

# CHAPTER ONE

## INTRODUCTION

This is a study on **Strategies Adopted by English Language Teachers in Teaching Poems**. This section consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background of the Study

A literary text is quite different from other sorts of texts. It is not because it uses totally different language but because it exploits figurative language that requires a great endeavor and creativity on the part of both teachers and learners to understand it well. In the wide spectrum of present academia, traditionally accepted and practiced rigid demarcation between literature and language is on the wane. It is kind of art usually written for pleasure, it is the expression of human feelings, thoughts, emotions, etc. in an artistic way using figure of speech and prosodic features of language. Literature is the spontaneous overflow of heart, it is considered as the mirror of society since it reflects all the happiness in the society. Literature, in this sense, is a powerful medium to express human emotions, sadness, happiness, pleasure, pain, love, hate, fear, disgust, etc.

Literature includes various genres like poetry, story, drama, essay and novel. As poetry is important genre of literature it provides literary language. Purposes of teaching poetry are varied level-wise. Vocabulary, grammar can be taught through poetry.

Teaching as a profession is very challenging as well as risky job. It is a daunting endeavor for the teachers. There are number of ways through which poems can be presented. Some teachers are still adopting teacher centered method but they are not successful to handle the problem in the classroom. So, the very divergence situation can be found in teachers in terms of the use of

strategies. Teaching poetry or literature is similar to implementing any English as a foreign language (EFL) activity in that teachers must consider the language level of students so that the materials selected are not too difficult . It is also important to stress that all students can and should freely express themselves when discussing poetry. This freedom of expression ensures a collaborative learner- centered classroom that takes into account of the EFL students' individual differences, learning goals and effective factors. Teaching poetry in the context of Nepal is a challenging and painstaking job. Most of the English language teachers who teach at lower level are not familiar with the type of language used in poetry. Poetry may differ linguistically from more usual or standard form of English. It reorganizes syntax, invents its own vocabulary, freely mixes registers and creates its own pronunciation.

There are multiple strategies of teaching poetry suggested by various scholars. For instance, warm- up activities, form and meaning activities, response activities etc. According to Lazar (1993, pp. 129-130), there are three types of activities to be adopted for teaching poetry. They are:

- Pre- reading activities
- While-reading activities
- Post-reading activities

Likewise, Kellem (2009) suggests reader-response approach and stylistic approach to teaching poetry.

Different teachers can use different strategies for teaching poetry. I am particularly interested to find out the teachers' strategies in teaching poems at grade nine in Tanahun district.

## **1.2 Statement of the Problem**

Teachers use different methods, techniques, activities and ways for teaching poetry, that are known as teaching strategies. Strategy refers to a plan that is made to achieve some purpose. Wright (19798, p. 68) says, "Strategies are goal

directed and consciously controllable process that facilitate performance." We can say that teaching strategy is a complex amalgam of belief, attitudes, techniques, motivation personality and control they would employ and encourage students to work in pairs and group. Supporting this view we can also declared that the objective of teaching is to help learners to learn it. Teaching, therefore needs to be geared-up to facilitating learning on the part of the learners.

In theory, we have studied many pre, while, post, and further follow-up activities. But in real classroom practices, the implementation is not used much.

Teaching poetry seems to be complex than other genre of literature. ELT teachers have problems regarding the figurative language of poetry and strategies. So, we do not have the practice of teaching poetry including all the activities and strategies suggested to teach poetry. Teachers adopt different kinds of strategies in teaching poetry. While teaching poetry teacher encounters different kinds of problems as well. To these numerous problems, I selected this area to address and to suggest solution by arranging these problems, inclusive of more effective methods of teaching awakening and sustaining students' interest in poetry and generating a keener awareness of the dignity and beauty of poetry. Actually, this study will be an investigation into the Strategies Adopted by English Language Teachers in Teaching Poems in the subject of English for Grade IX.

### **1.3 Objectives of Study**

The objectives of study were as follows:

1. To find out the strategies adopted by teachers in teaching poems at Grade IX in Tanahun district.
2. To suggest with some pedagogical implications for teaching-learning process particularly at Grade IX.

## 1.4 Research Questions

To achieve the objectives of the study, the researcher answered the following questions:

- ) What are the strategies adopted by the teachers for teaching poems at grade IX?
- ) What is the view of English language teacher for adopting strategies in teaching poems?

## 1.5 Significance of the Study

This study will be significant to all the English language teachers and students in general. The findings and the recommendations of the study will be beneficial to real classroom teaching. However, it will be useful to the teachers, lecturers, students, researchers, educationalists, subject experts and curriculum designers as well. It will be useful reference to the prospective researchers to collect information about the teaching strategies in the language classes.

## 1.6 Delimitations of the Study

The present study had the following limitations:

- ) The study was limited to find out the strategies adopted by English Language Teachers in teaching poems at grade IX.
- ) The study was limited within forty English Language Teachers of thirty different schools in Tanahun district only.
- ) It was limited to questionnaire exclusively as the tool for data collection.

## 1.7 Operational Definitions of the Key Terms

The following key words had been defined from their operational perspectives.

**Strategies:** Necessary activities adopted to teach poetry in classroom.

**Poetry:** The poems included in the text book of grade nine particularly.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This section contains four sub-sections. They are review of related theoretical literature, the review of empirical literature implications of the review for the study and conceptual framework.

#### **2.1 Review of Theoretical Literature**

To carry out any research study, we need to have the theoretical knowledge of the related field. So, different resources have been consulted to build theoretical knowledge for this study. The theory of this study has included the discussion of teaching literature, strategies for teaching literature and so on. They are as follows:

##### **2.1.1 Literature and Language Teaching**

Literature has always been an important resource or tool for teaching and learning of language. English literature has dominated the teaching learning of English as a second foreign language almost everywhere in the world. The assumption that exposure to literature in its various forms such as rhymes, poems, dramas, stories etc will naturally lead to the development of language ability in the students which they can put to use for their communication purpose. Supporting this view, Jha (1983) comments, "There is no other way of acquiring a sophisticated command of language except through assiduous study of its literature (as cited in Regmi 2004)." The best road to language proficiency lies in its literature; nothing is emotionally gripping so that it is remembered for a long time (Nissani and Lohani, 1996).

Literature carries various tests of human choices from different areas of interest that are science, medicine, sports and arts. It is original from very sensitive body of human being as Scoles, et al (2010) say, "literature begins in the creative possibilities of human being to use their language creatively. Though, its origin lies in the joy of creation, literature can be intensely serious."

Similarly, literature means ... to meet a lot of people to know other different points of view, ideas, thoughts, minds to ourselves better (as cited in Lazar, 1993 P.1). Literature not only a lyric sweetly played in the tune rather it a day to day thoughts and ideas. In this regard Eagleton (1983) clearly states:

...one can think of literature less as some inherent qualities displayed by certain kinds of writing all the way from 'Beowulf to Virginia Woolf, than as a number of ways in which people related themselves to writing. It would not be easy to isolate from all that has variously been called 'literature', some constant set of inherent features... any bit of writing may be read 'non-pragmatically', if that is what reading in text as literature means, just as any writing may be read 'poetically'. If I pore over the railway timetable not to discover a train connection but to stimulate in myself general reflection on the speed of complexity modern existence, then I might said to be reading it as literature as cited in Lazar. (1993, p.2)

Literature as a whole is asset of qualities displayed by certain the kinds of the writing from the very ancient work Beowulf to the present work of Virginia. It is not a work that is different but its quality that differs from others. Thus, these all definitions show that literature is kind of written text which provides multiple flavor of human choice. It means literature is absolutely a legacy from our great literary figure.

Language teaching, on the other hand is a vast and complex job which requires sound knowledge on how to handle the learner/pupil; teaching strategies, curriculum in institutions, rules and regulations, the availability of materials the way of handling them and how to facilitate understanding in others. The aim of language teaching is to get flavor from literature written in the best tasks around the world the world. It is clear from the Richards and Rodgers (2003, P.5) view "the goal of foreign language study is to learn a language in order to learn its literature or in order to benefits from the mental discipline and intellectual development that results from foreign language study." Literature offers bountiful materials which set in the social spiritual values in order to maintain mental discipline of the students. Since, the mental intelligence reflects the stream of knowledge to cultivate the whole person; it can be gained through literature reading. Furthermore, language teaching helps introduce terminology, as the language teaching and learning are heavily based on language terminology, since literature carries large amount of literary and language terminology, it supports to clarify language related jargon. In this regard, Lazar (1993 p. 45) writes "literary terminology provides students with the tools for identifying distinctive features in a literary text and so appreciating at more fully." To teach the literary terminology are highly valued. Literature plays as aesthetical waffle in language teaching. Literature provides materials give choice to learners, promote interest on students and language teaching applies them in practical field. One of our main aims in the classroom should be to teach our student to read literate using the appropriate literary strategies. This involves them not in reading for some practical purpose of example of obtaining information, but rather in analyzing a text in terms of what it might be symbolic. Literature provides wonderful source materials for eliciting strong emotional responses from our students. Using literature in language classroom is suitable way of involving the learner as a whole person and provides excellent opportunities for the learners to express their personal opinion, Reaction and feelings.

### **2.1.2 Literature in the Language Classroom**

This section is to consider some of the issues underlying the use of literature with the language learners. Literature definitely provides provoking feedback to the learners. Brumfit and Carter (1998, p. 22) say, "Literary texts involve some sort of engagement by the reader beyond simply being able to understand the meanings of the utterances in the text, and then we need to ask how this engagement is required." Similarly, Scoles, et al. (2010) further add literature enriches our lives because it increases our capacities for understanding and communication; it helps us to find the meaning of our world and to express it and share it with others.

Lazar (1993, pp. 15-19) writes the following reasons of using literature in language classroom:

#### **i) Motivating materials**

Literature is highly valued for its motivating materials. If the students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought -provoking point of comparison. A poem may illicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives.

#### **ii) Access to the Cultural Background**

Literature can provide students with access to the culture of the people whose language they are studying. Some may start learning a language knowing that they are unlikely ever to set foot in an area where it is spoken by the majority of inhabitants. Literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learnt.

### **iii) Encouraging Language Acquisition**

Literature may provide a particularly appropriate of stimulating this acquisition, as it provides meaningful and memorable context for processing and interpreting new language. Asking students to read simple poem aloud, possibly accompanied by gestures or mime may be an effective way of helping them to internalize the vocabulary, grammar patterns or even intonation. This is because literature is very rich in multiple levels of meaning. Focusing on a task which demands that students express their own personal response to these multiple levels of meaning can only serve to accelerate the students' acquisition of language.

### **iv) Expanding Students Language Awareness**

Literary language is somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collocation and even cohesion, for this seems to be particular true of poetry. Thus, using literature with students can help them to become more sensitive's to some of the overall features of English. Widdowson (1975) clearly states, "It has been argued that by asking students to explore search sophisticated uses of language; we are also encouraging them to think about the norms of language use (as cited in Lazar, 1993, p.18)."

### **v) Developing Students' Interpretative Abilities**

Any Learning of a new language would seem to infer the learner in the forming of a hypothesis and drawing of inferences. These may relate to when a particular is used appropriately, how far grammatical rule can be generalized or what is implied behind the literal meaning of what someone says in conversation. It has been argued that literature is particularly a good source for developing students' abilities to infer meaning and to make interpretations. In a poem, for example a word may take on a powerful figurative meaning beyond its fixed dictionary definitions. Thus, by encouraging our students to grapple

with multiple ambiguities of the literary text, we are helping to develop their overall capacity to infer meaning.

#### **vi) Educating the Whole Person**

Literature may have a wider educational function in the classroom in that it can help stimulate the imaginations of our students to develop their critical abilities and to increase their emotional awareness. They will feel empowered by their ability to grapple with the text and its languages; and to relate it the values and traditions of their own societies.

Above points depict the fact that teaching literature obviously is fruitful in language classroom. Similarly, Collie and Slater (2009, pp. 3-5) give following reasons for using literature in the language classroom:

1. Valuable Authentic Material
2. Cultural Enrichment
3. Language Enrichment
4. Personal involvement etc.

Regarding the importance of teaching literature in language classroom, Carter and Long (1991) have highlighted the significant role of literature in language classroom through three different models.

- (a) The cultural model
- (b) The linguistics model
- (c) The personal growth model

Lazar (1993) says, "Literature may provide a particular way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language" (p. 17). He further says "Literature should be used with students because it is motivating, stimulus for language acquisition, students enjoy it and it is a fun" (p. 19). In the same way, Collie and Slater (1990, p. 5) express the similar view saying . . .

Literature provides a rich context in which individual lexical or syntactical items are made more memorable. The formation and function of sentences, the variety of possible structures and different ways of connecting ideas . . . a literary genre can serve as an excellent prompt for oral work.

Literature is good source of all linguistic and non linguistic features. Through literature we can learn form, function of language and features of language. It enhances fluency of learners.

Strategies are specified methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment or day to day or year to year. Strategies vary individual to individual, each of the strategies has the possible way to solve a particular problem and we choose one or several of those in sequence for a given problem. Further, he says strategies are those specific attacks that we make on a give problem. They are moment by moment techniques that we employ to solve problems (Brown, 1994, pp. 10-14).

The above information about strategies shows that they are personal and much more specific. They differ from individual to individual because they are individual tricks adopted to solve certain problems.

### **2.1.3 Poetry**

Poetry is a genre of literature which often explores the themes of universal concerns embodies life experiences, observations and feelings evoked by the readers. Poetry introduces on more standard written sentences, structure, lexis, rhymes, rhythm, tone, etc. of the language. It is characterized as a deviating form of the norms of the language. Unlike this, it is creation as well. It recognizes syntax, invents its own vocabulary, freely mixes registers and creates its own punctuations. The language of the poetry makes students aware of the fact that language is not always governed by the rigid body of the rules. It develops student's interpretative abilities and creativity. Poetry is essentially a game with artificial rules and it takes two- a writer and a reader to play it. Poetry is based on the creativity and imaginative power of mind. In this connection, Scholes (1997, p. 525) says " Poetry exercises a valuable thought perhaps unsound side of the mind: imagination". Poetry has its own linguistic rules or poetic diction.

Teaching of poetry follows a systematic way of classroom activates stimulating student's interest in the text, providing the necessary culture and historical background of the poem and follow up activities. The learners should be made understand the rhythm used in the poem, they should be able to read the poem properly and do the activity related to the poem after they are taught.

#### **2.1.3.1 The Structure of Poetry**

The structure used in the poem varies with different types of poetry. The structural elements include the line, couplet and stanza. Poets combine the use of language and specific structure to create imaginative and specific work.

#### **2.1.3.2 Types of Poetry**

There are many different types of poetry and poems according to their nature. The main types are described as follows;

**Epic:** It is a long narrative poem in which a heroic protagonist engages in an action of great mythic or historical significance. Notable English epics include Beowulf, Edmund Spenser's *The Faerie Queen* and John Milton's *Paradise Lost*. On the other hand, Devkota's *Shakuntala* is an example of Nepalese epic.

**Lyric:** Originally a composition meant for musical accompaniment i.e. that can be sung expressing personal feelings. P.B. Shelley's 'To a Skylark', John Clare's 'I Hid My Love' and Andrew Marvell's 'To His Coy Mistress' are the examples of lyrics.

**Elegy:** In traditional English poetry, it is often a melancholic poem that laments one's death but ends in consolation. Examples include John Milton's 'Lycidas', Alfred Lord Tennyson's 'In Memoriam', and Madhab Ghimire's 'Gauri'.

**Ballad:** A popular narrative song passed down orally. In the English tradition, it usually follows a form of rhymed 'ABCD' quatrains alternating four stressed and three stressed lines. John Keat's 'La Belle Sans Merci' is the example of literary Ballad.

**Ode:** A formal, often ceremonious lyric poem that addresses and often celebrates a person, place, theme or idea on the structure involving stanzas is referred to as an ode. The odes of the English romantic poets vary in stanza form. They often address an intense emotion at the onset of personal crisis. Example, Samuel Taylor Coleridge's

**Dejection:** An Ode, or celebrate an object or image that leads to the revelation. Examples include John Keat's 'Ode on a Grecian Urn', 'Ode to a Nightingale' and 'To Autumn'.

**Pastoral:** Pastoral is a poem based on an ideal picture of a country life in which the natural world is seen as a beautiful environment. Poets writing in English drew on a pastoral tradition by retreating from the trapping of modernity to the imagined virtues and romance of the rural life. Examples include Christopher

Marlowe's 'The passionate Shepherd to His Love' and Dylan Thomas's 'Fern Hill.'

Sonnet: The poem that is generally composed within the fourteen lines is called as sonnet. The lines in a sonnet are usually in iambic pentameters with considerable variations in rhyming schemes. There are two main parts of the sonnets i.e. an eight -line stanza (octave); rhyming 'ABBAABBA', and six lines stanza (sextet); rhyming 'CDCDCD' or 'CDEEDE.' There are different types of sonnet according to their rhyming schemes: Petrarchan Sonnet, Shakespearean Sonnet, Spenserian sonnet, etc.

### **2.1.3.3 Features of Poetry**

Poetry has certain linguistic and aesthetic features. Some of them are discussed below:

#### **i) Rhythm**

Rhythm refers to a strong regular repeated pattern of sounds or movements in rhythm. It is the patterned flow of sound mainly in poetry. It doesn't mean that rhythm is not found in prose. The contributing factors of rhythm are: meter, foot rhyme, alliteration, assonance and onomatopoeia. The rhythm of lyrics is different with the rhythm of a sonnet. Likewise, the rhythm of an epic is different from that of the rhythm of an elegy.

#### **ii) Rhyming Scheme**

The rhyming scheme is the main features of poetry. Generally, poetry is composed in verse. To make the verse systematic the rhyming pattern must be used.

#### **iii) Deviation of Linguistic Norm**

The linguistic norm is completely deviated in poetry. The poetry language does not follow the grammatical rules. The sentences are incomplete and unsystematic regarding the grammatical rules in poetry.

#### **iv) Diction**

Diction refers to the selection of appropriate words in poetry. While composing poem, the poet selects the appropriate words according to the subject matter of the poem.

#### **v) Music and Tune**

Music and Tune are the very important features of poetry. All kinds of poetry are composed with special type of music and tune. The music and tune make the poem sweet and hearty.

#### **vi) Assonance and Alliteration**

Assonance refers to the repetition of vowel sounds in the same or adjacent lines i.e. lady bright can be right. Alliteration refers to the repetition of the same consonant sound beginning of the words in the same adjacent lines i.e. Full Fathom Five Thy Father lies.

#### **vii) Use of Figurative Language**

The poetic language is unique and figurative. The readers only find this type of language while reading poetry. The poetic language is used neither in every day communication nor interpreting the texts. The linguistic norm is completely deviated in poetry. Simile and metaphor, the figures of speech where simile is used to compare two different things by using 'as' or 'like' e.g. like a heron on his thin legs and metaphor is used to compare two different things without using the words 'like' or 'as' e.g. He is a tiger.

#### **viii) Meditation**

The main purpose of poetry is mediation. While writing or reading a poem, one should be serious in thinking. Poetry deals with deep emotional factors. While reading a poem, we mediate deeply.

## **ix) Imagination**

Heart is the area of poetic origination whereas mind is the place of intellectual exercise. Poetry deals with emotions and feelings not with intellect though neoclassical poetry was philosophical or intellectual.

### **2.1.4 Approaches to Teaching Literature**

Using literature in language classroom is a very tactful job. It requires a great skill on the part of the teachers who use literature in the language classroom. The teacher should be very much careful about the needs, interests, competence level and behaviors of the students. According to Collie and Slater (1990), the following aims have provided a rationale for the kind of activities so as to make the teaching of literature very interesting and fruitful.

- ) Maintaining interest and involvement by using a variety of student centered activities.
- ) Supplementing the printed page
- ) Tapping the resources of knowledge and experiences within the group.
- ) Helping students explore their own responses to literature.
- ) Using the target language
- ) Integrating and literature (pp. 8-10).

Teaching literature raises interest and involves students in variety of student centered activities. Literature teaching helps the student to be very creative and explore their own response to literature. It also helps to integrate language and literature. Through literature language is learned effectively because literature consist all the features of language.

Lazar (1993) proposes the three approaches to using literature with the language learners, they are:

- a. A language based approach.
- b. Literature as content

c. Literature for personal enrichment

There are three types of approaches for language learning. Literary text, content of literature and personal experiences of individual are the focus of them. These approaches are given detail as following.

**a. A Language Based Approach**

A language based approach of using literature in the language classroom gives much more focus on the study of the language of the literary text. And having studied the language, the teacher chooses appropriate material that illustrates certain stylistic features of language. Supporting this view, Lazar (1993) writes:

Studying the language of the literary text will help to integrate the language and literature syllabuses more closely; detailed analysis of the language of the literary text will help students to make meaningful interpretations or informed evaluations of it. At the same time students will increase their general awareness and understanding of English. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discourse categories to make aesthetic judgments of the text. Material is chosen for the way it illustrates certain stylistic features of the language. (p. 23)

Language based approach gives much more focus on language of the text. Detail analysis of language helps students to understand text effectively. And students are motivated to draw on their knowledge of grammatical lexical or discourse categories.

## **b. Literature as Content**

This approach to using literature with the language learners focuses on all the aspects of the text whether it is a poem or story. Under this approach texts are selected for their importance as part of a literary canon. Regarding this Lazar (1993) writes:

Literature as content is the most traditional approach frequently used in tertiary education. Literature itself is the content of the course, which concentrates on areas such as the history and characteristics of literary movements; the social, political and historical background to the text; literary genres and rhetorical devices. Students acquire English by focusing on course content, particularly through reading set texts and literary criticism relating to them (p.24).

We could say that, we should focus content of literature for learning of language. By social, political, historical, literary genre and rhetorical devices students acquire language through reading.

## **c. Literature for Personal Enrichment**

Literature such as poetry, essay, and drama increase creativity of the learners. Literature is also a useful tool for encouraging students to draw on their own personal experiences, feelings and opinions. It helps students to become more actively involved, both intellectually and emotionally in learning English.

Kellem (2009, p. 12) has given two approaches to teaching poetry. They are stylistics and reader response based.

- a. Stylistics: an approach that analyzes the language format of the text, and

- b. Reader- Response: an approach that is concerned itself with the reader's interaction with the text. Besides these aforementioned approaches, there are two more approaches to teaching poetry. They are textual approach and non textual approach.

While using textual approach, a teacher should bear the following items in his mind:

- i. Language (form, structure, diction, imagery, allusions)
- ii. Content
- iii. Theme
- iv. Plot
- v. Character
- vi. Style

Similarly, while following non- textual approach, a teacher should have a lot of information about the following things.

- i. Trends of writing
- ii. Time and age
- iii. Socioeconomic and political situation
- iv. Subject and topic
- v. Ideas/ attitude about life
- vi. Love, humanity and morality
- vii. Author's background

The approach avails us with author- centered information and it does not present the text objectively.

### **2.1.5 Teaching Strategies**

Strategy refers to the process of putting the teaching plan into operation in skillful way Oxford Advanced Learner's Dictionary (2005, p. 1516) defines

strategy as "a plan that is intended to achieve a particular purpose." Ur (1996, pp. 310) has classified teaching strategies into two classes:

### **2.1.6 Compulsory plus Optional Teaching Strategy**

The compulsory plus optional strategy means that the class given material or a task and told that a certain minimal component of it has to be learned or done by everyone, the rest only by some. The basic attainment requested should be accessible to all, including the slowest, but provision should be made for more and more advanced work by those for whom it is appropriate. Here 'do at last', 'if you have time', 'do as much as you can' are the phrase to give instructions.

### **2.1.7 Common Strategies Used in Teaching Literature**

In this modern period, the main objective of language teaching is to develop student's communicative ability. Modern approaches view language as a means of communication. Modern linguists claim that the meaning of a text is determined by negotiation between readers and text for developing communicative competence. Using literature to language teaching facilitates modern approaches, methods and techniques by providing useful resources to carry out communicative activities like discussion, communicative games, problem solving, talking about oneself, simulation, role play etc that help perform different exercises such as summarizing, unscrambling, comprehending, completing, and creative writing etc.

It is true that role play, creative writing, improvisation, questionnaires, visual aids etc can work as a stimulation for active participation of the students. Teachers should try to exploit the emotional dimension of the literature, which is a very integral part of teaching it. Similarly, group work is a means of increasing students' confidence and personalizing their contact with literature. Shared activities can help the students to find a way into author's link or fill in an appropriate meaning of a crucial work. The students must be given maximum chance of entering the universe of any literary text

### **2.1.7.1 Strategies of teaching poetry at Secondary Level**

Poems offer a rich, varied repertoire and are source of much enjoyment for teacher and learner alike. There is the initial advantage of length on any poems a well suited to a single classroom lesson. Then again, they often explore the themes of universal concern and embody life experience observations and feelings evoked by them. The brilliant conscious and strong imaginary combined to powerful effect. Moreover, poems are sensitively tuned to what; for language learners, are the vital areas of stress, rhythm and similarities of sound. Reading poetry enables the learners to experience the power of language outside the straight-jacket of more standard written sentence structure and lexis. In the classroom using poetry can lead naturally onto freer, creative written expression. Indeed, poems are capable of producing strong response from the reader and this memorable intensity motivates further reading of poetry in foreign language (Collie and Slater, 1987, p. 126). Poetry has been defined by different scholars. Since poems are full of figurative language, a language teacher must be very careful for not misinforming the learners. Poetry is characterized as deviating from the norms of language in general. Lohani (1990, p. 4) states the following features of the poetry:

1. Simile
2. Metaphor
3. Symbol
4. The sound of poetry
5. The forms of poetry

The strategies that are normally exploited to teach poetry at secondary level are not suitable for learners belonging to lower secondary level or lower level, In this connection Lazar(1993)says “Teachers need to ensure that they choose poems suitably graded to the level of the students and that the language of the poem”

According to Lazar (1993, pp. 129-131), the following strategies are applied while teaching poetry:

#### **A. Pre-reading Activities**

Pre-reading activities in this lesson in the poetry are journal, learners will need to modify to make sense not only in the context of a specific poem, but also in the context of particular group of students. However, these activities offer a starting point so that your students can enjoy and get as much as possible out of reading poetry together. Students' interest is stimulated in the text by;

- ) Making the students predict the theme of the poem, its title or a few key words or phrases in the poem.
- ) Giving different lines from the poem to the students or the group of the students so that they can suggest the theme.
- ) Getting the students to discuss pictures or photography to the relevant to the theme of the poem.
- ) Asking the students what they would do, and how they would respond, if they were in a situation to the one in the poem.

Students are provided with the necessary historical and cultural back ground by:

- ) Making the students read or listen to the text which describes the historical or cultural back ground to poem.
- ) Getting students to read or listing to the text about the author's life which many deepen their understanding of the theories of poem.
- ) Having the students discuss what the appropriate behaviors are or feelings in their culture or society in particularly situation and making them compare the emotions in the poem.
- ) Giving the information about the genre of the poem or the literary movement to which that belongs to, before reading it, to the more literary-minded students.
- ) Students are helped with the language of the poem:

- ) Asking the students to work on activities exploring more normative use of languages. For example, if certain verb in a poem collocates with usual nouns, students could be asked to predict what the usual collocates for the verbs are before comparing this with language of the poem.
- ) Giving guide to the students towards an understanding of more metaphorical or symbolic meanings in the poem, students could be asked to free-associate round sum of these words in a poem which carry power symbolic connotations.

## **B. While -reading Activates**

While-Reading Activities are defined as activities that help students to focus on aspects of the text and to understand it better. The goal of these activities is to help learners to deal as they would deal with it as if the text was written in their own language i.e. confirming prediction, gathering information and organizing information.

- ) Students are given jumbled version of the poet (either lines or verses) and asked to put them together again. Jumbled-up verse works particularly well for poems with a wrong narrative. For example Ballad.
- ) Certain words are removed from the poem and students have to fill in the gaps either by themselves or using the list of words provided.
- ) Students read only one version at a time and then try to predict what is coming next. This works well with narrative poem.
- ) Students underline all the words connected with the particular lexical set and then speculate metaphorical and symbolic meaning.
- ) Students decide which definition of a particular word in the dictionary is the one that best fits the meaning of the word in the poem.
- ) Students answer comprehension questions about the meaning of certain words or phrases in the poem.

### **C. Post- reading Activities**

Students are helped to grasp the subject matter of the poem by:

- ) Giving them a series of statement about the possible underlying meaning of the poem, and asking them to decide which ones are true or false.
- ) Giving students two or three interpretations of a poem (possibly from critics) and they decide which ones they think are the most plausible or appropriate.
- ) Asking the students to compare the two versions of a poem in modern English, if written in rather archaic language.
- ) Asking very advanced students to compare a poem with two different translations of it in their own language.
- ) Making students practice reading the poem aloud and decide what mimes and gestures would accompany the choral reading.

### **2.2 Review of Empirical Literature**

The research should draw knowledge from the previous studies since they provide foundations to the present study. Therefore, an attempt is made here to review the books, journals and researches that are related to this research topic. Marton (1988) talks about four overall teaching strategies - the receptive strategy which relies primarily on listening, - the communicative strategy in which students learn by attempting to communicate, the reconstructive strategy in which the students participate in reconstructive activities based on a test and the eclectic strategy which combines two or more of the others.

Devkota (2003) carried out a study on "learning Strategies in Literary text: an Attitudinal Study." The objective of this study was to find out the ability and learning strategies employed in studying literary text by the B. Ed. students. He found out that the students were better in prose than poetry.

Gyawaly (2004) conducted research study on "A Study of teaching poetry at secondary Level" The objective of this study was to explore the strategies and problems of teachings poetry in secondary level. He came up with the conclusion that the majority of the teachers were not acquainted with learning strategies which create a lot of problems in teaching poetry.

Similarly, Lamsal (2006) carried out a research out a research entitled "A study on the Strategies in Teaching Stories at secondary level."The objective of this study was to explore the strategies used in teaching story. He found out that the teachers using teacher centered strategy.

Pokharel (2008) carried out a research entitled on topic "Strategies used in teaching Fiction". His objectives were to find out the strategies adopted in teaching fiction at Master's level. He found out that most of the teachers used lecture as a method but not as technique.

Adhikari (2008) conducted a research study on "Techniques Used in Teaching Poetry." The objective of this study was to find out the techniques used in urban and rural areas. He concluded that the urban area's teachers used both teacher-centered and student-centered techniques.

Lohani (2008) carried out a research under a title "Strategies Used in Teaching Drama at Secondary Level". The objective of this study was to find out strategies used in teaching drama at secondary level. She found that the strategies used in teaching drama were different from one teacher to another.

Neupane (2008) carried out a study on "Strategies of teaching poetry". The objective of this study was to find out the strategies for teaching poetry in lower secondary level. The total sampling population for this study was fifty eight English language teachers. He used purposive simple random method while selecting the students. Questionnaire and class observation were used as tools of data collection for this study. He found that most of teachers used

appropriate activities like stimulating their students and gave background information of the poem.

Neupane (2010) Carried out a research entitled “a study on teaching poetry of Grade Eight.” The main objectives of this study were to identify activities and problems of teaching poetry in grade eight. He used the questionnaire as the main tools of data collection. He selected 10 English language teacher teaching compulsory English course book grade eight and 30 students of grade as the primary sources of data. He concluded that teachers have positive attitude towards students in teaching poetry at grade eight. Teachers were facing many problems while teaching poetry although they were facing the problems there were some relevance in poetry.

Phuyal (2011) carried out a research study on the title “Activities used in teaching poetry: A case of New Generation English of B.Ed. 1<sup>st</sup> year”. The objective of his study was to explore the activities used while teaching poetry in New Generation English. He selected the eight colleges of Kathmandu district as primary sources of data. He used observation checklist and questionnaire as the research tools. He found that most of the teachers used appropriate activities like stimulating their students, gave background information of the poem in pre reading activities where most of the students were satisfied with these activities performed by the teacher.

Bhugai (2012) carried out a study on "Challenges of Teaching Poetry in the B.Ed. compulsory English Course". The objective of this study was to identify the challenges related to teaching poetry in B. Ed compulsory English course. The total sampling population for this study was 60 English language teachers of selected College. Questionnaire and observation forms were used as the tools of data collection for this study. Questionnaire was given to the sixty teachers of college and checklist was used while observing the class. He concluded that the poetry teaching is not going on the systematic way and teachers are using teacher centered methods only for teaching poetry.

Pangeni (2014) carried out a research entitled “Teaching poetry in ELT Classroom- Issues and Problems.” The main objective of this study was to identify the issue and problems faced by lower secondary English teachers in teaching poetry. He selected 40 English teachers of lower secondary level from 20 schools of Nawalparasi district. He used purposive non random sampling for the research. The tools of his study were questionnaire including a series of open ended questions. He concluded that most of the teachers skilled enough to teach poetry and some of the teachers need training about how to teach poetry.

Deuba (2014) carried out a study on "Teachers and Parents Perception toward Students Performance in English". The objective of this study was to find out the causes of students poor performance in English. The total sampling populations of this study were ten English language teachers and fifteen parents. He used purposive non random sampling procedure for the selection of sample population. Questionnaire was given to the teachers and interview is taken to the parents. He concluded that the parents and the teachers are the slowly responsible factors behinds the student’s poor performance followed by the students.

Adhikari (2016) carried out a study on "Expert and Novice Teachers Personal Efforts for Professional Development". The objective of this study was to identify the personal attempts carried out by the expert teachers and novice teachers for their personal development. The Total sampling populations for this study were fifteen expert and fifteen novice English language teachers of school level. He used purposive non-random sampling procedure to select teacher from different schools. Questionnaire was used as the tool of data collection for this study. Questionnaires were given to the teachers for taking data. He concluded that to be a good teacher he/ she usually refines personal values and believes according to need of professional development, study different subject matters in English, make plan for their teaching strategies.

Karki (2016) carried out a study on "Teachers practice for teaching poetry of using different activities for teaching poetry”. The objective of this study was

to find out the teachers practice of using different activities for teaching poetry. The total sampling populations for this study were thirty teachers from ten colleges. The researcher used purposive non-random sampling procedure to select the institutions and respondents. Questionnaire, observation and interview were used as the tools for this study. He found that ELT teacher adopted different techniques while teaching poems to facilitate teaching and understanding of the poems on the part of the students.

Technique like poem recitation, group discussion, group work, pair work analyzing poem from different perspectives debate and discussion on the theme of the poem were highly emphasized by the teachers.

Apart from these, I consulted different books, journals and researcher reports carried out in central Department of English: faculty of Education. The present research is basically different from that of above reviewed researches in the sense that, it is based on strategies adopted by English Language Teachers in teaching poems at grade IX in Tanahun district. Hence it is the first of its kind.

### **2.3 Implications of the Review for the Study**

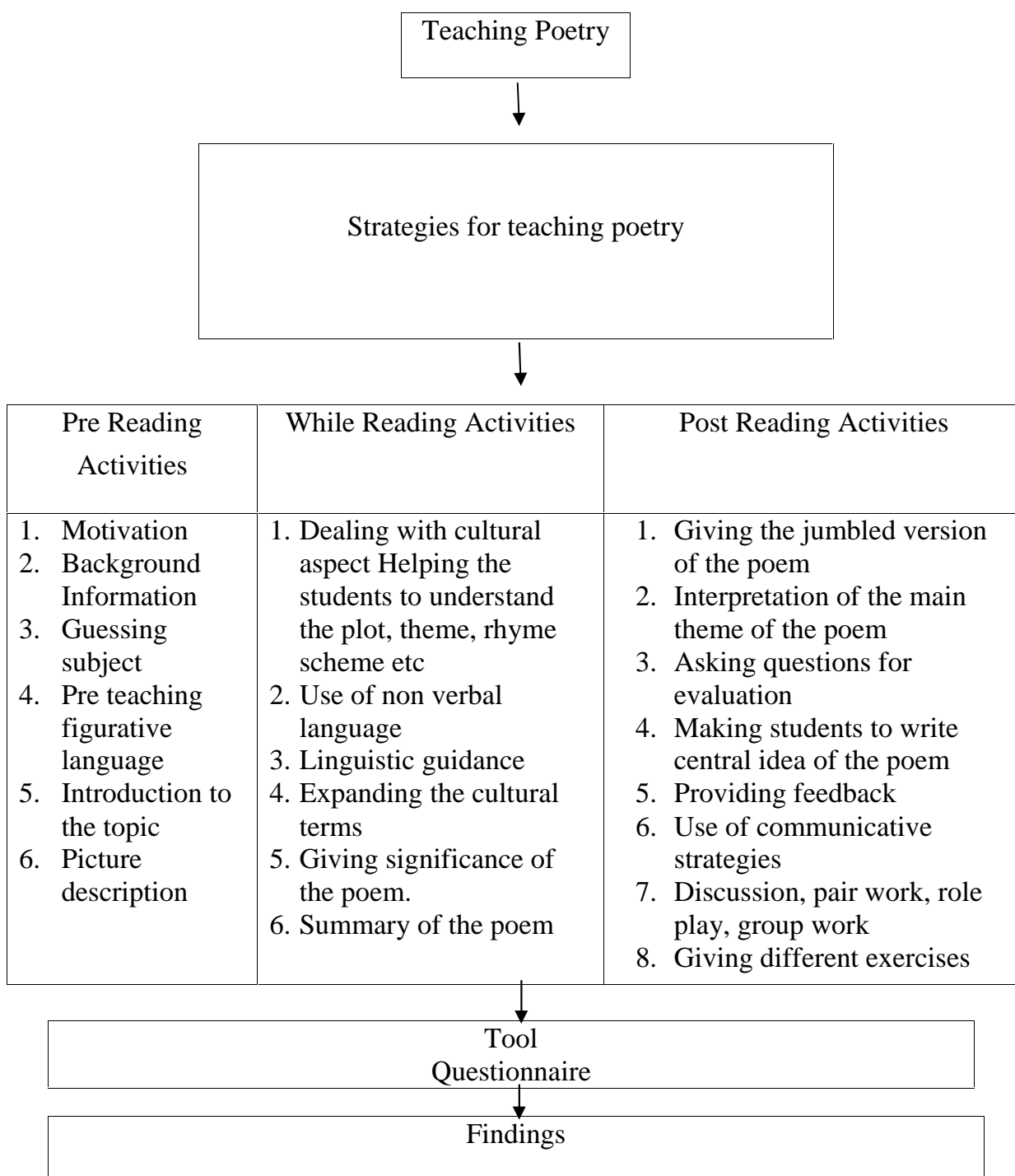
One of the essential preliminary tasks while undertaking a research study is to go through the existing literature in order to acquaint with the available body of knowledge in area of researcher's interest. I collected the necessary theoretical back-up related to my study. And, it led me to go ahead in right path while reviewing the literature. I have gone through the various theoretical research studies. They all are related to literature, teaching poetry. Furthermore, from the empirical research studies I got information about the various procedures need to conduct this, research study. Regarding sampling strategy, use of tools and analysis and interpretation procedure were made clear to guide on these area to the purposed study. I have gained valuable information from these research works. All these theoretical & empirical studies were helpful to me during my whole research work. In fact, they were the milestone to make my task more informative and reliable.

The above reviewed works are related to my study. After reviewing these works, I got lots of ideas regarding thesis. Specially, I got information on survey research design from the review of Neupane (2008),(Neupane2010), Phuyal (2011), Adhikari (2012), Bhugai (2012), Deuba (2014), Pangani (2014) Karki (2016) and Bhatta (2019). In order to conduct those researches they have used survey design and I also follow the same i.e. survey design. Above reviewed thesis gave theoretical basis to conduct this research. Likewise, they used questionnaire as a tool for data collection and I also did the same for the data collection.

## 2.4 Conceptual Framework

Theoretical framework is the theoretical bases of the study. Kumar (2005, p. 37) writes, "the theoretical study consists of the theories or issues in which the study is embedded." Kumar (ibid) writes, "the conceptual framework is the bases of problems."

The conceptual framework for this study is diagrammatically shown as below:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Methodology and procedure are the vital elements of the research. If any research work follows appropriate methodology and procedures, it will attain its objectives. Appropriate methodology helps the researcher to go in the right path in his /her research work. This chapter incorporates design and methods of the study, population, sample and sampling strategy, study area or field, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures.

#### **3.1 Design and method of the Study**

I conducted this study using survey research design. Survey research is general means of the exploration of the certain existing situation; the situation can be of some beliefs, perceptions, attitudes, behavior, activities, intuition. Cohen and Manion (1985, as cited in Nunan, 2010, p. 140) write, "surveys are the most commonly used descriptive methods in educational research and it may vary in scope from large scope of governmental study to small scale studies carried out by single researcher." According to Nunan (1992, p. 140),"the main purpose of survey research is to snapshot of condition, attitude and events at a single point of time. "From this definition, survey research addresses the large group of population to make sample representatives, a large number of sample populations are selected and findings are concluded to generalize the whole population. To find out the strategies adopted by teachers in teaching poems, I followed quantitative research design in general and the survey research design in particular. In this type of research, I visited the determined field/area to find out existing data. Survey research study was selected because this is carried out to address the large population by selecting sample population. Sample population is representative of the study population as a whole. In survey research data are collected from relatively large number of population using sampling procedure where the whole population for data collection is not

possible. Survey research has high external validity because the finding can be generalized to large population from which the sampling has been taken. Survey research deals with clearly defined problem and objectives. It is also taken as the basis for decision for the improvement Cohen Manion and Morrison (2010, p. 208) present the following characteristic of survey research:

- ) It collects data on a one shot basis and hence it is economical and efficient.
- ) It represents a wide target population.
- ) It generates numerical data.
- ) It gathers standardized information.
- ) It captures data from multiple choice, closed question and observation schedules.

The above discussion entails that survey is one of the important research method used in educational investigation. It is mainly carried out to find out people's attitudes opinions and specified behavior on certain issues, phenomena events or situations. The finding of survey is generalized to the whole group. For this reason, I chose survey design for my research study because it is conducted at a specific point of time. It can be carried out in natural setting, and multiple tools can be used to collect the data.

### **3.2 Population, sample and sampling strategy**

The secondary level teachers of Tanahun district were included as the population of this study.

Among the total population, forty teachers were selected as the sample of the study in order to make it short and cheap. For this, thirty schools of Tanahun district were purposively selected. I used non-random method while selecting the teachers for good judgment and an appropriate strategy adopted by teachers as my need.

### **3.3 Study area/field**

My study area is about the strategies adopted by teachers for teaching poetry, who are teaching in secondary level in Tanahun district. Forty teachers were the informants for my study.

### **3.4 Data Collection Tools and Techniques**

The tool for data collection used in the study was questionnaire exclusively. A set of questionnaire was given to teachers by researcher. And, the format of questionnaire is given in appendices.

### **3.5 Data Collection Procedures**

I followed the following stepwise procedures for data collection:

- ) At first, I visited the selected school and I established good rapport with the teachers and request them to help.
- ) Then, I passed the set of questionnaire to the selected teachers.
- ) After that, I collected answer sheets from the teachers.
- ) Finally, I thanked the teacher for his/her cooperation.

### **3.6 Data Analysis and Interpretation Procedure**

After the collection of data, I organized and analyzed them to come to a conclusion. I decided to analyze the data as per my purpose, nature of the study and convenience. Generally, the data from qualitative research is analyzed using descriptive method and the data for quantitative research is analyzed by using statistical tools.

The data were presented and analyzed quantitatively and qualitatively. Specifically, it was analyzed and interpreted descriptively.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter incorporates Analysis and Interpretation of the collected data. As the purpose of the study was to find out strategies adopted in teaching poetry by teachers, I collected the data related to the strategies and presented here in this section. The collected data have been analyzed, interpreted and findings have been derived. So, this chapter includes the analysis of data and interpretation of results.

#### **4.1 Analysis of Data and Interpretation of Results**

According to the type of the data I analyzed and interpreted them by using statistical and descriptive tools. I mainly used descriptive approach to analyze and interpret the collected data. Besides, statistical tools like frequency and percentile were used to analyze the data clearly. The data were presented analytically by using tables. The data were analyzed and interpreted under the following heading:

##### **4.1.1 Analysis of Data Collected from Teachers' Responses to the Questionnaire**

This section deals with the analysis and interpretation of the collected data regarding the strategies used by the teachers while teaching poetry at Grade nine. I distributed the questionnaire to the teachers and collected the required data through close-ended and open-ended responses (see appendix II). The following sub-sections present the analysis of responses obtained from objective and subjective questionnaire.

#### 4.1.1.1 Analysis of Strategies Obtained from Objective questions to the Teachers

This part of study deals with the strategies adopted by teachers especially in teaching poetry. The strategies used by teachers that were obtained one option selecting 'Yes or No', and 'Always' or 'Sometimes' or 'Never' from their objective responses while teaching poetry at Grade nine in Tanahun district are presented as follows:

**Table No. 1**  
**Strategies adopted by Teachers**

Q.N.	Questions	Yes		No	
		No. of Teachers	%	No. of Teachers	%
1.	Feeling difficulty in teaching poetry	18	45%	22	55%
2.	Explaining difference between poetry and prose	34	85%	6	15%

Regarding questions no. 1 and 2, the table shows that 45% teachers felt difficulty in teaching poetry whereas 58% teachers did not feel so. Similarly, 85% teachers replied that they tell their students differences between poetry and prose which is really their appreciative strategy.

**Table No. 2**  
**Strategies Adopted by Teachers**  
**(Teachers' Responses in Percentage)**

Q.N.	Questions	Options					
		Always		Sometimes		Never	
		No.	%	No.	%	No.	%
3.	Providing background information	22	55	4	10	14	35
4.	Providing underlying meanings	18	45	16	40	6	15
5.	Brainstorming on the title	14	36	11	28	26	66
6.	Translating whole text into Nepali	28	70	8	20	4	10
7.	Making lesson plan	10	25	16	40	14	35
8.	Using audio-visual materials	20	50	12	30	8	20
9.	Giving central idea and summary	31	79	9	21	-	-
10.	Rewriting similar poem	8	20	22	55	10	25

Likewise in gradual order from question no. 3 to 10, table shows that 55% teachers responded that they always give background information of the poem and poet to the students so as to enable them to understand the poem and its underlying meaning effectively, 10% teachers responded that they sometimes. But 35% teachers never provide background information to the students.

Since poetry exploits figures of speech, it is most necessary for a teacher to provide underlying meanings of figurative words or phrases on the board. Regarding this, 45% teacher responded that they always provide underlying meaning of figurative words, 40% teachers do so sometimes and 15% of the teachers never provided the underlying meaning of the figurative words to the students. Likewise, 36% of the teachers always brainstorm their students about the title of the text, 28% teachers brainstormed sometimes. Whereas, 66% of the teachers never brainstormed. In the same way, 70% English language teachers always

read out the poem and translate it into Nepali language to the students, 20% teachers do so sometimes, and 10% teachers never do so.

Regarding making daily lesson plan, only 25% teachers replied that they always go to the classroom with a written lesson plan, 40% teachers made lesson plans sometimes and 35% teachers never made lesson plans. Similarly, using audio-visual materials is one of the major strategies of teaching poetry because it makes teaching learning easy and sustainable in mind of students. Regarding this, 30% of the teachers use it to their students sometimes, and 50% teachers use it always to their students and 20% of the teachers never use audio visual materials in teaching poetry.

Giving central idea and summary of the poem after teaching, it is an unavoidable part for a teacher. It is because providing summary and central idea helps students apprehend the text clearly. In this regard, 79% teachers replied that they always provide summary and central idea of the poem at the end of the lesson, whereas 21% teachers do so sometimes. Since asking students to rewrite similar poem is highly helpful for ensuring whether students have understood or not. Regarding this, 20% teachers replied that they always made students do, and 50% teachers made rewrite the similar poem sometimes. Whereas, 25% of the teachers never made students rewrite the similar poems.

#### **4.1.2 Analysis of Strategies Obtained from Subjective Questions to the Teachers**

Q. No.11. How do you conduct warm-up activities before teaching poems? Give Examples.

This question was asked to find out how the teachers motivated their students. In this regard, I found the following activities done by the teachers for warming-up.

- i) Revising previous lesson.
- ii) Asking some cross questions.
- iii) Cutting interesting text related jokes to the students.
- iv) Using non-verbal language related to the poem.
- v) Telling some riddles.
- vi) Telling students some related funny things.
- vii) Singing songs.

Having critically analyzed the above list of activities done by the teachers, I found that 83% teachers motivated their students by revising the previous lesson and asking cross question in the classroom. And rest of the teachers were found motivating their students by telling interesting jokes, singing songs, telling riddles and by telling students funny things.

Q.No.12. How do you make your students clear about the rhyming scheme of the poems?

As a matter of fact, rhythm and rhyme scheme add a real flavor to a poem. Regarding this, the responses given by the teachers are as follows:

- i) Singing some songs.
- ii) Writing the rhyming words on the board.
- iii) Writing some words from outside having similarly rhyme.
- iv) Distinguishing between free-verse and rhyming verse.
- v) Reading some rhyming lines from the poem time and again.  
Asking students to read out the rhyming lines of the poem.
- vi) Telling them what rhyme scheme is.
- vii) Giving different examples of rhyme scheme.
- viii) Matching words having similar rhyme.

From the above given list of activities done by the teachers while teaching rhyme scheme of a poem, it becomes crystal-clear that almost

all teachers used the strategies of their own. However, 85% teachers used the activities such as singing songs, giving examples, writing rhyming words on the board as shared ones, and the rest 15% teachers use the strategies of their own in order to make students clear about rhyme scheme of the poem.

Q.No.13. What activities/strategies do you adopt in the following stages of the teaching poetry?

**a. Pre-Teaching Stage**

Here, the researcher found different activities or strategies used by different teachers before teaching the poem. Some of the most striking pre-reading activities carried out by the lower secondary level English teachers are as follows:

- i) Stimulating students' interest.
- ii) Providing background information.
- iii) Asking to predict the theme from the title.
- iv) Describing rhythm and rhyme scheme
- v) Describing pictures related to the poem.
- vi) Gathering information related to the poem and poet.
- vii) Telling the meanings of difficult words/ phrases.
- viii) Describing scene and setting of the poem
- ix) Demonstrating related teaching materials.
- x) Encouraging students to read the poem themselves.

The above given responses suggest that the activities or strategies vary from one teacher to another. All the teachers have used their individual strategies and have selected the activities accordingly. However, some strategies such as providing background information, stimulating students' interest, and brainstorming on the topic are used by only 36% teachers out of 40.

## **b. While-Teaching Stage**

In this presentation stage, I found the different types of activities carried out by the English teachers of secondary level. 63% teachers responded that they do the following activities while teaching poetry:

- i) Reading beginning stanza and asking students to predict what will come next.
- ii) Asking students to underline the difficult words and helping them with their meaning.
- iii) Facilitating them to understand the meaning of the poem.
- iv) Asking them to conduct group work.
- v) Explaining the meaning of cultural terms

Similarly, 37% teachers responded that they do the following activities while teaching poetry:

- i) Asking comprehension questions.
- ii) Reading the poem loudly and asking students to follow up.
- iii) Assigning some gap- filling and true false activities.
- iv) Asking to pinpoint the rhyming words.
- v) Teaching correct pronunciation of some words.
- vi) Translating some difficult words into the Nepali language.
- vii) Writing meanings of difficult words found in the poem on the blackboard.

## **c. Post-Teaching Stage**

In this stage of teaching poetry, I found the different strategies and activities used by the secondary English teachers after teaching a poem. 71% teachers responded that they do the following activities at this stage:

- i) Giving a series of statements about the possible underlying meaning of the poems and asking them to decide which ones are true or false.
- ii) Giving two/three interpretations and asking to select the most suitable one.
- iii) Giving homework
- iv) Summarizing the poem.
- v) Asking students to read the poem aloud themselves.
- vi) Asking them to write central idea of the poem.

But only 29% teachers responded that they do the following activities after teaching poems:

- i) Giving critical appreciation and summary.
- ii) Discuss the tone and rhyme scheme.
- iii) Making students write similar poem.
- iv) Evaluating students' achievement.
- v) Asking to interpret the poem in Nepali language.
- vi) Re-teaching the poem if students have not understood it.

The above responses show that teachers do not give emphasis on tone rhyme scheme, students' achievement, interpretation of the poem and on providing critical appreciation.

#### **d. Follow-up Stage**

Here, I found the following activities done by the English language teachers after teaching a poem. Here, 65% teachers gave the same response i.e. paraphrasing the poem again. But, the rest 35% teachers' responses are as follows:

- i) Paraphrasing the poem again.
- ii) Assigning open-ended and close-ended activities.
- iii) Revising the poem for better understanding.

- iv) Asking students to read other poems by the same writer.
- v) Making students write their own poem using the original as a model.
- vi) Conducting discussion or role play based on the theme of poem.
- vii) Clarifying linguistics style used in the poem.

Q.No.14. Apart from above mentioned, What strategies/techniques do you use very often in teaching poetry? Please present your response to the points.

Regarding the strategies, techniques and activities mostly adopted by the teachers are presented in the following points.

- i) Group work
- ii) Individual work
- iii) Pair work
- iv) Discussion
- v) Putting questions
- vi) Translation
- vii) Role play
- viii) Giving adequate explanations.
- ix) Giving lecture.
- x) Asking students to write at least five/ six lines poems.
- xi) Brainstorming
- xii) Doing some gap- filling and matching activities.
- xiii) Asking students' for their own interpretations of the poem.
- xiv) Using appropriate teaching materials.

The above list shows that the strategies of teaching poetry to secondary level students vary from one teacher to another. No one had adopted the fixed strategies. The researcher found only 36% of the teachers using task- based strategy under which they assigned group works, pair works, role plays, individual works etc. But 64% teachers were found using

teacher-centered strategies. According to their responses, they were unable to use students-centered strategies or activities due to the large number of students in a classroom. However, most of the teachers' responses indicated that their activities adopted to teach poetry come under task-based strategy, compulsory plus optional strategies, and open-ending and close-ending strategies. Though some teachers were found using pair work, discussion interaction, role play as classroom activities, almost all other teachers used lecture and translation methods as they are the easiest and common methods in our context where there are a large number of students in each class especially in government aided schools.

Q.No.15. What problems do you face while teaching poetry?

This question was asked to find out the problems faced by the teachers while teaching poetry in the classroom. The shared problems mentioned by the teachers are summarized in the following points:

- i) Use of archaic lexis.
- ii) Unusual linguistic patterns.
- iii) Students' poor English background.
- iv) Unequal level of competence of the students.
- v) Lack of reference books.
- vi) The cultural reference that a poem consists.
- vii) Overcrowded class.
- viii) Lack of students' interpretive skill.
- ix) Poems without background information.
- x) Lack of audio-lingual devices.
- xi) Vocabulary problem.
- xii) Students do not show much interest in poems.

From the above listed responses of the teachers, it can be concluded that cultural reference used in poetry was the major problem in dealing with

poetry. Apart from this, archaic words, overcrowded class, lack of reference materials, lack of audio- lingual devices, students' poor English background and difficult vocabularies were the most common problems for 85% teachers.

Q.No. 16: What are the ways to check whether the students understood the text or not? Please specify the ways.

Regarding the evaluation of the students' comprehension of the poem taught, it is worthwhile to mention the exact activities given by the teachers have been summarized in the following points:

- i) Observing the gesture of the students, e.g. modest smiles in acceptance.
- ii) Asking questions and inviting cross questions.
- iii) Interacting with the students
- iv) Evaluating the students' product or assignments.
- v) Asking them to write the central idea of the poem.
- vi) Giving true- false, matching the words having similar and opposite meanings and other short questions, and checking them.
- vii) Making them tell summary of the poem orally.
- viii) Knowing whether the students are interested in the poem or not.
- ix) Verbal and non- verbal test.
- x) Asking students to interpret the poem.
- xi) Encouraging students to respond and interact in each aspect.

The above list shows that the activities and strategies of evaluating students' comprehension vary from one teacher to another. 84% teachers were found using question and answer activities based on the poem, assigning written exercises and interacting with the students on different aspects of the poem. Their other techniques of evaluating students' understanding were different from one teacher to another.

## 4.2 Summary/ Discussion of Findings

After the analysis of data and interpretation of results, I came up with the following major findings which have been derived from the data obtained from questionnaire exclusively. The findings are presented in terms of objective and subjective questions regarding the strategies to teach poetry.

The strategies used by teachers obtained from their responses while teaching poetry at Grade Nine are presented as follows:

- i) Out of forty responding teachers, It was found that 55% of the teachers always provided background information about the poems and the composers.
- ii) Almost all teachers 85% explained the difference between poetry and prose.
- iii) Majority of the respondents, 66% of the teachers never brainstormed about the topic.
- iv) It was found that 70% teachers translated whole text into the Nepali language.
- v) Majority of the teachers 40% only sometimes provide underlying meanings of figurative words.
- vi) Nearly half of the teachers i.e., 35% never made lesson plan.
- vii) 64% teachers used both teacher-centered and students- centered methods.
- viii) It was found that 79% teachers always provided central-idea/summary at the end of the poem.
- ix) 30% teachers sometimes used audio-visual materials in teaching poems.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter includes the summary of the whole research study. The study has been concluded in this section and some points of recommendation have been suggested in this chapter.

#### **5.1 Conclusions**

Strategies are tasks, activities of teachers used to teach poetry. There are pre-teaching activities, while-teaching activities, post-teaching activities and further follow-up activities. Most of the teachers teach poetry in traditional way. They do not adopt the strategies of teaching poetry by Lazar, pre-teaching activities, while-teaching activities, post-teaching activities and further follow-up activities. Strategies of teaching poetry by Lazar are effective. However, due to perception, practice and implementation it is being less effective than that of exception. Therefore, to make poetry teaching more effective concerned authorities should be made responsible.

To complete the study, I prepared a set of questionnaire exclusively. I collected data from respondents. I analyzed and interpreted data and derived findings.

From the data analysis of my study, it was found that 35% teachers never made lesson plan for teaching poems, 66% teachers never used brainstorming strategy for teaching poem, 55% sometimes made students rewrite similar poem and only 50% of the teachers used audio-visual materials in teaching poetry.

In conclusion, it shows that teachers are not much aware about strategies of teaching poetry. So, it is concluded that teachers should provide background information about the poems and the poets.

Likewise, they should provide critical appreciation of the poem. In the same way, they should encourage students to rewrite the poem as different form of discourse. Eventually, teachers should teach poetry on the basis of pre, while, and post teaching strategies to make teaching learning easy and effective.

## **5.2 Recommendations**

On the basis of the findings of the study, the following recommendations can be given to the policy makers.

### **5.2.1 Policy Related**

On the basis of findings following recommendations can be given:

- i. Policy makers should provide teachers with the need-based training and do supervision if the teachers have implemented the skills gained in training into the classroom.
- ii. Regarding translation of text into Nepali language, it was found that 70% teachers always translated the poem into Nepali language but the concerned authority had better encourage teachers to teach in English language.
- iii. Policy makers should make reference items such as Teachers Guide, Curriculum etc. available to the teachers.
- iv. Poem should be selected to the level of learners so that the learners can enjoy the poetry.
- v. To meet expected target, the class size matters a lot. In context of city area of Nepal there are overcrowded classes. Therefore, teaching-learning has become difficult.

### **5.2.2 Practice Related**

This is the level of actual recommendation of practice. Some of the recommendations of the study for the level are as below:

- i) The teachers were found not much conscious of the strategies of teaching poetry. So, they should consult the reference books which reflect different strategies used in teaching literature.
- ii) The teachers should study communicative, re-constructive, compulsory plus optional, open-ending and close-ending strategies for teaching poetry.
- iii) There should be such mechanism where teachers get environment to overcome the challenges and to use the resources.
- iv) There should be the environment in which teachers could get materials easily.

### **5.2.3 Further Research Related**

Some of the implications that would be helpful for those who attempt to conduct research under the area are as follows:

- i. Further research in the field of teaching poetry must be carried in order to help the policy maker to determine the strategies of teaching poetry.
- ii. Further experimental investigation should be conducted by focusing effectiveness of poetry teaching.
- iii. There must be investigation regarding the suitable technique in Nepal for the updating of strategies of teaching poetry.
- iv. The new researchers are suggested to carry out their studies on the language of poetry that can be beneficial to the use of teaching and learning for teachers.

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## APPENDIX I

### List of poems

1. The Wind and the Leaves
2. The Foolish Fish
3. The Rivals

### Composer

George Cooper  
Ann and Jane Taylor  
James Stephens



## APPENDIX II

Dear Sir / Madam,

This questionnaire is a research tool for collecting information for my study entitled '**Strategies Adopted by English Language Teachers in Teaching poems**' under the supervision of **Mr. Khem Raj Joshi**, Teaching Assistant of Central Department of English Education, T.U., Kirtipur. Your co-operation with complete and accurate response for this questionnaire will be a great worth to me. I am interested in your personal opinion. I will be grateful if you return the questionnaire presented here with duly filled at your earliest convenience.

Researcher

Tirtha Raj Pariyar

T.U., Kirtipur, Kathmandu

Name of the teacher: .....

Date :.....

Name and Address of the school: .....

Qualification: .....

Subject: ... ..

Teaching Experience: ..... Item: .....

Seal of the School:



1. Do you feel difficulty in teaching poetry?
  - a) Yes
  - b) No
2. Do you explain the differences between poetry and prose to the students?
  - a) Yes
  - b) No
3. Do you give background information of text and the composer before teaching poem?
  - a) Never
  - b) Sometimes
  - c) Always
4. Do you provide underlying meaning of figurative words to the students?
  - a) Always
  - b) Sometimes
  - c) Never
5. Do you brainstorm about the title/picture of the poem before teaching it?
  - a) Always
  - b) Sometimes
  - c) Never
6. Do you read and translate whole text into Nepali?
  - a) Always
  - b) Sometimes
  - c) Never
7. Do you teach with lesson plan?
  - a) Always
  - b) Sometimes
  - c) Never
8. Do you use audio-visual material in teaching poems?
  - a) Always
  - b) Sometimes
  - c) Never
9. Do you give the central- idea/ summary of the poem at the end of the lesson?
  - a) Always
  - b) Sometimes
  - c) Never
10. Do you give students rewrite the poem as a different form of discourse?
  - a) Always
  - b. Sometimes
  - c. Never
11. How do you conduct warm-up activities before teaching poems? Give Example.
 

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12. How do you make your students clear about the rhyming scheme of the poems?

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13. What activities/strategies do you adopt in the following stages of teaching poetry?

a) Pre-teaching Stage

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b) While-teaching Stage

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c) Post-teaching Stage

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d) Follow-up Stage

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14. Apart from above mentioned, what techniques/strategies do you use very often in teaching poems? Please, present your response to the points.

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15. What problems do you face while teaching poetry?

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.....  
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16. What are the ways to check whether the students understood the text or not? Please, specify the ways.

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.....

Thanks for responding.

### Appendix- III

#### Name and Address of the Schools and Teachers

S.N	Name of School	Address	Teacher's name
1	Shree Shiva Secondary School	Vyas-10	Binod Poudel
			Sanjta Darai
2	Shree Chandidevi Rastriya Secondary School	Vyas-10	Ramchandra Pokharel
			Shiva Adhikari
3	Shree Keshavtar Secondary School	Vyas-11	Manbir Rana
4	Shree Barahi Secondary School	Vyas-11	Bishnu Prasad Shrestha
5	Shree Balmandir Secondary School	Vyas-2	Krishna Hari Gaire
			Laxmi Malla
6	Shree Amarshing Secondary School	Vyas-11	Hari Man Shrestha
7	Shree Kyaminkot Secondary School	Vyas-7	Surendra Pandit
8	Shree Kaliganga Secondary School	Devghat-2	Chhabilal Ranabhat
			Birkha Raj B.K.
9	Shree Kyamin Secondary School	Vyas-7	Dayaraj Kattel
10	Shree Sarvajyoti Secondary School	Vyas-10	Manu Sapkota
11	Shree Balbikash Secondary School	Rising-4	Ishwor Ghimire
12	Shree Sahid Ganga Secondary School	Rising-2	Dipendra Ranabhat
13	Shree Dipak Secondary School	Bhimad-5	Shankar Khanal

14	Shree Shukla Secondary School	Rising-1	Keshar Thapa
15	Shree Khairenitar Secondary School	Shuklagandaki-6	Rajeshwor Ghimire
16	Shree Satyawati Secondary School	Vyas-2	Kamala Acharya
			Kalapana Neupane
			Kanti Binod Neupane
			Gyan Kumari Shrestha
			Laxmi Magarati
			Sunita Gurung
17	Shree Adarsha Shikshya Secondary School	Devghat-2	Deuram Saru
18	Shree Buchakhani Secondary School	Bhimad-5	Bhim Bdr. Ranabhat
19	Shree Himalaya Secondary School	Bhanu-6	Vijaya Kr. Ranabhat
20	Shree Ganesh Secondary School	Myagde-6	Ravi Pokhrel
22	Shree Panchamuni Secondary School	Shuklagandaki-4	Laxman Puri
23	Shree Mahendri Secondary School	Vyas-9	Binaya Pandit
24	Shree Radha Secondary School	Myagde-2	Ashok Chandra Wagle
25	Shree Min Secondary School	Myagde-5	Madhav Khanal
26	Shree Jaldevi Secondary School	Vyas-1	Jay Ram Sedhain
27	Shree Nimal Secondary School	Vyas-1	Mahendra Neupane
			Lal Pd. Bhattarai

28	Shree Kalika Secondary School	Bhanu-6	Hit Bahadur Achhami
29	Shree Maharshi Vedvyas Sanskrit Secondary School	Vyas-3	Ashika Shrestha
30	Shree Janajukta Shahi Secondary School	Vyas-5	Binod Wagle