't understand cohesion and coherence of the poetry.	16 40%	16 40%	4 10%	-	4 10%
5	I can understand writer language and expression from the poetry.	5 12.5 %	2 5%	16 40%	10 25%	7 17.5%
6	My free writing has improved through the study of poetry.	12 30%	25 62.5%	3 7.5%	-	-
7	Poetry has improved my language competency in other subjects like science, health and computer.	21 52.5 %	4 10%	9 22.5%	6 15%	-