

**Exploring Strategies Employed By the Teachers in Teaching Poetry at the Secondary
Level**

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

**Submitted by
Khagaraj Paudel**

**Tribhuvan University
Faculty of Education
Department of English Education
Kirtipur, Kathmandu
Nepal
2024**

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2024**

T.U Regd. No: 9-2-946-6-2013

M.Ed. Fourth Semester

Exam Roll. No: 7428059/2074

Date of Submission: June 12- 202

Date of Approval of Thesis

Proposal: April 04- 2023

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This is to certify that **Mr. Khagaraj Paudel** has prepared this thesis proposal entitled **Exploring Strategies Employed by the Teachers in Teaching Poetry at the Secondary Level** under my guidance and supervision.

I recommend this thesis for acceptance.

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Declaration

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

Date: June-10-2024

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Khagaraj Paudel

Researcher

Dedication

Dedicated
To My Parents
Who have sacrificed their entire life
To keep me where
I am today.

Abstract

This study entitled **Exploring Strategies Employed by the Teachers in Teaching Poetry at the Secondary Level** attempts to explore the strategies employed in teaching poetry by secondary-level English teachers in their classrooms and to suggest some pedagogical implications for improving teaching/ learning poetry in the classroom. Regarding methodology, I adopted action research by analyzing its importance in the field of education, as a teacher-researcher, practical action research plays a vital role in searching out the best ways of teaching and implementing practically in the classroom setting. The population of this study was the secondary level students of grades 9 and 10 from the Community School of Palpa district. So, only one class; grade 10 having 27 students was selected for sample teaching poetry through purposive sampling procedures. The main tool of data collection for this study was classroom teaching and observation using primary sources of data collection. As per the need, I kept test items, diary writing, and focus group discussions among students. The study has revealed that students were more attracted to learning the matters joyfully using recitation, presenting the background of the poem, and poet the techniques used by teachers in teaching poetry. Additionally, the majority of students understood poetry through interaction using feeling and emotion in a contextual setting was relatively more effective than the conventional way of teaching poetry that I felt as the teacher researcher.

This study consists of five chapters. The first chapter deals with the introduction of the study consists of the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and the operational definition of the key terms. Similarly, the second Chapter consists of a review of theoretical and empirical literature, implications of the review, and conceptual framework. Likewise, Chapter Three is concerned with the methods and procedures of the study which contains the design and methods of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedures, data analysis, and ethical considerations. Then the fourth Chapter entails with analysis and interpretation of data. Finally, the findings, conclusions, and recommendations of the study come under Chapter Five followed by references and appendices.

Chapter I

Introduction

The present research study entitled **Exploring Strategies Employed by the Teachers in Teaching Poetry at the Secondary Level** attempts to explore the strategies employed in teaching poetry by secondary-level English teachers in their classrooms. This chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

Background of the Study

Poetry is a key element of curricula in schools and higher-level education around the world. In secondary school, poetry is written and read for several reasons. Curricula emphasize elements such as understanding yourself and others, the development of pupils' interpretations, and scaffolding pupils' voices. However, the form has been practiced for a long time; poetry teaching is something with which many teachers struggle. Research indicates that teachers both in Scandinavia and internationally are inexperienced with poetry and feel uncertain about how to approach poetry in ways that will engage pupils (Benton, 2000; Dymoke, Lambirth, & Wilson, 2013; Ofsted, 2007).

As Stone and Morris, (1972) explain,

Teaching strategies are the methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets. It is also known as instructional strategies. A teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an outline of planned tactics, necessary to implement the strategies. (Stone and Morris as cited in Isaac, 2010, p.6). So, teaching strategies are the complete framework used by teachers to create the best learning environment.

Furthermore, Issac (2010) explains that

Teaching tactics are the behavior of the teacher which he manifests in the class like the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learned responses, increasing the responses by extra activities, and so on". (Issac, 2010, p.205). Thus, teacher strategies are the methods used to help students learn the desired course contents and develop achievable goals in the future.

A teacher is a person who helps students to acquire knowledge, competence, or virtue. According to Bhandari and Adhikari (2012, p.10), "The teacher is a person who helps

learners to acquire knowledge and skills by giving information, guiding them and encouraging them to study". Teachers are the source of knowledge that sprinkles the light of knowledge among learners. As a teacher of this new generation, it is very important to have knowledge and information about the newly emerged, inspiring, and exciting strategies for teaching poetry. Techniques of teaching poetry should not only be confined to just understanding and making a summary of how we were taught in our school days. It is more vast and complicated in comparison to other genres of literature. In the same way, students feel free and relaxed if the teacher teaches the poem, interpreting its salient features and using figurative language through their hearts and minds. This is the way that all the teachers need to follow in teaching poetry through innovative and newly emerged techniques and strategies. Thus, as a teacher-researcher, this study explored the newly-emerged techniques and strategies in the field of poetry teaching so that our students never feel bored and puzzled when we enter the classroom with the content of poetry.

Statement of the Problem

Teachers' strategies to teach poetry in school is a topic of research for teacher educators where innovative ideas can be brought into the field of teaching, especially in poetry. Research in this field and its impact on the educational field can be very huge to the researchers. Hence, I have split it into a mini section of research that is "Exploring Effective Strategies Employed by the Teachers to Teach Poetry in Secondary Level Classrooms". So, this study as action research is centered on exploring strategies for teaching poetry in secondary-level community schools. Moreover, an innovative technique of poetry teaching is sought out. Poetry teaching is not an easy task. It is a rigorous job. Moreover, Nepal is one of the developing countries where the development and access of facilities are not similar everywhere. In such a situation, along with a few resources and limited content knowledge about poetry teaching is difficult for the teachers to confront in the classroom. For this instance, Djamarah and Zain (2010) stated that "the most important role of teachers among the other roles is as a manager. Teachers should be able to manage classes well and provide conditions that enable students to learn to obtain the expected results. If teachers cannot properly manage the classrooms, the teaching and learning process would not run effectively." Here by the definition of scholar, a teacher is a person who must have the capability to handle classes smoothly in an entertaining environment among other capabilities. So, a teacher is not only a subject expert but also a leader, manager, facilitator, controller, and environment creator.

When I recall my experience as a student in school classes during 2060-65, teachers used to teach poetry without prosodic features. They talked a little about the background of the poet and read out the poem like text reading. Difficult vocabularies could be sorted out and explanations were done for making a summary. I was keen on reading poetry and reflecting on those circumstances in real-life situations from that time. I used to think how poetry is different from other literary genres of literature if teachers used to teach in the same way. It reminded me of the significance of those teaching techniques and forced me now to search out innovative techniques for teaching poetry to beautify the poetry as it is. So, as a teacher now, I have tried to find out the dynamic procedures of teaching poetry, asking the question myself: what will be the best methods to teach poetry in its real flavor?

Objectives of the Study

The study has the following objectives:

- To explore the strategies used by secondary-level English teachers to teach poetry in their classrooms and
- To suggest some pedagogical implications based on the findings of the study.

Research Questions

The study was based on the following research questions:

- a. How do English teachers teach poetry at the secondary level?
- b. Are there any challenges in teaching poetry in the secondary level English classroom?

Significance of the Study

All things have their significance in their respective field. So, this study also has significance in its area. This study is attempting to find out the strategies used by English teachers to teach poetry in secondary-level classrooms, especially at secondary-level community schools in Palpa District. This study will be significant to all the English language teachers who are teaching at the secondary level, students of the same level, researchers, and other concerned authorities. They will be familiar with the strategies of teaching used by the different teachers at the same level. Teachers can improve their theoretical as well as practical knowledge on effective strategies which the students feel easy and comfortable. They will prepare themselves to use and follow the strategies that they feel are effective. This research will be equally beneficial to curriculum designers and textbook writers in the sense they can utilize the finding of the research work. In addition, this study will be important for researchers who want to carry out further research work related to similar strategies which will take some ideas from this research. In conclusion, this study will be fruitful to those who are directly

and indirectly involved in teaching and learning activities like teachers, students, institutions, subject experts, and policymakers.

Delimitations of the Study

The proposed study has the following limitations:

- The study was limited to the secondary level community school of Palpa District and the informants were only the students of grades 9 & 10 of the same level.
- It was confined to the teaching-learning activities of poetry in grades 9 and 10 at the same school conducted for a month.
- This study was focused on the strategies used by English teachers to teach poetry in secondary-level classrooms.

Operational Definition of the Key Terms

The keywords used in this study are defined below:

Strategy: Strategies in my study refer to the various activities, methods, and techniques that are used by teachers while teaching poetry at the secondary level.

Teaching: Teaching refers to the occupation, profession, or work of a teacher. Here, it is the task and responsibility of teachers to make their pupils knowledgeable and competent.

Poetry: The oldest and the richest genre of literature that has musical or prosodic features composed in rhythmic language.

Secondary Level: Generally, the Secondary level refers to classes' nine to twelve. But my research will be confined to only two classes i.e. nine and ten.

Community School: It refers to government-funded school/ public school.

Chapter II

Review of the Related Literature and Conceptual Framework

The researcher reviews related literature for the theoretical basis of this study. This chapter includes a review of related theoretical literature, a review of the empirical literature, a conceptual framework, and implications of the review for the research.

Review of the Theoretical Literature

The topic of my research is “Exploring Strategies Employed by the Teachers While Teaching Poetry at Secondary Level”. While preparing this research, I visited different libraries, and read different books, articles, and dissertation reports related to my topic. I went through different articles, selected websites, and research carried out by different writers. The theoretical discussion related to this topic is discussed in the section below:

Types of Poetr Poetry is the most ancient form of literature, possessing a unique creative, metaphorical, physical, and visible form. It is a range of discourses with certain metrical characteristics. It is a type of writing where the words are selected and organized to evoke a certain emotional response through rhythm, meaning, and sound. It suggests a focused creative understanding of experience. Sonnet, Haiku, Sestina, Elegy, Ballad, Limerick, Epitaph, Tanka, Ode, Free Verse, Epic, Prose Poems, and Nonce are only a few of the numerous types of poetry.

According to Kunta (2017), poetry can be classified into the following types:

The Lyric

The Odd

The Sonnet

The Elegy

The Idyll

The Epic

The

types of poetry are described as the following:

The Lyric. Poetry in lyric form dates back to ancient times and is closely associated with religion and celebration. It was a poem that was performed, especially among the Greeks and Romans, to the sound of a musical instrument known as the "lyre." The earliest type of poetry is the lyric of vision, which also discusses holidays and religion. Most examples of this kind of lyric can be found in poetry written in Sanskrit, Chinese, and Japanese.

The Ode. An Ode is a form of lyric poem. The Greek poet Pindar established the form. He used this poem to glorify the winners of the Olympics and other games. The poetry is marked

by the free use of myths, elevated thought, and bold metaphors. It is sometimes used to commemorate an important public occasion. It has an exalted subject matter. The poet is serious in the choice of the subject and the mode of presentation.

The Sonnet. The Sonnet form was most probably originated in Sicily in the thirteenth century. The form arrived in England via France in the sixteenth century. It is called the Italian sonnet. The Italian poet Petrarch has used this form to a great extent though before that it has been used by Dante. It is also called Petrarchan and Classical Sonnet. English sonnet was introduced into England by two politicians Sir Thomas Wyatt and Henry Howard, Earl of Surrey on their return from a diplomatic mission in Italy in the 16th century.

The Elegy. The elegy originated in ancient Greece. It is used in any gravely meditative poem. It is written in an elegiac meter, i.e. a complete composed of a dactylic hexameter followed by a dactylic pentameter, i.e. one long and two short syllables, six times in the first time, and five times in the second. The elegy is usually a lamentation for the dead. It is written as a tribute to somebody - loved and lost.

A famous example is 13 'Gray's Elegy Written in a Country Churchyard'

The Idyll. The word "eidullion" in Greek, which means "a little picture," is where this word originated. By itself, it is not a unique species. It could be a line from a song, a longer poem, or a segment from a play, epic, ballad, or elegy. It can take on any shape and has no fixed form. It has to do with the pictorial effect and relative brevity. It is frequently employed to provide a concrete understanding of an abstract image. A pictorial explanation creates a visual effect. For instance, Wordsworth's "Lines Written in March" captures an English springtime scene after the rain has stopped.

The Epic. The most renowned type of narrative poetry is the epic. Of all the Greek literary forms, it is the highest. Usually, it is meant to be heroic or to feature a single deed accomplished by a hero. The epic both reflects and explains history. It describes how the national organizer enshrined the culture's venerable heroic stories. The most significant epics in European civilization are the Iliad, the Odyssey by Homer, and the Aeneid by Virgil. India's epics are the Ramayana by Valmiki and the Mahabharata by

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civilization are the Iliad, the Odyssey by Homer, and the Aeneid by Virgil. India's epics are the Ramayana by Valmiki and the Mahabharata by Vyas.

Features of Poetry

Go through the poetry by using language in words, symbols, and gestures to express feelings, emotions, thoughts, desires, and needs. As a conventional form of literature, poetry is a good source of teaching language and can have the following characteristic features.

Deviation of linguistic norm - Poetry has been characterized as the deviating form of the norms of language (Widdowson, 1984, p. 146). It has been argued that poetry frequently breaks the 'rules' of language, but by doing so it communicates with us in a fresh, original way.

Rhyming scheme - Generally, poetry is composed in verse. So rhyming patterns should be used to make the verse systematic. For example, 'seat' with 'neat', 'fight' with 'right'.

Rhythm - Rhythm is a way of composing a poem. The rhythm of the lyrics differs from the rhythm of the sonnet. Similarly, the rhythm of epic differs from the rhythm of elegy.

Diction - Diction refers to the selection of appropriate words in poetry. While composing a poem, the poet selects the appropriate words that suit the subject matter of the poem.

Music and Tune - Music and the tune are the significant features of poetry. The music and tune make the poem sweet and hearty.

Assonance and Alliteration - Assonance refers to the repetition of vowel sounds in the same or adjacent lines. i. e. 'O lady bright can't be right.' On the other hand, alliteration refers to the repetition of the same consonant sound either at the beginning of the words or in the same or adjacent lines, i.e. "Burning Bright," and "Frame Thy Fearful Symmetry." I caught this morning, morning minion."

Use of Simile and Metaphor - Simile refers to a way of comparing something by using 'as' and 'like'. For example, "Her smile is as bright as sunshine". The metaphor refers to a way of comparing something without using the words 'like' or 'as' e.g. – Love is a battlefield. In poetry, simile and metaphor are used in great deals which make poetry more interesting and effective.

In addition to this, poetic language is unique, figurative, and unusual which the learner accesses through the senses, symbolism, and sound devices. The poetic language is neither used in everyday communication nor in interpreting the texts. Besides that, various prosodic features like intonation, stress, and rhythm make the poetry live, lyrical, and musical too.

Activities for Teaching Poetry

According to Lazar (1993, pp.129-131), there are some successive activities for teaching poems. They are as follows:

Pre-reading activities

While-reading activities

Post-reading activities

Pre-

Reading Activities: The activities that can be conducted during pre-reading activities are as follows:

Stimulating Students' Interest in the Text

The following activities can be carried out in the pre-reading stage: Students or groups of students are given different lines from the poem and asked to identify the subject or theme of the poem. Does this change after they hear the other lines read aloud in class? Students infer the theme of the poetry from the poem's title or a few keywords or phrases in the poem. Students talk about or explain images or photos that relate to the poem's theme.

Providing the Necessary Historical or Cultural Background

Activities that can be conducted during providing the necessary historical or cultural background phase actions are as follows:

Students read or listen to a text which describes the historical or cultural background of the poem. Students read or listen to a text about the author's life which may deepen their understanding of the themes of the poem.....

Helping Students with the Language of the Poem

The activities that can be conducted during helping students with the language of the poem phase actions are as follows: If there is unusual or deviant language in the poem, students could be asked to work on activities exploring more normative uses of language. For example, if certain verbs in a poem collocate with unusual nouns students could be asked to predict what the unusual collocates for the verbs are before comparing this with the language of the poem...

While-Reading Activities: The activities that can be conducted under while reading activities are: students are given a jumbled version of the poem (either lines or verses) and asked to put it together again. Jumbling up verses works particularly well for poems with a strong narrative, for example, in ballads, certain words are removed from the poem, and students have to fill in the gaps either by themselves or using a list of words provided...

Post-Reading Activities: The activities that can be under post-reading activities are as follows:

Helping

Students towards an Interpretation of the Poem

The activities that can be conducted during helping students towards an interpretation of the poem phase actions are: students are given a series of statements about the possible underlying meanings of the poem, and they decide which ones are true or false if a poem is written in rather archaic language, students are asked to compare this to two versions of it in modern English – which version best captures the meaning and tone of the poem?...

Further Follow-up Activities: The activities that can be conducted during follow-up activities are: students rewrite the poem as a different form of discourse. This works particularly well with ballads or narrative poems – students either rewrite the story as if it were a newspaper article or the script for a soap opera, students read and discuss other poems by the same author, or other poems on the same theme...

Teaching Poetry in Nepal

Poetry has been incorporated into the curriculum of Nepal's current educational system at every grade level, starting with elementary school. Even if the poetic content was included in different amounts, it is evident that teaching English poetry is essential to helping students become more linguistically aware and creative. According to Rai (2004), "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" (p.14). But poetry education in Nepal is not what it ought to be; teacher-centered instruction predominates. Every stage of education, from high school to tertiary education, involves teachers lecturing and students taking notes. Students play no part in this.

Rai (2004, p. 103) further mentions that the teachers do the following things to teach poetry at this level:

Translating the poem into Nepali.

Giving line-by-line meaning of the poem.

Giving a summary or theme of the poem.

Students cannot deepen their comprehension of the poem in this approach of teaching poetry. They comprehend the material that the instructor wants them to learn. As a result, the poem is incomprehensible to ordinary students when read outside of the text. Without understanding the poet and the poem's overall context, one cannot comprehend a poem written in a foreign sociocultural setting beyond understanding the meaning of the individual words. For this reason, pupils are better able to comprehend the poetry when they are aware of the author and the setting in which it was written. Helping students learn is always preferable to revealing every detail of the poem. By giving hints and having conversations with the class, the instructor can support the students in deepening their comprehension of the poetry.

Rai (2004) says "Teachers should not teach but help them to learn"(p.104). From this line, we can easily understand that teachers should have the capability to let the opportunity for the students. They can learn by themselves if the teacher facilitates them properly. As a teacher, we need to change our teaching technique from controlled i.e. teacher-centered to free i.e. student-centered so that learners feel enjoyed in poetry teaching. But in the real scenario, so many teachers from different schools are still teaching poetry as a genre of 'Reading between the Lines' and with the combination of 'word to figure' and vice versa. It is not possible to change instantly from today to tomorrow however teachers and educators try to follow the best techniques and strategies to cope with a diverse classroom environment for achieving success in the field of teaching Poetry. Then only students will enjoy poetry teaching classes with a real flavor of it.

Challenges of Teaching Literature (Poetry) in Nepal

Literature is the mirror of society that truly reflects society and societal activities as it is. It incorporates people's ideas, feelings, societal norms, values, and lifestyles along with nature. Every human being can feel the sensation of literature in the sense that it talks about every condition of human life such as life, death, happiness, sorrows, etc. These factors touch their feelings and they go through it.

There are different genres of English literature like poetry, prose, essay, novels, stories, plays, and so on. Based on the writing, these genres can be classified into two forms i.e. Poetry and Prose. Prose and verse are the two types of language that are used in poetry where prose is the latest form of expressing ideas and verse is the oldest form of expressing thoughts and

ideas. Learners should have mastery in both verse and prose but expressing ideas in verse is a little difficult in comparison to prose.

Teaching poetry offers some of the most fundamental, immediate, active, and even physical ways to engage students in learning the literature instructors. To engage learners, interactively and communicatively, every instructor needs to call upon and combine a range of techniques and methods.

Unlike other genres of literature, poetry is found to be the most complex and unique due to its qualities of compression, mnemonics, emotion, and consolidation. Therefore, instructors and learners are required to work on various deviated forms, features, and jargon of poetry rigorously. In this regard, Showalter (2003) says "Teaching an individual poet or a single poem involves different problems than organizing a whole course" (p.64). Therefore, in teaching poetry, instructors need to rely on historical issues, and how familiar the language reference and context of the poem are to readers.

We consider English to be an alien language in our Nepalese setting. In this case, teaching literature in an English-speaking classroom should focus on teaching students all the language skills they need—reading, writing, speaking, and listening—as well as educating them on the value of English as a global language. Teachers like me face a variety of difficulties when teaching poetry, such as the use of figurative language, intricate grammar, and structures, sociocultural backgrounds, appropriate teaching methods, effective use of instructional materials, the complexity of linguistic theories, conceptual difficulty, and more. One of the biggest challenges that teachers have when teaching poetry is the socio-cultural setting. Therefore, before teaching poetry, a teacher must take into account the cultural context of the text and the diversity of their students.

A Glance on Grade Nine and Ten Class Textbook Based on Curriculum

I reviewed two different textbooks designed for grades nine and ten by the prescribed curriculum by the Curriculum Development Centre, Government of Nepal. There are six poems in the grade nine textbook and six in the grade ten textbook relying on the different thematic perspectives. If we analyze these poems from different literary features and languages, all the poetic features are not much concerned with the flavor of the poetry. Figurative languages and prosodic features are less concerned whereas understanding the meaning and interpretation is much. The revised and developed curriculum is in line with the aims and objectives of the National Curriculum Framework for School Education, 2076 BS

has mentioned that by the end of Grade 10, students are expected to have achieved the following competencies in reading the literary genres, especially poetry:

Read a variety of texts for information and understanding;

Read short literary texts for pleasure and understanding;

Demonstrate a good control of vocabulary to express communicative needs.

Creatively produce a variety of texts for personal, academic, and functional purposes;

Based on the pedagogical principles outlined in this document, there are altogether thirty-six activities have been suggested to achieve the competencies included in this curriculum such as Demonstration, Use of pictures/flashcards, Pair work, and group work, Drills, Storytelling/narrating, Use of ICT tools, Reading aloud, Reading and presentation, role-play and simulation, Reading for comprehension, Discussion sessions, Think- Pair- Share, RDWS (Read, Discuss, Write and Say/Share)Teacher-guided self-study Listening to lyrical poems and songs. Reciting lyrical poems and songs, Brainstorming and mind mapping Paraphrasing, Summarizing, Skimming/scanning/making inferences, Interpreting, Visual-based activities and so on. (As cited from the English textbook of grades nine and ten and Curriculum)

Possible Strategies to Teach Poetry in Secondary-Level Classrooms

In the ELT classes, several students have different family, societal, cultural, economic, physical, and mental backgrounds. They have different abilities to learn and grasp something. So, teaching such students in a single class is difficult for teachers. In such a situation, they face many problems like low student interaction and participation, unnecessary noise, and poor results in the subject matter. Similarly, talking about the class of difficult situations through virtual means, both teachers and students face many problems, especially technical problems too. Thus, in this difficult situation, teachers use many strategies to make their classes interactive and effective.

In this regard, Harmer (2008), Ur (1996), & Richardson (2005) suggest the following strategies for dealing with students while teaching English, especially poetry. An English language teacher can adopt the following strategies to create a fruitful classroom environment:

Self- monitoring

One tactic a teacher can use for professional growth is self-monitoring. Self-monitoring is the practice of documenting their instructional strategies for later use. It can help teachers assess their knowledge, abilities, and attitudes to better their teaching methods and conduct a self-evaluation. Self-monitoring, according to Richardson and Farrell (2005, p. 321), is an activity in which data regarding one's teaching is recorded or documented to assess or evaluate instruction. Session reports, audio recordings of a session, and video recordings of a lesson are the three methods they propose for self-monitoring language lessons. The detailed descriptions of these three substitute methods of self-monitoring are as follows:

Lesson Reports: Lesson plans outline the teacher's expectations for a given lesson, whereas lesson reports document actual classroom activities. A lesson plan is the opposite of a lesson report. It is finished following the conclusion of a class. A lesson report can be completed using a checklist or questionnaire, or it can be written as a narrative account of the lesson.

Audio-recording: Another straightforward method of self-monitoring in the classroom is audio recording. Finding parts of one's teaching that can only be discovered through real-time recording is the primary goal of lesson recordings. A teacher cannot evaluate their own instruction. Thus, it is beneficial to assess one's own teaching and have a self-aware teaching style or approach. As a result, activity recording can assist educators in identifying their own teaching strengths and shortcomings.

Video-recording: This is an additional method of self-monitoring that yields a record that is far more precise and comprehensive than a written or audio recorder. The digital age has made it quite simple to maintain video cameras in classrooms. But not everywhere may be able to access it, particularly in isolated and rural locations. Richards and Farrell (2005, p. 46) have offered some recommendations regarding the appropriate usage of video recording devices. They are;

Install a camera in the classroom and leave it running for a few lessons to allow pupils to become used to it; however, do not record

Choose a focus for a video recording and either tell the person operating the camera what to focus on, or arrange for the camera to be in an appropriate location. Next record the lesson on video.

Peer Observation

Peer teaching is a useful tactic for managing class dynamics. We observed that students were largely passive and showed little interest in the teaching-learning activities. Peer observation and evaluation assist such pupils in accepting responsibility in such a situation. As a result, kids start to show interest in and awareness of the classroom activities. In addition, allowing all students to present and taking turns during class encourages interaction and activity among the students. Peer observation therefore assists them in being aware of the activities taking place in the courses in such a scenario.

Identification of Student's Weakness

Finding the student's area of weakness that causes them to be inactive and reluctant to learn is one technique to determine the issue with their active engagement. For this reason, rather than punishing the pupils for being irregular and disobeying the teacher's instructions, the teacher should investigate and identify the students' issues first.

Co-operative Learning

As a component of language instruction, cooperative learning has gained an intriguing amount of popularity. Teaching and learning languages are closely related to everyday language use in natural settings. Students will undoubtedly develop their critical thinking skills and have the chance to practice both productive and receptive skills in a real-world setting if they are given cooperative and collaborative activities to work on. It facilitates the development of their friendships and aids in their strategy learning. For this reason, it's critical to promote cooperative learning in classrooms with a range of ability levels.

Encouraging Different Students Responses

Students have a variety of questions, experiences, opinions, and concerns related to numerous subjects, yet they could be bashful or lack the opportunity to voice their questions. Teachers ought to interact with these pupils and encourage them to voice their opinions. Engaging in interactive class discussions on the topic matter benefits both teachers and students. It also helps to be more transparent to everyone. Students have a variety of questions, experiences, opinions, and concerns related to numerous subjects, yet they could be bashful or lack the opportunity to voice their questions. Teachers ought to interact with these pupils and encourage them to voice their opinions. In the classroom, interaction between the teachers and students is beneficial.

Make Activities Interesting

Students become disinterested in the material being taught, appear unmotivated, and speak in their mother tongue in target language lessons if they believe that the instruction is dull.

Thus, the teacher should be concerned with selecting engaging subjects and instructional materials to make teaching-learning engagements engaging. In order to prevent this, Ur (1996, p. 306) advises teachers to design engaging exercises. This way, even if some students find the language easy to understand, the material will maintain their attention and encourage participation from all students.

Analyzing Critical Incidents

Time does not operate in the same way. Everybody's life is filled with numerous experiences and incidents that have an immediate impact on teaching-learning processes. We may introduce a diversified classroom environment here, with pupils from various socio-cultural backgrounds, classes, castes, and nationalities. "A critical incident is an interpretation of the significance of an event to make something as a critical incident is a value judgment we make and the basis of that judgment is the significance we attach to the meaning of the incident," according to Tripp (1993, p. 8). Therefore, the capacity to assess challenging circumstances and determine the best ways to resolve them is a must for teachers.

Use of Technology as an Instrument for Poetry Teaching

In this 21st postmodern era, technology has become an essential tool for young learners.

"Classroom management refers to skill in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning," write Smith and Laslett (1993, p. 91).

Teaching and learning are not restricted to a classroom or the four walls of a school for a set amount of time. Furthermore, experience has taught us a great deal about the use of technology in the classroom. Without technology, obtaining knowledge and information would be futile in this situation. In addition, students use their laptops and phones for learning and attending classes constantly. To them, mobile phones were not allowed by the parents before, it brings lots of changes to the mindset of people. Teachers put notes and videos of classes on the website. It helps the students who seem absent.

Technology can therefore promote lifelong learning even in challenging circumstances outside of the traditional classroom. The use of information, communication, and technology (ICT) in education has increased significantly as a result of education becoming more widely available worldwide and the easy access to study materials and ICT-enabled applications. It is stated as one of the curriculum-recommended language learning exercises where students can

gain a great deal of understanding of poetry through the use of ICT while teachers are not present, both inside and outside of the classroom. It could be really helpful for children to comprehend poems in their cozy settings.

We can determine the effective teaching tactics employed by secondary-level English teachers to teach poetry in the following ways, as recommended by Patel & Jain (2008, p. 134), by examining the aforementioned strategies that they employ in their classes.

Teachers should, first and foremost, self-induce through appropriate methods and reinforcement. The instructor should then make a formal gesture to bring all of the students up to speed on the subject, repeat the entire poem aloud with appropriate emphasis and cadence, and then invite participation from the class. Subsequently, the instructor must be present to provide clarification using appropriate examples, gestures, and whiteboard activity. Following each stanza with reinforcement, one or two developmental questions should be answered to determine how involved the students are in the teaching-learning process. After the entire lesson has been covered, the instructor should write four or five capitulatory questions with appropriate reinforcement. Then, the teacher should assess the questions and assignments based on the students' responses. Finally, the teacher ought to perform a poem for enjoyment once more.

Review of Empirical Literature

Empirical literature review refers to the review of related literature to the topic which is carried out earlier by the senior researcher, students, and organization. It is the main foundation of research work and hints for conducting new research that provides theoretical and practical knowledge on a particular topic or research. Different researchers have carried out research in the field of teaching strategies though I will have conducted research specifying English teachers' strategies to teach poetry at secondary-level community schools and reviewed some related research works which are helpful in my research work. Basnet (2016) carried out a research entitled, "Materials and Techniques Used in Teaching English Poetry at Secondary Level " to find out the materials and techniques used by teachers for teaching poetry. It was a survey research design based on 20 Secondary level English teachers from the Dolakha district who were selected through a purposive non-sampling procedure. The applied research tools were a setup questionnaire and interview schedule. The findings of the study revealed that the most used materials by the teachers for teaching poetry were textbooks. Prediction was the key technique used by them rather than providing background information, paraphrasing, and poem translating. Moreover, many teachers used

showing pictures as a technique for poetry. To some extent, this study is very helpful for my research to explore innovative techniques and strategies for teaching poetry.

Further, Dhillon and Jenestar Wanjiru (2013) carried out research entitled “Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of an Urban Primary School in Kenya”. This study draws on a case study conducted in an urban multilingual primary school in Kenya and focuses on the challenges and strategies for teaching and learning English as a second language (ESL) in primary schools. Data from pupils show that group-based interactions with their peers and individual reinforcement strategies, such as keeping vocabulary notebooks, are the most common learner strategies. The study shows how school-based research can give teachers and learners a voice in the development of successful language teaching and learning strategies for complex and challenging multilingual environments. This study provides me insights into the ways of classroom action research based on specific classrooms.

Likewise, Dhital (2010) researched ‘Teaching Strategy Employed by Secondary Level English Teachers’. Her study was intended to compare the use of strategies employed by public and private school teachers. She selected ten teachers from Kathmandu Valley to collect data (five teachers from private and five teachers from public schools). The data from primary sources were collected by observation checklist and questionnaire. She uses a purposive non-random sampling procedure. She found that in most of the cases, more teachers of private schools were found excellent and good than those of public schools in using most of the teaching styles, and more teachers of public schools were found average, below average, and poor than those of private schools. Though this study was related to the English teacher’s strategy, more or less it will be helpful for my research to explore some of the strategies while teaching poetry.

Another, Karki (2021) carried out research entitled “Techniques of Teaching Poetry at the Secondary Level”. This study explores the techniques of teaching poetry at the secondary level and the factors that affect the selection of the techniques. In achieving the goals of this study, 20 Secondary level teachers who taught English at schools in Itahari Metropolitan City were the participants in the study. This research is survey research in which a non-random judgmental sampling procedure was used whereby a questionnaire and checklist were used to explore the techniques of teaching poetry. The findings indicated that most of the teachers use the description as a technique of teaching poetry, and listening is neglected among all the language skills. Moreover, many teachers did not use the curriculum and proper materials

before teaching poetry. This study shows that there is a gap among students, teachers, poets, and poetry so it is difficult to use specific techniques in such a scenario.

Likewise, Lamjel (2019) carried out research entitled “Techniques Used in Teaching Poetry at the Secondary Level.” The main objective of this research was to investigate the most favorable techniques and the neglected techniques by the learners in teaching poetry among various techniques at the secondary level. He selected forty students from grade nine. To collect data, he used a set of questionnaires including open-ended and close-ended questionnaires. He teaches the grade nine students using various techniques like the teacher-centered and student-centered for different poems given in the grade nine textbook. In this research what he found from the data was most of the teachers used teacher-centered techniques in teaching poetry; like theme explanation, lecturing, and providing notes while teaching poetry. Students do not show any interest in class, teachers are only active. Those student-centered techniques are beneficial for students; these techniques are highly preferred by students who completely engage in learning.

Now, Magar (2016) conducted research entitled ‘Strategies Used for Managing Mixed Ability Students in ELT Classrooms’ attempting to find out the secondary-level English teachers’ strategies for managing mixed-ability students in ELT classrooms. A questionnaire and classroom observation checklist was used to collect data for this study. 20 secondary level English teachers from 20 secondary schools in Kathmandu Valley were selected as a sample for this study. A non-random judgmental sampling procedure was used to select schools and teachers. The findings of the study showed that the use of eye contact, knowing and calling students by their names, teachers’ movement in the whole class, and checking and cross-checking students’ classroom behaviors were very useful strategies for managing mixed-ability students in the ELT classrooms. There is a heterogeneous mass of students in the classroom. In such situations, teachers have to manage the classroom environment before teaching only content deliberation seems to be fruitful. So, this study is helpful for my research

In the same way, Rokaya (2011) carried out research on ‘Teaching strategies used in the ELT classroom.’ The main objective of this research was to find out the teaching strategies used by higher secondary-level English teachers in ELT classrooms. He selected fourteen teachers from fourteen different higher Secondary schools for collecting data. He used observation checklists and questionnaires as a tool. He used a purposive non-random sampling procedure. He found that the ELT classroom used the seven teaching strategies, i.e., direct instruction, small group work, discussion in the classroom; problem-solving, student writing, cooperative

learning, and role play. Out of nonteaching strategies, students' research and case studies were not used in the ELT classroom at the higher secondary level.

And Sigvardsson (2019) conducted a research article entitled "Don't fear poetry! Secondary teachers' key strategies for engaging pupils with poetic texts" This study examines 4 themes as the effective strategies to teach poetry in secondary level classrooms including drawing on personal engagement, discussing pupils' conceptions from the outset, creating a safe classroom environment, and scaffolding pupils' interpretations. 15 secondary level teachers were interviewed as the respondents of that research. The findings highlight the centrality of the aesthetic experiences and suggest that attention should be paid to research regarding how aesthetic content should be taught and the teacher educators should scaffold pre-service teachers' exploration of poetry to help them become confident teachers of poetry.

Similarly, Thapa (2017) carried out research entitled 'Strategies for Addressing Learners' Differences in ELT Classes' attempting to find out the strategies used by the teachers for addressing the learners' differences in ELT classes. The study was carried out by using both primary and secondary sources of data. Ten secondary-level English teachers from ten schools situated in Kathmandu Valley were selected through the use of purposive non-random sampling procedures. A set of questionnaires and a classroom observation checklist were the research tools for eliciting data. From the study, It has been found that the ways of identifying and addressing the learners' differences are providing separate time for different students, giving special emphasis on learners' differences, using personal strategies for handling learners' differences, managing the early finishers and slow finisher, use of supplementary tools and additional task were strategies for addressing the multiple abilities of the students. We all know that all learners do have not equal potential and talents. So teachers need to read students before the content matters. In such situations, this study provides me with the ideas to understand learners' differences before classroom teaching.

Likewise, Yadav (2023) researched "Activities Used by Basic Level English Teachers in Teaching Poetry " which was intended to investigate activities used by teachers in teaching poetry. He used a sample of six basic-level English teachers working in different schools of Mayadevi Rural Municipality, Kapilvastu. The selection was done through a purposive non-random sampling procedure. The tools for collecting the data were in-depth interviews and informal conversations. He found that most of the teachers had a positive attitude toward teaching poetry. However they face many challenges ranging from students' proficiency level, selection of teaching methods, and techniques to selection of poetry as well. Many teachers focused on pre-reading activities to teach poetry neglecting while and post activities.

Implications of the Review for the Research

The literature review is an integral part of the entire research process which makes a valuable contribution to every operational step. To prepare for this research, I reviewed some literature related to my topic. Kumar (2009, p.30) states, “Reviewing literature can be time-consuming, daunting, and frustrating, but it is also rewarding.” While reviewing the literature, I have gone through various theoretical works and various empirical research studies related to my topics.

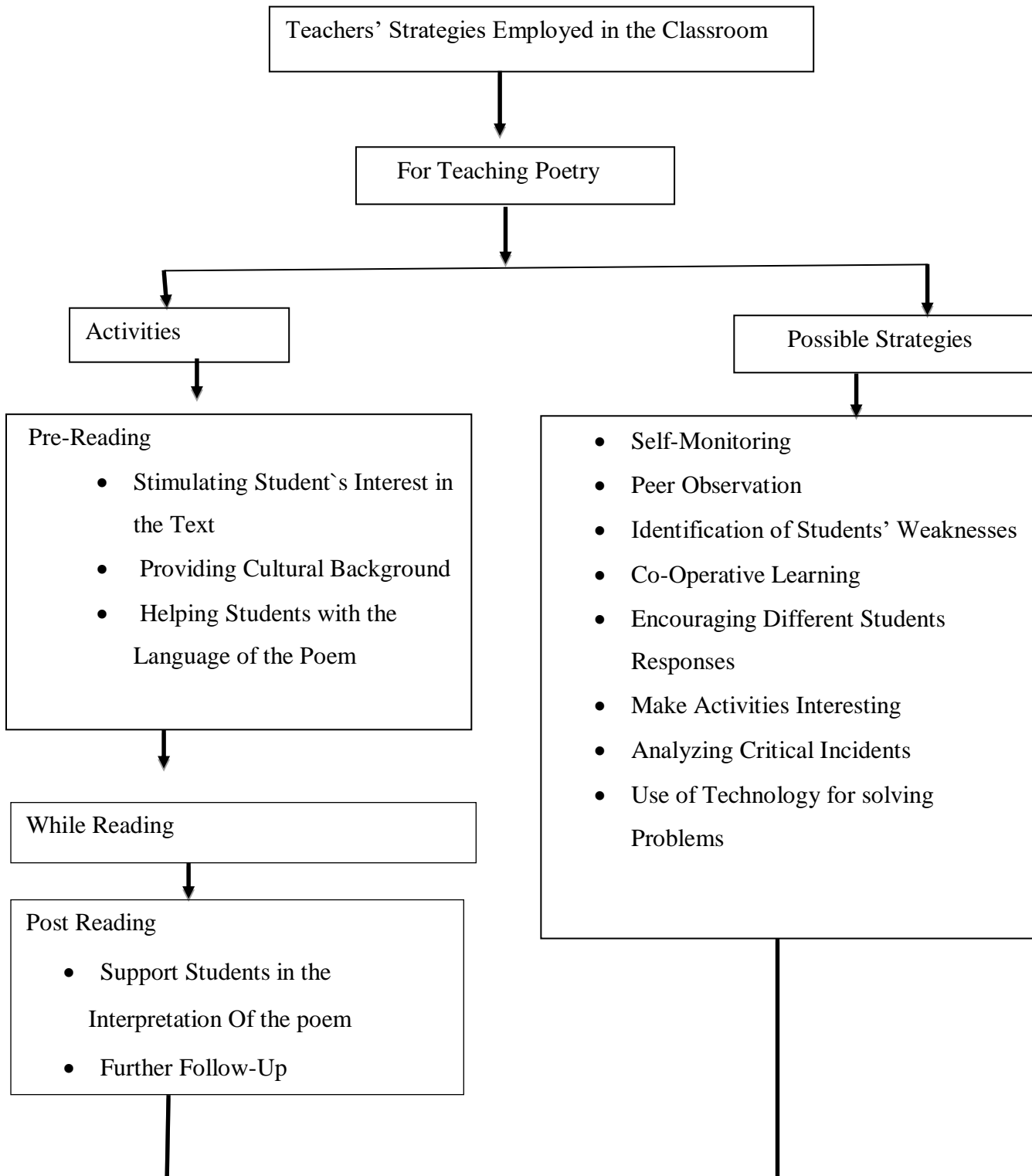
Thus, I have reviewed several previous research works, articles, and books related to my study. To be specific, from the study of Dhital (2010), I got ideas about how to review the study empirically. Similarly, Lamjel (2019) inspired me to foster a student-centered technique rather than a teacher-centered technique while teaching poetry. Likewise, Thapa (2017) helped me to sample the population, select the research design, and make questionnaires for my research work. On the other hand, Magar’s (2016) work helped broaden theoretical knowledge on selecting methodology, area of study, and making tools for data collection. In the same way, Rokaya’s (2011) work helped me to select a methodology, select data analyzing processes, and so on. Not only the methodological parts but also research works done by the researcher that I reviewed in my literature review parts were also equally beneficial to exploring the techniques and ideas in the field of teaching poetry. As a teacher-researcher, these will be the striking points for me to go forward in my action of classroom teaching.

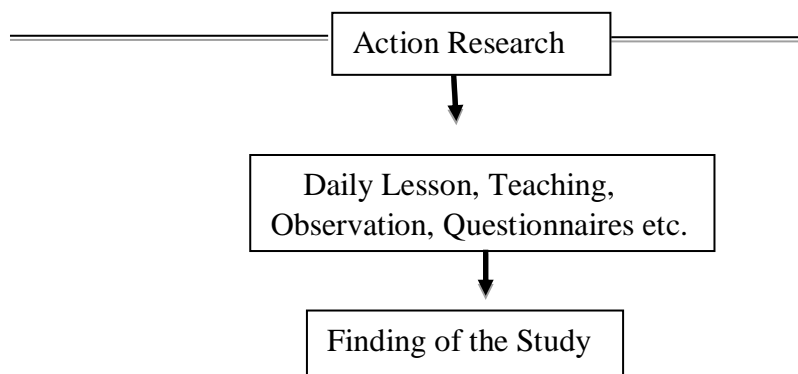
All the above research helps make questionnaires, select methodology, area of study, the sample of the population, analyze data, writing style, use of tools for data collection procedures, select a design of the study, explore the innovative ideas to go forward, and so on. In conclusion, all these theoretical and empirical reviews have helped me with accurate ways to go through the complete research. It will be the milestone in conducting my thesis in a comprehensive way.

Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher in his/her conceptualization of the relationship of different variables in research. According to Miles and Huberman (1994, p. 18), “Conceptual framework is a written or visual representation that explains either graphically or in written form, the main things to be studied- the key factors, concept or variables and the presumed relationship among them” (as

cited in Ojha and Bhandari, 2013, p. 325). While conducting this research, I studied and reviewed different theories related to this study and developed a conceptual framework. The present study is based on the following conceptual framework which is on the next page:





Chapter III

Methods and Procedures of the Study

This chapter includes the design and method of the study, population, sample, and sampling strategy, study area/field, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures, and ethical considerations.

Design and Method of the Study

A research design is a plan, structure, and strategy of investigation to obtain answers to research questions or problems. To be precise, I adopted Action Research. Action Research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared toward the problem's environment. Its goal is to solve a specific classroom or school problem, improve practice, or help decide on a single local site (McMillan, op.cit.p.12.). There are two main types of action research: Critical and Practical where practical action research focuses on the "how-to" approach to the processes of it and hits a less philosophical bent than critical action research. I selected the path of practical action research. It assumes that individual teachers and teams of teachers are autonomous and can determine the nature of the investigation to be undertaken. Khanal, P. (2019, p. 204). In the field of education, as a teacher-researcher, practical action research plays a vital role in searching out the best ways of teaching and implementing practically in the classroom setting.

Action research is short-term research that is done in the classroom to solve a particular problem with innovation. It is a cycle of activities centering on identifying problems and collecting information about the existing issue. In this regard, Best and Khan (2007, p.20) explained that "the action research applies scientific thinking and methods to real-life problems and represents a great improvement over teachers' subjective judgment and decision based on folklore and limited personal experiences." It is conducted in a naturally

occurring setting, primarily using methods common to qualitative research such as observing and recording events and behavior.

Therefore, it refers to teacher-conducted classroom research. Action research is typically a reflective process that allows for inquiry and discussion as competent research. Therefore, action research being a reflective practice follows a cycling process of planning, action, observation, and reflection.

The following picture talks about the cycle of action research that the researcher needs to follow while doing classroom action research:



Figure: Action Research Cycle

As cited in Naughton, G.M. (2001)

Here is another picture that mentions the steps of doing classroom action research with a lesson plan framework based on various components. This is the way I was there in my poetry teaching classes in front of the students as a teacher-researcher.

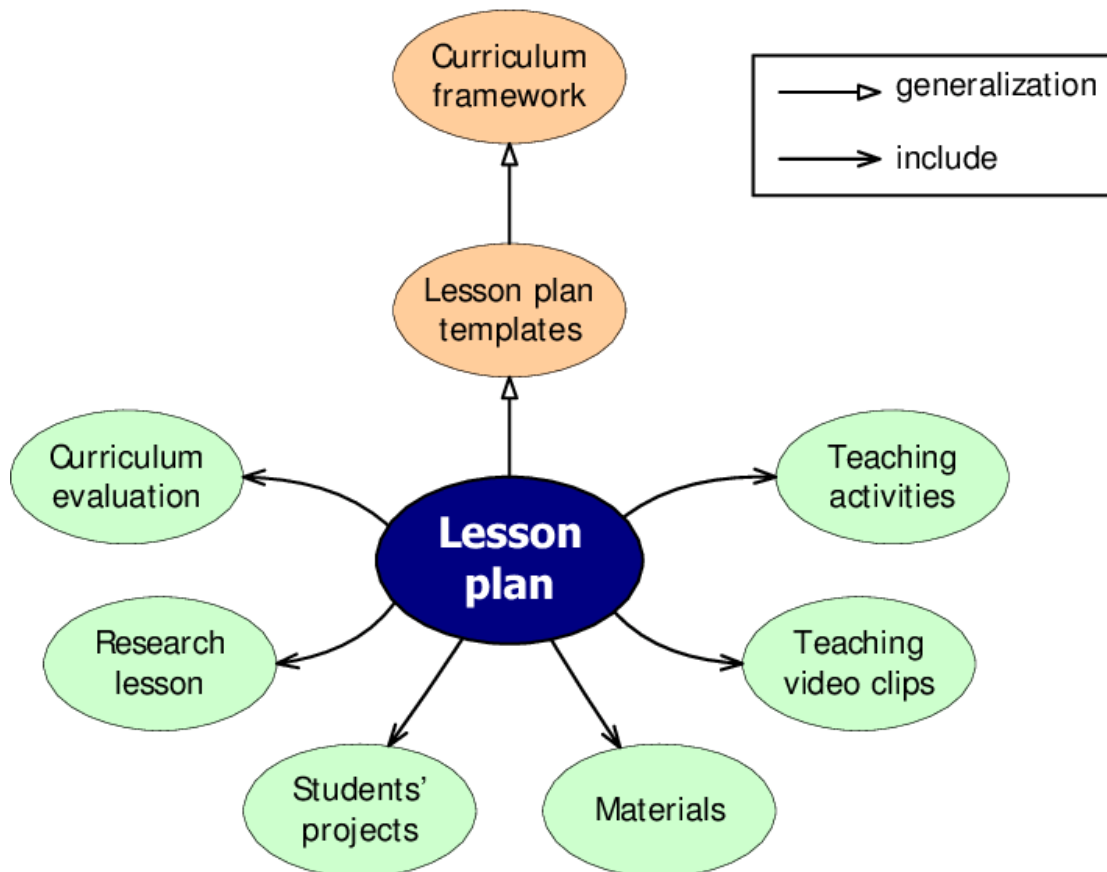


Figure: Steps and Methods of Action Research

As cited in George, T. (2023)

Population, Sample, and Sampling Strategy

The research was based on classroom teaching learning activities especially teaching poetry, one of the genres of literature. Therefore, the population of this study was the secondary level students of grades 9 and 10 from the Community School of Palpa district. So, the sample teaching was selected through purposive sampling procedures. I selected 10 class having 27 students at the secondary level to find out the strategies employed to teach poetry in their classes.

Study Area/Field

The research area of this study was the secondary-level school in Palpa district. Specific classroom settings of the same school were the related field of study. For the feasibility of this study, I selected grade 10 class in the same School where I have been teaching English for 6 months.

Data Collection Tools and Techniques

The main tool of data collection for this study was classroom teaching and observation using primary sources of data collection. As per the need, I kept test items, diary writing, and focus group discussions among students. These tools were supposed to be appropriate and feasible for the population of the study and useful for the researcher to meet the objective of the study.

Data Collection Procedures

To collect the data, I purposely selected 1 class of grade10 from the Secondary level CommunitySchool of Palpa district. After assuring the appropriate use of collected data for the research purpose, I observed the class to gather the information required to fulfill my research objectives.

Data Analysis and Interpretation Procedures

This section was mainly concerned with the systemic procedures of analysis which I used as qualitative research to analyze and interpret the collected data. As per the movement of intervention, mixed methods may be useful for action research. So, I applied the necessary procedures according to the situation, the information was analyzed after collecting data by using thematic tools. The required data from the observation were collected, checked, and rechecked. All the thematic tools have made this analysis and interpretation.

Ethical Considerations

This is very important to be considered and valued by researchers while collecting information. Anonymity to the respondents has been made for identity protection. So, every researcher considers information about personal matters, including all his/her psychological matters. The informants werenot forced to answer but were requested to answer the questions at their own pace. Firstly, I got permission from the school administration and then gave short information about my research to the respondent students. In the same way, I built trust with them not to be culturally, socially, or ethnically biased while selecting the student as my research sample and admired the respondent's answers. I promised to keep the things private and performed trustworthiness in the sense that it matters a lot to go for the real ground.

Chapter IV

Results and Discussion

In this chapter, the obtained data are analyzed on the basis of respondent teachers' responses. Similarly, the discussion and interpretation of the results based on the data is also the content of this chapter.

Analysis of Data and Interpretation of Results

This chapter contains an analysis of the data, interpretation of results, summary, and findings. To fulfill the objectives of the study, data has been presented thematically. As a teacher-researcher, I reflected on my teaching activities here. The data were collected through classroom teaching with planned lessons, keeping a diary of students' interactions, and so on. The data were collected inside the classroom environment at Shree Gyanodaya Mavi, Palpa while teaching poetry.

Plan for Teaching Poetry

There were different problems existing during teaching in the classroom. To solve the problems, first of all, it was necessary to know the reasons for the problems. After knowing the reasons for the problems planning for solving the problems was done. The main problem was that the students showed less interest in learning English, especially poetry. The next problem was that of class interaction. Many dynamics in classroom interaction have an impact on teaching and learning processes and among them, teacher-student interaction, student-student interaction, and teacher presentation are the major ones (Forum for African Women Educationalists, 2005). However, such interactions did not exist in the classroom while teaching poetry in community-level schools.

There were different methods used to find out the reasons for students being less motivated in the class and get the possible solutions. Being an action researcher, I was involved in identifying their issues and designing an action plan to address the issues. Furthermore, observation, interview, and class work were the techniques that I used to find out the reasons for students' less motivation in the classroom with the use of the "look, think and act cycle" (Reason & Bradbury, 2008, p. 525). Observation was one of the techniques used to know the reasons of students were less attentive in the classroom. The observation showed that students were less eager to learn. Those who paid attention were just listening to the teacher's lecture but not grasping. Such thing was confirmed by asking them questions while teaching and they were exhausted when their names were called. An anxiety appeared in their face which I could feel it when questions were asked. According to Bandura (1991), when learners see

situations as threatening, there can be an adverse effect on learning (as cited in Pappamihiel, 2002). Similarly, after being exhausted, they were murmuring in low voice in Nepali and looked at their colleagues. The murmuring among them silently which I hardly understand clearly what the teacher was teaching. An interaction with an individual student was taken to know their view about the teacher's teaching. They reflected that it is not difficult to understand the subject matter in English. But their main problem as they stated was responding to the questions or asking questions in English. It will be good if the teacher uses Nepali along with English while teaching in the classroom so that it will be easy to understand." So the reason for not paying full attention in classroom learning was the language problem. Although they understood English, it was quite difficult for them to communicate in English.

Classwork was one of the tools used for knowing the reasons for students' problems in learning. While teaching, class work was given by dividing them into different groups. The class work was acceptable but problems existed in presenting the group work as they had to make presentations in English and questions had to be raised and answered in English. There was a problem during their presentation with selecting appropriate vocabulary and structures in their speech.

From the discussion a conclusion was made that students should be encouraged and inspired to learn by using different techniques such as involving them in group interaction, sometimes talking in Nepali in the class, encouraging them to tell their experiences in the related field, motivating them by showing knowledgeable documentaries, etc. Classroom interaction is a major part of teaching and learning where students' and teacher's ideas are shared.

To address the aforementioned problems, I studied many articles related to strategies for teaching poetry and dug out the roadmap as a full-fledged lesson plan to overcome those problems. Some of the examples are presented below:

Plan for day: 1**Lesson plan- 1**

Class: 10

Subject: English

Unit: 4

Teaching Item: Leave this Chanting and Singing

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-To read the poem and interpret it their own way. -To identify the literary devices used in the poem.	-Discuss the title of the poem on the basis of pictures given in the text. -Ask them related questions to arouse their curiosity about the content. The teacher introduces the poetry and asks students to recite the poem.	S-T T-S	10 mins.
While reading Phase	-To do the comprehension task given.	-Facilitate them with the correct rhyming pattern. -Ask them to tick out the difficult vocabulary and help them with meanings. -Teach them about the literary devices used in the poem like metaphor, symbolism, personification, and so on. - Ask them to do the comprehensive task A given in the book.	T-S	20 mins.
Post-reading activities		- Check their task and help them if necessary. -Ask some questions related	T-S	10 mins.

		to literary devices and their		
Assessment		uses. -Ask them to tell the main idea of the poem -Ask about literary devices used in the poem on an individual basis or in a group.	T-S	5 mins

Plan for day: 2**Lesson plan- 2**

Class: 10

Subject: English

Unit: 5

Teaching Item: The Voice of the Rain

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-To tell the summary of the poem -To do the comprehension task	- Ask questions related to the picture given in the text to motivate the learners towards the poem -Ask to tell something about the topic	T-S	10 mins.
While reading Phase		-Recite the poem using the correct structure of rhyme and rhythm -Instruct students to follow the teacher's recitation -Ask them to underline the difficult vocabularies and assist them with meaning -Encourage them to explain the poem according to their understanding -Help them to find the main ideas and summary of the poem -Assign some tasks to check their comprehension level	T-S	20 mins.
Post-reading activities		-Check their classwork and provide necessary feedback if needed	T-S	10 mins.

		-Ask to tell the summary of the poem randomly		
Assessment		-Assess them on the basis of task given to them	T-S	5 mins

Plan for day: 3**Lesson plan- 3**

Class: 10

Subject: English

Unit: 8

Teaching Item: Climbing

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-to tell the summary on a stanza basis	-Ask students about real-life experiences with climbing -Show the picture and motivate them to discuss it in groups -Divide the students into 4 different groups and provide each stanza to recite	T-S	10 mins.
While reading Phase	-To do the activities based on vocabulary items	-Make them ready to recite the poem aloud and instruct them about the features of the poem -Help them to recite the poem with the correct rhyming pattern -Assign them to generate the theme of each stanza -Suggest to do exercises according to the ideas they got -Check their tasks given as classwork	T-S	20 mins.
Post-reading activities		-provide necessary feedback to the exercises and tell the summary of the poem -Ask questions related to vocabulary	T-S	10 mins.
Assessment		-Tell some of them to discuss about the title in their own way	T-S	5 mins

Plan for day: 4

Lesson plan- 4

Class: 10

Subject: English

Unit: 12

Teaching Item: Compose upon Westminster Bridge, Sep. 3, 1802

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-Read the poem and enjoy it. -learn the use of the dictionary to find out	-Show the picture given in the text and ask some questions about it. -let them tell about the bridge that they have seen -Ask one student to bring a dictionary from the library	T-S	10 Mins.
While reading Phase	word-meaning -Tell the summary of the whole poem.	The teacher recites the poem once and requests them to follow -Ask students to find out the difficult vocabularies in the poem -Assign one student to use the dictionary in the proper way in order to find out the contextual meaning of the words -Facilitate all students about the proper technique of using a dictionary -ask them to tell the summary of the poem and facilitate them if it is unclear -Assign the task to complete the summary of the poem choosing the correct words or phrases given in the text	T-S	20 Mins.
Post-reading activities			T-S	10 mins.

Assessment		-Help them to complete the task if needed -Ask 4/5 students to tell the meaning of the words randomly		
			T-S	5 mins

Plan for day: 5

Lesson plan- 5

Class: 10

Subject: English

Unit: 14

Teaching Item: Weathers

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-To talk about different weathers and their features. -do the task given on the basis of the understanding.	The teacher shows the pictures representing different weathers and lets them talk about it. -Ask them to differentiate these two pictures from what they saw. -Ask some questions about the topic of the poem and facilitate them.	T-S	10 mins.
While reading Phase		-The teacher recites the poem aloud and requests students care about the rhyming words used in the poem. -ask them to follow the same pattern and recite the poem. -ask them to tell the rhyming words and note them down on the board. -Assign them to make a note of the difficult word and let them guess and help them accordingly. -tell the summary of the poem and prepare them for the comprehension task. -The teacher inquires whether they know something about different weathers through different questions.	T-S	20 mins.

Post-reading activities		-Assign the comprehension task, check, and provide feedback if necessary.	T-S	10
		-Make some of the students stand randomly and ask them to talk about the main things that are happening in the poem.		mins.
Assessment			T-S	5 mins

Plan for day: 6

Lesson plan- 6

Class: 10

Subject: English

Unit: 16

Teaching Item: If

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-Tell the summary of the poem . Do the activities given in tasks A B and C. -Write a poem including the conditions they have to follow to become a good person.	-Introduce the topic 'If' a little bit and ask them to talk about different situations in their life. -Ask them about the condition of their present and the result of what they are expecting too. -mention some of the conditions of being a good person in life.	T-S	10 mins.
While reading Phase		The teacher divides the whole class into four groups and assigns the task to read 8 lines by 1 group turn by turn. -facilitate the teachers in their need and help them to identify difficult vocabulary and Meanings. -tell the summary of the poem and make them ready to do the comprehension task given.	T-S	20 mins.

Post-reading activities		<ul style="list-style-type: none"> -The teacher asks them the way to say something about different conditions of life and suggests them accordingly. -Assign the comprehension task, check, and provide feedback if necessary. -Assign them to construct a beautiful poem including the conditions that have to follow to be a good person. 	T-S	10 mins.
Assessment		<ul style="list-style-type: none"> -Make some of the students stand randomly and let them speak freely about the theme of the poem. 	T-S	5 mins

Plan for day: 7**Lesson plan- 7**

Class: 10

Subject: English

Unit: 17

Teaching Item: The Country Mouse and the City Mouse

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-Tell the moral lesson of the poem. -Read the poem and enjoy it. -Identify the rhyming words in the poem and create their own poem using them.	-The teacher asks the students whether they heard the story of the country mouse and the city mouse or not. -Create questions like; what do you understand by city and country mouse? Are they similar or different? Etc. to attract their minds towards the content. -Address the student's response in the proper way.	T-S	10 mins.
While reading Phase		- Ask the students to read the whole poem independently. -The teacher recites the whole poem again with proper rhyming and rhythmic patterns so that students find something different than that from theirs. -The students and teacher both recite the poem with a rhyming pattern and the teacher facilitates the meaning-making process.	T-S	20 mins.

Post-reading activities		<ul style="list-style-type: none"> -Students make their own understanding of the poem and the teacher assigns the task given on the basis of their comprehension. -Check their tasks and do corrections if necessary -The teacher assigns the task to enlist all the rhyming words given in the poem. -Ask them to write a poem on the basis of rhyming words 	T-S	10 mins.
Assessment		<ul style="list-style-type: none"> and bring it the next day -Request some of the students to present the moral lesson of the poem orally i.e. A simple life in peace and safety is preferable to a life of luxury tortured by fear. 	T-S	5 mins

I prepared the detailed lesson plan for all the poems included in the grade 9 and 10 English textbooks. I attached all the items back in the appendix V.

Strategies in Action while Teaching Poetry

The possible solution to make classroom teaching interesting and interactive was derived based on the findings of action research. The teacher has used the experience based on the class observation, interaction with the students, class work, and discussion with students. So, the fostered learners will learn better in the next session.

Action is the heart of teaching and action research steps that opens the way forward to solve the problems in classroom teaching. So, I prepared an effective lesson plan and moved to the classroom to utilize my theoretical knowledge in the practical field. According to my plan, the 45-minute period was divided into different activities like pre-reading for 10 minutes, while reading for 20 minutes, post-reading for 10 minutes, and assessment for 5 minutes. To

meet the objectives prescribed by the curriculum, I formulated all the activities based on student-centered techniques in order to motivate them toward learning. I concentrated on reading activities more.

In the action phase, firstly I warmed up the students using various techniques in each lesson. Then, I set out the frequent student-teacher interaction with multiple dynamics in while reading poetry phase. Students were much more focused on classwork rather than homework in post-reading activities. I assessed the students through different measuring tools that helped them to be creative, analyzing real-life situations. Each new plan is reframed based on previous ways of teaching. So, revised plans are available after the initial plan. Some of the plans that I used as actions are presented below:

Day: 1

Teaching Item: Leave this Chanting and Singing.

Pre- Production Phase (Brainstorming)

Discuss the poem's title based on pictures given in the text.

Ask them related questions to arouse their curiosity about the content.

While-Production Phase

The teacher introduces the poetry and asks students to recite the poem.

Facilitate them with the correct rhyming pattern.

Ask them to tick out the difficult vocabulary and help them with meanings.

Teach them about the literary devices used in the poem like metaphor, symbolism, personification, and so on.

Ask them to do the comprehensive task A given in the book.

Post-Production Phase

Check their task and help them if necessary.

Ask some questions related to literary devices and their uses.

Check and Evaluation Phase

Ask them to tell the main idea of the poem.

Ask about literary devices used in the poem individually or in a group.

Day:2

Teaching Item: The Voice of the Rain

Pre- Production Phase (Brainstorming)

Ask questions related to the picture given in the text to motivate the learners towards the poem.

Ask to tell something about the topic.

While-Production Phase

Recite the poem using the correct structure of rhyme and rhythm.

Instruct students to follow the teacher's recitation.

Ask them to underline the difficult vocabularies and assist them with meaning.

Encourage them to explain the poem according to their understanding.

Help them to find the main ideas and summary of the poem.

Assign some tasks to check their comprehension level.

Post-Production Phase

Check their classwork and provide necessary feedback if needed.

Ask to tell the summary of the poem randomly.

Check and Evaluation Phase

Assess them based on the task given to them.

Day:3

Teaching Item: Climbing

Pre- Production Phase (Brainstorming)

Ask students about real-life experiences with climbing.

Show the picture and motivate them to discuss it in groups.

While-Production Phase

Divide the students into 4 different groups and provide each stanza to recite.

Make them ready to recite the poem aloud and instruct them about the features of the poem.

Help them to recite the poem with the correct rhyming pattern.

Assign them to generate the theme of each stanza.

Suggest doing exercises according to the ideas they got.

Post-Production Phase

Check, their tasks given as classwork.

Provide necessary feedback to the exercises and tell the summary of the poem.

Check and Evaluation Phase

Ask questions related to vocabulary.

Tell some of them to discuss the title in their way.

Day:4

Teaching Item: Compose upon Westminster Bridge, Sep. 3, 1802

Pre- Production Phase (Brainstorming)

Show the picture given in the text and ask some questions about it.

Let them talk about the bridge that they have seen.

Ask one student to bring a dictionary from the library.

While-Production Phase

The teacher recites the poem once and requests them to follow.

Ask students to find out the difficult vocabulary in the poem.

Assign one student to use the dictionary properly to find out the contextual meaning of the words.

Facilitate all students about the proper technique of using a dictionary.

Ask them to tell the summary of the poem and facilitate them if it is unclear.

Post-Production Phase

Assign the task to complete the summary of the poem choosing the correct words or phrases given in the text.

Help them to complete the task if needed.

Check and Evaluation Phase

Ask 4/5 students to tell the meaning of the words randomly.

Day:5

Teaching Item: Weathers

Pre- Production Phase (Brainstorming)

The teacher shows the pictures representing different weathers and lets them talk about it.

Ask them to differentiate these two pictures from what they saw.

Ask some questions about the topic of the poem and facilitate them.

While-Production Phase

The teacher recites the poem aloud and requests students care about the rhyming words used in the poem.

Ask them to follow the same pattern and recite the poem.

Ask them to tell the rhyming words and note them down on the board.

Assign them to make a note of the difficult word and let them guess and help them accordingly.

Tell the summary of the poem and prepare them for the comprehension task.

Post-Production Phase

The teacher inquires whether they know something about different weathers through different questions.

Assign the comprehension task, check, and provide feedback if necessary.

Check and Evaluation Phase

Make some of the students stand randomly and ask them to talk about the main things that are happening in the poem.

Day:6

Teaching Item: If

Pre- Production Phase (Brainstorming)

Introduce the topic 'If' a little bit and ask them to talk about different situations in their life.

Ask them about the condition of their present and the result of what they are expecting too.

Mention some of the conditions of being a good person in life.

While-Production Phase

The teacher divides the whole class into four groups and assigns the task to read 8 lines by 1 group turn by turn.

Facilitate the teachers in their need and help them to identify difficult vocabulary and Meanings.

Tell the summary of the poem and make them ready to do the comprehension task given.

Post-Production Phase

The teacher asks them how to say something about different conditions of life and suggests them accordingly.

Assign the comprehension task, check, and provide feedback if necessary.

Assign them to construct a beautiful poem including the conditions that have to follow to be a good person.

Check and Evaluation Phase

Make some of the students stand randomly and let them speak freely about the theme of the poem.

Day:7

Teaching Item: The Country Mouse and the City Mouse

Pre- Production Phase (Brainstorming)

The teacher asks the students whether they heard the story of the country mouse and the city mouse or not.

Create questions like; what do you understand by city and country mouse? Are they similar or different? Etc. to attract their minds towards the content.

Address the student's response properly.

While-Production Phase

Ask the students to read the whole poem independently.

The teacher recites the whole poem again with proper rhyming and rhythmic patterns so that students find something different than that from theirs.

The students and teacher both recite the poem with a rhyming pattern and the teacher facilitates the meaning-making process.

Post-Production Phase

Students make their understanding of the poem and the teacher assigns the task given based on their comprehension.

Check their tasks and do corrections if necessary.

The teacher assigns the task to enlist all the rhyming words given in the poem.

Ask them to write a poem based on rhyming words and bring it the next day.

Check and Evaluation Phase

Request some of the students to present the moral lesson of the poem orally. i.e. A simple life in peace and safety is preferable to a life of luxury tortured by fear.

All the other detailed plans for the actions including grade 9 and 10 poetry are kept in the appendix back.

In such a way, I tried to connect teaching poetry with lower-order thinking skills to higher-order thinking skills. As cited in Armstrong, (2010) (Bloom's Taxonomy of Learning, 1956) there is a ladder where we can see both types of skills where remembering, understanding, and applying are lower-order thinking skills, and analyzing, evaluating, and creating come under higher-order thinking skills. In my action, I tried to connect both of the skills and kept the balance between these skills as much as I could.

Observation

Students were attracted towards teaching learning and their course as audio-visual aids were also applied in the class. Reciting the poem along with the teacher in the correct pattern motivated them toward poetry. The involvement of students in class work and providing them with home assignments helped increase their knowledge in the particular field. Connecting the poem with real-life situations made the students curious and creative towards learning.

Reflection in Teaching Poetry

I prepared a reflective diary daily as the mirror of teaching-learning activities in which we can see a clear description of the happenings inside the classroom while teaching poetry. If I borrowed some of the key points from there, it can be listed in such ways:

Use of ICT and teaching materials in the class to motivate students toward the content,

Group discussion to make every student active in class and share their idea,

Assignment presentation in English and use of Nepali if necessary to explain the matter clearly.

I attached a detailed day 1-day 7 reflective diary there back in Appendix VI.

Strategies for Teaching Poetry

Strategies are the specific ways out to mitigate the problems which I faced during my classroom teaching. The teachers put enjoyment first and to scaffold pupils' interest, they tended to describe what poetry had meant to them. If teachers are not well prepared for this task they might convey their insecurity to their pupils. Poetry is key to engaging pupils (cf. Cremin, 2010; Harris, 2018).

The following are the mixed strategies developed by Lazar (1993), Loughran 95 (2005), Jag oetal. (2011), Williams (2003). Glancy (2002), and Lennard (2005) to teach poetry. Teachers can apply these techniques to make the class lively and productive.

Ask the students to recite aloud the poem

To make my students active and engaged in teaching-learning, I requested them to recite the poem aloud.

Invite students to guess the title of the poem

After recitation the whole poem as a facilitator I let them on the free floor guess the title of the poem which was very helpful for developing imagination power.

Paraphrase the poem

Then, I led the whole class by paraphrasing the poem in a simple language using both languages for a better understanding.

Comprehend the theme of the poem

After paraphrasing, I assigned them to talk about the theme, listened to them properly, and suggested the theme based on their viewpoint.

Point out the figures of speech of the poem: simile, metaphor, imagery, symbol, personification

After the theme presentation, I facilitated my students toward the figures of speech that are the jewels used to beautify literature, especially poetry.

Evaluate the prosody of the poem: rhyme, rhythm, and meter

Students showed their interest in the figures of speech. Meanwhile, I talked about some of the prosody used in poetry along with examples.

Sound arrangements of the poem

To make them clear about prosody, I recited the poem according to the proper sound pattern so that they could understand the pattern clearly.

Examine the language of the poem: diction, phrase, syntax, and punctuation marks

Last but not least, I provided them with the task of examining the language of the poem in their way asking some of the questions individually or in a group.

The classroom verification revealed that of the eight strategies, the most common and frequently adopted two activities included theme presentation and recitation. As mentioned earlier, the success and failure of teaching depend on how well and to what extent teachers concerned execute all the eight strategies. Indeed, some techniques like the title speculation, are the best warming up and a compelling method that not only trickles curiosity among students but also makes the entire poetry reading a collective endeavor.

Keeping the strategies given by the scholars in mind, I went through parallel movement working on those strategies and seeking out constructive ways more than that. So, based on my reflection I named different strategies based on activities that were more applicable in poetry teaching inside the classroom. The part of reflections with strategies including detailed activities are presented as follows:

Day: 1

Poem recitation focusing on literary devices that beautify the literature

I taught class 10 in the fifth period and started the poem ‘Leave this Chanting and Singing’ by Rabindranath Tagore. As usual, I taught class 10 in the fifth period and started the poem ‘Leave this Chanting and Singing’ by Rabindranath Tagore. As usual, *I asked my students about their health and started my lesson forward. As warm-up activities, I left some of the questions related to the poem showing the pictures given in the text so that their minds got ready for learning.*

Now they were ready I *introduced the poetry* and asked them to *recite the poem*. Students were able to understand the rhyming pattern and they started to tick out the difficult vocabulary *I was there to facilitate them properly*. After that, *I talked something about the literary devices used in the poem* with them and assigned them to do the comprehension task given in the textbook.

Day: 2

Teaching poetry through full of imagination for fostering creativity and curiosity

The poem ‘The Voice of the Rain’ composed by Walt Whitman was the lesson I need to go forward. Without further delay, *I asked some questions related to the poem by showing*

pictures and letting them discuss for a while to energize them. I asked them to say something about the topic to create curiosity for further learning.

In the meantime, I recited the poem using the correct pattern and instructed students to follow me. Then, I asked them to collect difficult vocabulary and assisted with the meanings. Again, Students were encouraged to explain the poem according to their understanding, which helped them to find the summary of the poem. And led them towards the comprehension tasks.

At the end phase, I checked their tasks with necessary feedback, assigned some of them to give a summary, and assessed them based on the task given. I formulated the objectives: to tell the summary and to do the comprehension tasks.

Day: 3

Poem for singing not reading; Emotion matters rather than ratiion

On that day, there was a lesson, ‘Climbing; by Amy Lowell that I had to teach for grade 10 students. I approached the classroom with fully equipped materials along with a lesson plan. The objectives were to tell the stanza-based summary and do the vocabulary-based activities. To meet the objectives, I started to motivate the students by asking about their real-life experiences with climbing and showing the pictures in the group.

In the core time of teaching-learning activities, the whole classroom was divided into four different groups to recite each stanza and asked the students to recite the poem. Then, I instructed them on the features of the poem along with the rhyming pattern. After that, students were requested to generate the theme of each stanza and suggested to do the exercises.

In the end, I checked their tasks and offered some feedback that helped summarize the poem.

Day: 4

Teaching poems with natural/ live experience for better understanding

As teaching is a continuous journey, I approached in front of class 10 students with a plan of teaching a poem named ‘Composed upon Westminster Bridge, Sep. 3, 1802’ by William Wordsworth where I set out three objectives. To fulfill my objectives, I tried to do my best for effective teaching. First of all, I showed them the pictures of the bridge and asked them to share their experiences of being familiar with the bridge. Then, one student was asked to bring a dictionary from the library to learn how to use the dictionary to find out the meanings.

At the heart of teaching-learning activities, *I sang the poem once and requested them to imitate it*. After that, I assigned *students to find out the meaning of the words in the dictionary*. Students were informed of the *technique of using a dictionary* and asked about the summary.

Day: 5

Poem recitation with feelings and concept clarity through pictures

In the same way, I introduced class 10 with the topic ‘weathers’ composed by Thomas Hardy on that 5th day. To teach the poem effectively I had planned the whole lesson in a way through which students received much insight. The objectives were: to talk about different weathers and their features and do the task given based on the understanding. For the brainstorming technique, *I presented different pictures representing the weather*, let them talk, and differentiated them properly. Students were provided a fruitful environment to talk about the topic of the poem,

In the meantime, I preferred student participation so that *I was there for the recitation of the poem and requested them to follow properly*. I asked them to find out the rhyming words used in the poem and wrote them on the whiteboard with their help. Again *they got the chance to collect unfamiliar words and gave necessary support*. After doing all those activities, *I intended to prepare them to say the summary of the poem and lead them toward comprehension tasks*.

At last, I checked their level of learning through different questions related to the weather and helped them with their tasks in 10 minutes. Finally, *they were evaluated individually providing the floor to talk about the things that happening in the poem within 5 minutes*.

Day: 6

Poem teaching with imagination and self-building theme

I taught the poem ‘If’ by Rudyard Kipling in grade 10. Firstly, I introduced the title and *asked them to talk about different situations in their life*. Similarly, *I showed the picture of the poet and asked to recognize the picture*. I assigned the tasks to *recall students’ past, present, and results* of what they were expecting to mention some of the conditions of being a good person in life.

In the core part of the teaching-learning activities, *I broke down the whole class into four groups and assigned the reading tasks separating eight lines in the group*. I helped them to identify difficult vocabulary and their meanings. Likewise, I told the summary of the poem and made ready for the task given. These activities consumed altogether 20 minutes.

In the post-reading phase, *I left the open floor for them to talk about* different conditions of life and suggested them accordingly. All the students were requested to take part in generating and sharing ideas. Then, they were assigned comprehension tasks. After providing the necessary comments, *I assigned a beautiful poem construction task* including the conditions to be a good person. Finally, I assessed my lovely *students giving them the chance to speak freely about the theme of the poem* one by one.

Day: 7

Poem recitation with rhyme, and rhythmic Pattern to make the learners' creator

On day 7, I entered the classroom with a full-fledged lesson plan to teach the poem 'The Country Mouse and the City Mouse' composed by Richard Scrafton Sharpe. I set out the objectives like the poem *for enjoyment, identifying rhyming words and creating your own, etc. I proceeded forward to create a classroom learners-friendly environment* asking the students whether they heard the story of the country mouse and city mouse or not. Along with those interactions, *I used many questions* that responded to the differences between city mouse and country mouse to make them creative and motivated towards the content.

In while reading activities, I asked all my *students to recite the whole poem independently and facilitated them with proper rhyme and rhythmic patterns* through which students found out the differences. After that, I ordered them to *sing together with me for the betterment of the meaning-making process*. Till now, the students set out one level of understanding, assigned them comprehension tasks, and assisted them properly.

We were at the end of the session, and students had some type of curiosity in their minds, so they were requested to enlist the rhyming words. Then I assigned the beautiful task to them to *write a poem using those words and bring it into the class* the next day.

From the aforementioned 7 days of reflections on my classroom teaching poetry, I found certain strategies to engage pupils in poetry. From the eyes of the researcher, I differentiated every class based on the theme and content of the poetry where I used different strategies.

Here is the list of those strategies that I used to teach every different poem on different days.

Poem recitation focuses on literary devices that beautify the literature

Teaching poetry through full of imagination to foster creativity and curiosity

Poems for singing not reading; emotion matters rather than ration

Teaching poems with natural/ live experience for better understanding

Poem recitation with feelings and concept clarity through pictures

Poem teaching with imagination and self-building theme

Poem recitation with rhyme, and rhythmic Pattern to make the learners' creator

The current practice has focused on making students learn through fun. I found out that we teachers only resort to paraphrasing and finding meaning. Apart from this, the other strategy used is recitation. Based on the first-hand observation, I charted out eight strategies that the teachers of the target school can use to teach poetry effectively. Among them, speculation about the title of the poem helps to create curiosity among the learners. So that, they could be creative and imaginative as well. Frequent student-teacher interaction is the best idea to understand poetry enhancing communication skills. Not only that, connecting poetry to the students' real circumstances provides the best result for them to create or construct a new one as per their understanding. Teachers should be knowledgeable and activities should be technology-friendly. So that, learners learn things as a part of enjoyment.

Based on the strategies I executed throughout my action research, here I further classified every strategy as per the procedural basis of classroom teaching. These are as mentioned below:

Strategies for the Pre-production phase

Known about the learners' overall health status introducing the topic by Brainstorming through pictures given in the text

Ask questions related to the content, make them speak, and listen to them freely

Let them be creative, imaginative, and full of emotions

Connect their mind to the real-life situation

Strategies for While- production Phase

Introduce poetry with recitation and make them follow the rhyming pattern

Divide the whole class and lead them to recite

Instruct them about the features of poetry

Make them conscious of the rhyming words

Facilitate them for the meaning-making process

Divide the class and assign them a singing task

Recite the poem independently

The teacher's role is just the facilitator

Strategies for the post-production Phase

Respond to students' incomplete understanding accordingly

Encourage them to explain the poem based on their understanding

Assign students to find out the meaning of the words given in the dictionary

Cross questions to check students' comprehensive level

Provide the chance for them to speak freely about the theme

Facilitate them as per their needs and interest

Strategies for the Evaluation Phase

Led them for summarization and asked them to do comprehensive tasks

Provide a floor for them individually to talk about the happenings in the poem

Facilitate free speaking activities

Make them responsible for creating their creation (poetry)

These all are the profound and grassroots actions that I implemented inside the classroom for effective poetry teaching. So, I prefer to call them the major findings of my overall study.

Findings and Discussion

After the action research, it could be said that in today's educational system, students are more attracted to learning joyfully. Instead of using only the traditional method i.e., the lecture method there is a need to involve students in different activities. There is no doubt that poetry teaching should incorporate the students' capabilities of thinking and creating ideas through the real world. There are so many genres of literature such as poetry, novels, essays, plays, etc. These all are composed through imaginative minds with emotional viewpoints. So teachers need to be imaginative characters especially poetry teachers must care about learners' feelings and emotions.

I used most of the strategies given by the scholars e.g. Recitation, guessing the topic, paraphrasing, comprehending the theme, prosodic features, summarization, etc. But in my real experience, what I found and realized that is students must be prepared physically, mentally, emotionally, psychologically as well as environmentally so that they can feel and drink the flavor of poetry in a real sense. In such a scenario, I can

perfectly say that scholars like Lazar (1993), Loughran 95 (2005), Jag oetal. (2011), Williams (2003), Glancy (2002), and Lennard (2005) propounded their best strategies in that time. However, we cannot find the inclusion of learners' experience, feelings and emotion along with contextual environment in those strategies to teach poetry. So, I found a more or less different point of view regarding poetry teaching according to the changing pattern of time. Correct recitation is inevitable in poetry teaching. I was much influenced by the concept poetry is for singing; not for reading. If we teach poetry through singing with full emotions being creative, and imaginative caring about the rhyming pattern and examining its artistic quality, there will not be any confusion regarding understanding. As a result, learners not only be successful but also creators of the poem as well. This is the fact that I dug out through this very action research.

Effective teaching and learning is today's need and to make it effective and relevant, action research is required. It is through action research that the student problems in learning could be identified. Students' involvement in action research is a must as it helps to identify the root cause of the problem and find the appropriate solutions. While applying the findings of the action research as Lin (2008, p. 685) says, motivation, encouragement, and interaction are more decisive to a successful teacher than excellent spoken English and intensive knowledge (Lin, 2008, p. 685). Therefore, the conclusion has the premise that the teaching verse becomes enriching and highly gratifying if the teachers employ student-centered, innovative, and contextual 7 strategies that I have just dug out incorporating strategies that the researcher has already pointed out.

Chapter V

Conclusion and Implications

This chapter includes the conclusion and recommendations of the study. Based on the findings of the study, a conclusion and recommendation are made.

Conclusions

In this section, based on the conclusion of the study is made after the research. Classroom interaction is crucial to the classroom atmosphere. Usually, in an interesting, relaxing, and fun class, students are more likely to speak more and better (Lin, 2008, p. 685). Problems always occur in classroom teaching as students prefer new techniques that make their learning easier and more interesting. Teachers, even after implementing the solutions after the action research may feel problems in teaching. However, they should go on resolving them by modifying the teaching-learning technique. Here I concluded in such a way that, before starting to teach poetry, the teacher has to prepare students physically, mentally, and emotionally by creating a contextual classroom atmosphere. Students' readiness with feelings and emotions plays a vital role in enhancing teaching and learning activities. Hence, what types of activities a teacher has performed in brainstorming activities matters a lot for effective poetry teaching. It was found that teaching poetry through interaction was relatively more effective than the conventional way of teaching poetry.

Recommendations

This section, based on the recommendation of the study is made after the research.

Policy Related: After the study can be made policy.

The language teachers, syllabus designers, and methodologists should emphasize in the application of interaction techniques in teaching poetry.

There should be frequent practical observation, monitoring programs, and provision of feedback for English language teachers from the concerned authority to keep the teachers up to date in suitable teaching strategies.

The curriculum experts and designers should be aware of effective teaching-learning strategies and should instruct teachers about such strategies to utilize the teaching-learning field.

Practice Related: Based on the study can be made after the research.

Teachers should apply the learned techniques in real classroom teaching learning by reflecting on their previous learning to make teaching-learning activities easy and fast.

And they should explore their talents towards the subject matter and technological knowledge developing creativity, criticality, and originality in teaching.

Interaction assists in enhancing students' creativity and oral efficiency. Even the shy and poor students get facilitated. So that, it can be used to increase creativity in the students.

Students should be psychologically and mentally free to express their opinions, ideas, thoughts, and feelings. So teachers should be encouraged to use this technique in their classroom teaching.

Students learn more by collective effort rather than being spoon-fed by the teachers. So, an interactional environment should be created in the classroom.

Further Research Related: Based on the study will be conducted after the research.

The findings of the research work could provide valuable secondary resource material for other researchers who are interested in carrying out action research work on poetry teaching strategy.

The research study is based on the students of secondary level. So, other researchers can conduct action research work on other levels like primary, lower secondary, bachelor, and master levels too.

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Appendix I

Table of Contents

Class: 9

Reading II

Subject: English

Textbook

S.no	Unit	Title	Name of the poems	Page no.
1	1	Travel and Holidays	'Stopping By Woods on a Snowy Evening' by Robert Frost	8-9
2	4	Life and Death	'Crossing the Bar' by Alfred Lord Tennyson	45-46
3	9	Work and Leisure	'Leisure' by W.H Davies	115-116
4	10	The Earth and Space	'Up-Hill' by Christina Rossetti	126-128
5	12	People and Places	'Madam and her Madam' by Langston Hughes	152-153
6	18	Transportation and Communication	'Rickshaw Ride' by John Hill	230-232

Appendix II
Table of Contents

Class: 10

Reading II

Subject: English

Textbook

S.no	Unit	Title	Name of the poems	Page no.
1	4	Work and Leisure	'Leave this Chanting and Singing' by Rabindranath Tagore	60- 62
2	5	Science and Experiment	'The Voice of the Rain' by Walt Whitman	76 - 79
3	8	Hobbies and Interest	'Climbing' by Amy Lowell	127 – 129
4	12	Nature and Development	'Composed upon Westminster Bridge, sep.3,1802' by William Wordsworth	199-201
5	14	Travel and Adventure	'Weathers' by Thomas Hardy	234-236
6	16	Success and Celebrations	'If' by Rudyard Kipling	266-269
7	17	Countries and Towns	'The Country Mouse and the City Mouse' by Richard Scafton Sharpe	283-286

Appendix III

An Example of a Model Poem

Class: 9

Subject: English

Test Items**Leisure**

What is this life if, full of care,
We have no time to stand and stare,
No time to stand beneath the boughs,
And stare as a long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass,
No time to see, in broad daylight
Streams full of stars like skies at night,
No time to turn at Beauty's glance,
And watch her feet, how they can dance,
No time to wait, till her mouth can,
Enrich that smile her eyes began,
A poor life this if, full of care,
We have no time to stand and stare.

**- W.H Davies**

Appendix IV

Classroom Action Research and Lesson Study Steps:

CAR Stages	Activity	Lesson Study Stages	Activity Plan
Plan	<ol style="list-style-type: none"> 1. Identify the problem and its cause. 2. Make an action hypothesis. 3. Make an indicator of the achievement of actions. 4. Creating lesson plans/learning scenarios. 5. Making Instruments. 6. Preparing media/learning facilities including teaching material. 	Plan	<ol style="list-style-type: none"> 1. Creating lesson plans/learning scenarios. 2. Prepare teaching material. 3. Prepare evaluation tools or learning assessments.
Action	Carry out the actions contained in the lesson plan/learning scenario	Do (Action + Observe)	<ol style="list-style-type: none"> 1. Implement lesson plans/learning scenarios. 2. Observe student activities in using teaching material and receive from the teacher's actions during the learning process.

Observe	1. Observing the actions taken by researchers. 2. Using research instruments to see the achievements of each action.		
Reflect	1. Analyze the results of observations through feedback discussions and collected instruments. 2. Assess indicators of achievement of actions. 3. Give feedback for improvement and improvement of the next cycle.	See	1. Examine student activities during the teaching and learning process through feedback discussions. 2. Improve lesson plans / learning scenarios, teaching materials, and actions taken in the next learning process.

Appendix v

Actual Lesson Plans

Teaching Learning Activities

Lesson plan-1

Class: 9

Subject: English

Unit: 2

Teaching Item: Stopping By Woods on a Snowy Evening

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase	-To recite the poem	-Ask the students to talk about pictures	T-S	10 mins.
Warm-up	- To tell the main theme of the poem	-Ask them to guess why the man could be staying there	S-T	20 mins.
While reading		-Elicit their responses	T-T	

Phase		<p>The teacher read the poem with the correct rhyme and rhythm</p> <ul style="list-style-type: none"> - Ask the students what they know about Robert Frost and provide information if necessary - Ask students to mark the unfamiliar words on the basis of context clues - Assist the students to find the correct words on the basis of interaction - Ask the students to identify the speaker, help them to interpret the summary in detail - Talk about the rhyming scheme used in the poem - Finally, ask them to 	<p>T-S</p> <hr/> <p>T-S</p> <hr/> <p>T-T</p> <hr/> <p>S-T</p>	
Post-reading activities		<p>complete the summary of the poem</p> <ul style="list-style-type: none"> - Monitor the students 	T-S	10 mins.
Assessment		<p>engagement in the task and help them when required</p> <ul style="list-style-type: none"> - Assign students to compose a poem about their recent journey as a homework - Ask them to recite the 	T-S	5 mins.

		poem the next day - Assess them by asking some questions about poem		
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Lesson plan- 2

Class: 9

Subject: English

Unit: 4

Teaching Item: Crossing the Bar

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	- To recite the poem -Learn words, moaning, boundless, twilight, bourne, embark, crost, etc.	- Ask students to look at the given picture and make them speak on the basis of the picture -Ask the students to read the highlighted words in advance and introduce them in context.	T-S	10 mins.
While reading Phase		-Recite the poem aloud and say the students listen to the recitation carefully (use the audio link as the real authentic taste of the poem) - Make the students recite the poem aloud in front of the class and assist them in case of reciting with rhyme and rhythm - Go to the discussion of	T-S	20 mins.

		<p>the poem relating to the real-life situation</p> <ul style="list-style-type: none"> - Now, draw their attention to comprehension task A. - Ask them to discuss - Tell the answer and ask them to check 		
Post-reading activities		<ul style="list-style-type: none"> - Arrange discussion as a classwork and assist them properly - Make the students 	T-S	10 mins.
Assessment		<p>discuss life after death</p> <ul style="list-style-type: none"> - Listen to their opinions and add needed feedback - Ask students to tell the meaning of words like moaning, boundless, twilight, bourne, embark, crost etc. 	T-S	5 mins.

Lesson plan- 3

Class: 9

Subject: English

Unit: 9

Teaching Item: Leisure

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	<ul style="list-style-type: none"> - Read the poem and enjoy it - Do the comprehension task given in the text 	<ul style="list-style-type: none"> - Ask the students what they can see in the pictures, ask them how human life is different from the animals - Take their responses encourage them to give their views and accept it heartly - Ask the students to recite the 	T-S <hr/> S-T	10 mins.
While reading Phase		<ul style="list-style-type: none"> poem aloud and assist them with correct thyme and rhythm - ask students to mark the unfamiliar words from the poem and discuss them - To make sure that they have got the meanings of the vocabulary, ask them to do task A; Matching item -Assess the students' comprehension of the poem through questions task B. -Ask them how they spend their leisure time and request some of them to share their ideas in the classroom. 	T-S <hr/> S-T	20 mins.
Post-reading activities		<ul style="list-style-type: none"> -Tell them to write the paragraph about it. - Ask them to tell the summary - Assess students' 	T-S S-T	10 mins.

Assessment		comprehension level through exercises	T-S	5 mins.
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		<ul style="list-style-type: none"> - Encourage students to tell the theme of each stanza in group - Listen to their opinions and add needed feedback 		
Assessment		<ul style="list-style-type: none"> -Assess students' learning achievement according to their responses. -Ask them some questions related to the theme of the poem. 	T-S	5 min

Lesson plan- 5

Class: 9

Subject: English

Unit: 12

Teaching Item: Madam and her Madam

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	<ul style="list-style-type: none"> -To learn the vocabulary: mean, get through, scrub, pack horse, dogged, etc. -To read the poem and do the comprehension tasks. 	<ul style="list-style-type: none"> -Ask the students what they can see in the picture and take their responses. -Deal with pre-reading questions given in the text. 	<p>S-T</p> <p>T-S</p>	<p>10 mins.</p> <p>20 mins.</p>
While reading Phase		<ul style="list-style-type: none"> -Recite the poem with correct rhyme and rhythm using audio from online sources as well. -Ask students to tick out the 	T-S	

		<p>difficult vocabulary and discuss the meanings of the words.</p> <p>-Ask them to match the words with their meanings in task A.</p> <p>-Ask the students to read the whole poem and help them to interpret it in detail.</p>		
Post-reading activities		<p>-Assess the students` comprehension of the poem through task B and check them properly.</p> <p>-Ask the students about the discriminations that prevail in their society and make of list of them through group discussion.</p> <p>-Ask them to enlist and present in the class.</p>	T-S	10 mins.
Assessment		<p>-Check them asking some word- meaning turn by turn.</p>	T-S	5 mins

Lesson plan- 6

Class: 9

Subject: English

Unit: 18

Teaching Item: Rickshaw Ride

Steps	Objectives	Activities	Interaction	Time
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Pre-reading Phase Warm-up	<ul style="list-style-type: none"> -To read and enjoy the poem. -To learn the vocabulary: Harbor, Folded, Sand bar, Clatter, Cathedral, Tram, Snake, etc. 	<ul style="list-style-type: none"> -Discuss the title of the poem, and ask the students to guess what the poem could be about. 	S-T	10 mins.
		<ul style="list-style-type: none"> -Instruct the students to observe the picture carefully and ask them questions related to the poem. -Ask one or two students to recite the poem loudly, help 	T-S	20 mins.
While reading Phase	<ul style="list-style-type: none"> -To develop reading skills and do comprehension tasks. 	<ul style="list-style-type: none"> them read with correct pronunciation and tone. -Use “vocabulary Bingo” to discuss vocabulary. -Lead the students to read the sentences in task B before reading the poem, ask them to complete the sentences with the correct words. -Ask the students to read the questions in task D ask them to answer the questions individually based on their understanding of the poem. -Review their answers and facilitate a discussion to ensure comprehension and critical thinking. -Ask the students about the discriminations that prevail in 	T-S	10 mins.
Post-reading activities		<ul style="list-style-type: none"> their society and make of list of them through group 	T-S	

		discussion. -Ask them to enlist and present in the class. -Assess whether they became able to do comprehension		5 mins
Assessment		tasks accordingly or not by cross-checking.	T-S	

Lesson plan- 1

Class: 10

Subject: English

Unit: 4

Teaching Item: Leave this Chanting and Singing

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-To read the poem and interpret it their own way. -To identify the literary devices used in the poem.	-Discuss the title of the poem on the basis of pictures given in the text. -Ask them related questions to arouse their curiosity about the content.	S-T T-S	10 mins.
While reading Phase	-To do the comprehension task given.	The teacher introduces the poetry and asks students to recite the poem. -Facilitate them with the correct rhyming pattern. -Ask them to tick out the difficult vocabulary and help them with meanings. -Teach them about the literary devices used in the poem like metaphor, symbolism, personification, and so on.	T-S	20 mins.

		-Ask them to do the comprehensive task A given in the book.		10 mins.
Post-reading activities		- Check their task and help them if necessary. -Ask some questions related to literary devices and their uses.	T-S	5 mins
Assessment		-Ask them to tell the main idea of the poem -Ask about literary devices used in the poem on an individual basis or in a group.	T-S	

Lesson plan- 2

Class: 10

Subject: English

Unit: 5

Teaching Item: The Voice of the Rain

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-To tell the summary of the poem -To do the comprehension task	- Ask questions related to the picture given in the text to motivate the learners towards the poem -Ask to tell something about the topic	T-S	10 mins.
While reading Phase		-Recite the poem using the correct structure of rhyme and rhythm	T-S	20 mins.

		<ul style="list-style-type: none"> -Instruct students to follow the teacher's recitation -Ask them to underline the difficult vocabularies and assist them with meaning -Encourage them to explain the poem according to their understanding -Help them to find the main 		
		ideas and summary of the poem		
Post-reading activities		<ul style="list-style-type: none"> -Assign some tasks to check their comprehension level -Check their classwork and provide necessary feedback if needed -Ask to tell the summary of the poem randomly 	T-S	10 mins.
Assessment		-Assess them on the basis of task given to them	T-S	5 mins

Lesson plan- 3

Class: 10

Subject: English

Unit: 8

Teaching Item: Climbing

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-to tell the summary on a stanza basis	-Ask students about real-life experiences with climbing -Show the picture and motivate them to discuss it in groups	T-S	10 mins.
While reading Phase	-To do the activities based on vocabulary items	-Divide the students into 4 different groups and provide each stanza to recite -Make them ready to recite the poem aloud and instruct them about the features of the poem -Help them to recite the poem with the correct rhyming pattern -Assign them to generate the theme of each stanza -Suggest to do exercises according to the ideas they got	T-S	20 mins.
Post-reading activities		-Check their tasks given as classwork -provide necessary feedback to the exercises and tell the summary of the poem -Ask questions related to	T-S	10 mins.
Assessment		vocabulary -Tell some of them to discuss about the title in their own way	T-S	5 mins

Lesson plan- 4

Class: 10

Subject: English

Unit: 12

Teaching Item: Compose upon Westminster Bridge, Sep. 3, 1802

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-Read the poem and enjoy it. -learn the use of the dictionary to find out	-Show the picture given in the text and ask some questions about it. -let them tell about the bridge that they have seen -Ask one student to bring a dictionary from the library	T-S	10 Mins.
While reading Phase	word-meaning -Tell the summary of the whole poem.	The teacher recites the poem once and requests them to follow -Ask students to find out the difficult vocabularies in the poem -Assign one student to use the dictionary in the proper way in order to find out the contextual meaning of the words -Facilitate all students about the proper technique of using a dictionary -ask them to tell the summary of the poem and facilitate them if it is unclear -Assign the task to complete the summary of the poem choosing the correct words or phrases given in the text	T-S	20 Mins.
Post-reading activities			T-S	10 mins.

		-Help them to complete the task if needed -Ask 4/5 students to tell the		
Assessment		meaning of the words randomly	T-S	5 mins

Lesson plan- 5

Class: 10

Subject: English

Unit: 14

Teaching Item: Weathers

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-To talk about different weathers and their features. -do the task given on the basis of the understanding.	The teacher shows the pictures representing different weathers and lets them talk about it. -Ask them to differentiate these two pictures from what they saw. -Ask some questions about the topic of the poem and facilitate them.	T-S	10 mins.
While reading Phase		-The teacher recites the poem aloud and requests students care about the rhyming words used in the poem. -ask them to follow the same pattern and recite the poem. -ask them to tell the rhyming words and note them down on the board. -Assign them to make a note of the difficult word and let them guess and help them accordingly. -tell the summary of the poem and prepare them for the comprehension task. -The teacher inquires whether they know something about different weathers through different questions. -Assign the comprehension task,	T-S	20 mins.

Post-reading activities		check, and provide feedback if necessary.	T-S	10 mins.
		-Make some of the students stand randomly and ask them to talk about the main things that are happening in the poem.	T-S	5 mins
Assessment				

Lesson plan- 6

Class: 10

Subject: English

Unit: 16

Teaching Item: If

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-Tell the summary of the poem . Do the activities given in tasks A B and C. -Write a poem including the conditions they have to follow to become a good person.	-Introduce the topic 'If' a little bit and ask them to talk about different situations in their life. -Ask them about the condition of their present and the result of what they are expecting too. -mention some of the conditions of being a good person in life.	T-S	10 mins.

While reading Phase		The teacher divides the whole class into four groups and assigns the task to read 8 lines by 1 group turn by turn. -facilitate the teachers in their need and help them to identify difficult vocabulary and Meanings. -tell the summary of the poem and make them ready to do the comprehension task given.	T-S	20 mins.
Post-reading activities		-The teacher asks them the way to say something about different conditions of life and suggests them accordingly. -Assign the comprehension task, check, and provide feedback if necessary. -Assign them to construct a beautiful poem including the conditions that have to follow to be a good person.	T-S	10 mins.
Assessment		-Make some of the students stand randomly and let them speak freely about the theme of the poem.	T-S	5 mins

Lesson plan- 7

Class: 10

Subject: English

Unit: 17

Teaching Item: The Country Mouse and the City Mouse

Steps	Objectives	Activities	Interaction	Time
Pre-reading Phase Warm-up	-Tell the moral lesson of the poem. -Read the poem and enjoy it. -Identify the rhyming words in the poem and create their own poem using them.	-The teacher asks the students whether they heard the story of the country mouse and the city mouse or not. -Create questions like; what do you understand by city and country mouse? Are they similar or different? Etc. to attract their minds towards the content. -Address the student's response in the proper way. -Ask the students to read the whole poem independently.	T-S	10 mins.
While reading Phase		-The teacher recites the whole poem again with proper rhyming and rhythmic patterns so that students find something different than that from theirs. -The students and teacher both recite the poem with a rhyming pattern and the teacher facilitates the meaning-making process. -Students make their own	T-S	20 mins.
Post-reading activities		understanding of the poem and the teacher assigns the task given on the basis of their comprehension. -Check their tasks and do corrections if necessary -The teacher assigns the task to enlist all the rhyming words given in the poem. -Ask them to write a poem on the	T-S	10 mins.

		basis of rhyming words and bring it the next day -Request some of the students to present the moral lesson of the poem orally i.e. A simple life in peace and safety is preferable to a life of luxury tortured by fear.		
Assessment			T-S	5 mins

Appendix vi

Reflective Diary

A reflective diary is a type of writing that records our thoughts, feelings, and experiences regularly. It can help us to reflect on our learning, personal growth, and professional development. Here in this context, I prepared this diary as the mirror of my 15 days of classroom activities of teaching poetry in grades 9 and 10 with details including a well-prepared lesson plan. There were 6 poems in the grade 9 textbook and 7 poems in the grade 10 textbook. I taught 1/ 1 poem in one day simultaneously.so that, I attempted to incorporate two reflections on a daily basis. 45 minutes was divided into 4 parts: pre-reading (10 minutes), while reading (20 minutes), post-reading (10 minutes), and Assessment (5 minutes). All the activities that I performed during teaching-learning are mentioned here.

Day- 1

On the first day of my teaching, I entered class 9 in the fourth period and introduced the poem ‘Stopping by Woods on a Snowy Evening’ by Robert Frost. First of all, I used *various questions and asked the students about their health status*. After responding to them, I started my lesson forward as I prepared the full-fledged lesson

plan. In the initial phase of teaching the poem, *I used pictures given in the text* and asked them *to talk about those pictures as a brainstorming activity*. Now the students got ready to enter the content. And instructed to guess why the man could be staying there.

During the while-teaching phase, I read the poem with the *correct rhyme and rhythm* and asked the students what they knew about Robert Frost. Similarly, I asked students to mark the

unfamiliar words *based on context clues and assist the students in finding the correct words based on interaction*. Then, I asked the students to identify the speaker and help them interpret the summary in detail. After that, I talked with them about the rhyming scheme used in the poem and asked them to complete the summary of the poem.

Again, *I monitored the students' engagement in the task* and assigned students to compose a poem about their recent journey as homework. At last, I asked them to *recite the poem the next day and assessed them by asking some questions* about it.

On the same day, I taught class 10 in the fifth period and started the poem 'Leave this Chanting and Singing' by Rabindranath Tagore. As usual, *I asked my students about their health and started my lesson forward*. As warm-up activities, *I left some of the questions related to the poem* showing the pictures given in the text so that their minds got ready for learning.

Now they were ready *I introduced the poetry* and asked them to *recite the poem*. Students were able to understand the rhyming pattern and they started to tick out the difficult vocabulary *I was there to facilitate them properly*. After that, *I talked something about the literary devices used in the poem* with them and assigned them to do the comprehension task given in the textbook. These all come under while teaching phase.

Again, I checked their task with the necessary help and requested them to talk about the literary devices used in the poem and the summary of the poem. At last, they were evaluated on an individual basis by the question: what are the literary devices used in the poem?

Day- 2

In the class of the second day, I entered the classroom as usual with a textbook with appropriate educational materials. In class 9, the theme of the day was the poem ‘Crossing the Bar’ written by Alfred Lord Tennyson. I started the activity in this way with the specific aim of teaching poetry to read with good rhythm and to teach the meaning of difficult words in the text. I presented pictures related to the poem, made them talk something about it, and requested to study the highlighted words given in the poem to warm up.

At the heart of teaching-learning activities, I recited the whole poem with proper pattern along with audio and asked them to recite it. After discussing the poem with real-life situations, I took them toward the task related to the poem after comprehension. I asked them to discuss and provide the necessary support.

I had arranged a discussion as a classwork on the topic of life after death, listened to their opinion, and provided feedback. At last, I asked my students to tell the meaning of some highlighted words individually.

On that very day, I had taken 5th period in grade 10. The poem ‘The Voice of the Rain’ composed by Walt Whitman was the lesson I need to go forward. Without further delay, *I asked some questions related to the poem by showing pictures and letting them discuss for a while to energize them.* I asked them to say something about the topic *to create curiosity for further learning.*

In the meantime, *I recited the poem using the correct pattern and instructed students to follow me.* Then, I asked them to collect difficult vocabulary and assisted with the meanings. *Again, Students were encouraged to explain the poem according to their understanding,* which helped them to find the summary of the poem. And led them towards the comprehension tasks.

At the end phase, *I checked their tasks with necessary feedback,* assigned some of them to give a summary, and assessed them based on the task given. I formulated the objectives: to tell the summary and to do the comprehension tasks.

Day -3

As a daily routine, I entered class 9 and started poetry teaching. The content was 'Leisure' by W. H. Davies. I had set out the objectives: read the poem and enjoy it, and do the comprehension tasks given. I started my activities based on the lesson plan. I asked some questions the students showing the pictures and differentiating human life from animal life made the initial phase more interactive and made them curious about learning.

Meanwhile, students were requested to sing the whole poem with the help of audio materials which helped them to follow the rhyme and rhythmic pattern properly. I asked them to mark the unfamiliar words and discuss them making sure that they received the meaning of the vocabulary. So that, they could do matching items and comprehension levels through questions given in task B.

In the post-reading phase, I asked them to share their ideas about how they spend their leisure time. Then, requested them to write a paragraph about it. Finally, the class was over after asking them to tell the summary based on their comprehension.

On that day, there was a lesson, 'Climbing; by Amy Lowell that I had to teach for grade 10 students. *I approached the classroom with fully equipped materials along with a lesson plan.* The objectives were to tell the stanza-based summary and do the vocabulary-based activities. To meet the objectives, *I started to motivate the students by asking about their real-life experiences with climbing and showing the pictures* in the group.

In the core time of teaching-learning activities, *the whole classroom was divided into four different groups to recite each stanza* and asked the students to recite the poem. Then, *I instructed them on the features of the poem along with the rhyming pattern.* After that, students were requested to generate the theme of each stanza and suggested to do the exercises.

In the end, *I checked their tasks and offered some feedback* that helped summarize the poem. I wrapped up the class by asking questions related to vocabulary in the last five minutes.

Day- 4

On that day, I introduced the topic of the poem 'Up- Hill' By Christina Rossetti in grade 9. As I was doing action research, I prepared the improvised lesson plan that I did yesterday and started to teach accordingly. In the initial phase, I warmed up the students through the meaning of the title 'Up- Hill' and asked some questions related to the location, distance of mountains, and tourists within 10 minutes.

In that important phase of learning, I wrote the title on the board for the simple concept. Students were divided into 3/4 groups to recite each stanza and requested other groups to get the theme of each line. I helped them with the unfamiliar vocabulary and asked them about the rhyming structure of the poem for the interpretation as the summary within 20 minutes. In the end, I arranged the discussion as classwork to encourage them to tell the theme of each stanza in a group and listened to their opinions for 10 minutes. The last five minutes were allocated for the evaluation where I used some questions related to the theme of the poem. In such a way a 45 minutes period had been over.

As teaching is a continuous journey, I approached in front of class 10 students with a plan of teaching a poem named 'Composed upon Westminster Bridge, Sep. 3, 1802' by William Wordsworth where I set out three objectives. To fulfill my objectives, I tried to do my best for effective teaching. First of all, *I showed them the pictures of the bridge and asked them to share their experiences* of being familiar with the bridge. Then, *one student was asked to bring a dictionary* from the library to learn how to use the dictionary to find out the meanings.

At the heart of teaching-learning activities, *I sang the poem once and requested them to imitate it*. After that, I assigned *students to find out the meaning of the words in the dictionary*. Students were informed of the *technique of using a dictionary* and asked about the summary.

In a nutshell, I was assigned to complete the summary of the poem select the correct words or phrases given in the text, and provide necessary support. At last, I assessed my students to ask the meaning of the words randomly.

Day- 5

I welcomed all the students of class 9 on the 5th day of my poetry teaching class. As I was taking poetry teaching classes repeatedly, students had a type of curiosity so they were a little bit imaginative as well. In such circumstances, I put forward the poem ‘Madam and Her Madam’ by Langston Hughes. In the preliminary phase, I asked the students what they could see in the picture and listened to their responses. Then I dealt with pre-reading questions given in the text for the warming-up process.

I shifted towards the main phase of teaching where I recited the poem with correct rhyming patterns along with audio materials and assigned them to collect the difficult words in the poem. I helped them with the meanings and asked them to do matching items. Again, the students were informed to read the whole poem for interpretation which is very helpful for doing exercises B and C. I assigned them to do the tasks and checked them properly.

As post-reading activities, students were asked about the discriminations that prevail in society and made a list of them for presentation in 10 minutes. Finally, their capability was judged by asking for some word meanings one by one and the bell rang.

In the same way, I introduced class 10 with the topic ‘weathers’ composed by Thomas Hardy on that 5th day. To teach the poem effectively I had planned the whole lesson in a way through which students received much insight. The objectives were: to talk about different weathers and their features and do the task given based on the understanding. For the brainstorming technique, *I presented different pictures representing the weather*, let them talk, and differentiated them properly. Students were provided a fruitful environment to talk about the topic of the poem,

In the meantime, I preferred student participation so that *I was there for the recitation of the poem and requested them to follow properly*. I asked them to find out the rhyming words used in the poem and wrote them on the whiteboard with their help. Again *they got the chance to collect unfamiliar words and gave necessary support*. After doing all those activities, *I intended to prepare them to say the summary of the poem and lead them toward comprehension tasks*.

At last, I checked their level of learning through different questions related to the weather and helped them with their tasks in 10 minutes. Finally, *they were evaluated individually providing the floor to talk about the things that happening in the poem within 5 minutes*.

Day-6

There were 6 poems in the class 9 English book. On the day of the 6th, I entered the classroom with the last poem 'Rickshaw Ride' composed by John Hill. Not only that, I had an improvised lesson plan made using a student-centered technique. To raise curiosity among the students, I asked students to guess what could be the poem about. Students were instructed to observe the picture and asked questions related to the poem.

Following the student-centered techniques, I asked one student to recite the poem and helped him with correct pronunciation and tone. Led the students to read the sentences in task B and asked them to complete the sentences with the correct words. Furthermore, I assigned the students reading tasks given in task D and prepared for answers individually. I collected their answer and facilitated a discussion to develop critical thinking through comprehension.

After doing that, students examined the discrimination that prevailed in their society and made a list through group discussion. Finally, I asked them to enlist and present in the class within 10 minutes at the end.

I taught the poem 'If' by Rudyard Kipling in grade 10. Firstly, I introduced the title and *asked them to talk about different situations in their life. Similarly, I showed the picture of the poet and asked to recognize the picture.* I assigned the tasks to *recall students' past, present, and results* of what they were expecting to mention some of the conditions of being a good person in life.

In the core part of the teaching-learning activities, *I broke down the whole class into four groups and assigned the reading tasks separating eight lines in the group.* I helped them to identify difficult vocabulary and their meanings. Likewise, I told the summary of the poem and made ready for the task given. These activities consumed altogether 20 minutes.

In the post-reading phase, *I left the open floor for them to talk about different conditions of life and suggested them accordingly.* All the students were requested to take part in generating and sharing ideas. Then, they were assigned comprehension tasks. After providing the necessary comments, *I assigned a beautiful poem construction task* including the conditions to be a good person. Finally, I assessed my lovely *students giving them the chance to speak freely about the theme of the poem one by one.*

Day-7

According to the curriculum prescribed by the Curriculum Development Centre, there are altogether 7 poems in the grade 10 English book. On day 7, I entered the classroom with a full-fledged lesson plan to teach the poem ‘The Country Mouse and the City Mouse’ composed by Richard Scrafton Sharpe. I set out the objectives like the poem *for enjoyment, identifying rhyming words and creating your own, etc.* I proceeded forward to create a *classroom learners-friendly environment* asking the students whether they heard the story of the country mouse and city mouse or not. Along with those interactions, *I used many questions* that responded to the differences between city mouse and country mouse to make them creative and motivated towards the content.

In while reading activities, I asked all *my students to recite the whole poem independently and facilitated them with proper rhyme and rhythmic patterns* through which students found out the differences. After that, I ordered them to *sing together with me for the betterment of the meaning-making process.* Till now, the students set out one level of understanding, assigned them comprehension tasks, and assisted them properly.

We were at the end of the session, students had some type of curiosity in their mind, so they were requested to enlist the rhyming words. Then I assigned the beautiful task to them to *write a poem using those words and bring it into the class* the next day. They seemed to be very happy at that moment. I turned off the class requesting to tell the moral lesson of the poem orally like “a simple life in peace and safety is preferable to a life of luxury tortured by fear.” Finally, the bell rang and the class was over.

Appendix vii

Work done by the students...Some of the examples

Date / /
Page No.

Poem On Nature

Nature is so good
And don't make us rude,
It gives us everything
Without expecting anything,

Name - Durga Sharma

Roll NO - 9

class - 10

Shree byanodaya Secondary School

Nature is Everywhere

Nature is everywhere you go.
Everything that lives and grows
is nature.

big and small
Nature is plants that grow so tall.

Nature is beautiful in every way.

Wonderful, exciting

And needs our care.

So, listen, learn and do your part to
keep our nature beautiful forever.

Name - Sapana Pun

Class - 9

Subject - English

Roll No. - 9

Shree Gyanodaya Secondary School

How I Spend my free time.

Everybody is having a busy life. But then, there is leisure time for us to spend. Leisure time is set aside for relaxation. There can be useful yet exciting ways to spend our leisure. Some suggestions include reading, doing exercise as well as charity work. Firstly, one of the most

Beauty of Nature

Mountains are the highest,
Valleys are the lowest,
Plains are flat like a mat,
Don't we all know that?

Islands have water all around,
Thousands of these can be found,
Deserts have sand and palm trees,
Oceans have water from many seas,

Beautiful is the planet that I live in,
There is no other place that is skin!

Name - Salina Thapa

Roll no. - 7

Class - 9

Shree Gyanodaya Secondary School

Date / /
Page No.

The Rain

Pitter-patter raindrops
Falling from the sky
Here is my umbrella
To keep me safe and dry

When the rain is over
And the sun begins to glow
Little flowers start to bud
And grow and grow and grow.

Name - Suman Gaha

Roll No. - 5

Class - 10

Shree Gyanodaya Secondary School

No one said it would be easy
In this world that we live in
that's full of uncertainty
No one said it would be fair
Because life as we know it is unfair
We fight and study strong though we still struggle
with life's trials and every hurdle
Still we hold on determined to win the battle
Until our heart and mind is at peace
That's the only time we'll settle.

Name: Ritu Gurung

Class: Ten

Roll no: ~~Seventy~~ Seventeen

Shree Gyanodaya Secondary School