

2023

**Strategies for Teaching Poetry in English Language Classrooms at Secondary
Level**

Kabita Khadka

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

801 (S)

Strategies for Teaching Poetry in English Language Classrooms at Secondary Level

**Submitted by
Kabita Khadka**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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**T.U. Regd. No.: 9-2-222-26-2010
Fourth Semester Examination
Exam Roll No.: 7228518/072**

**Date of Approval of Thesis
Proposal: 07-10-2021
Date of Submission: 05-09-2023**

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.

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Dedication

Dedicated to my parents

for the exceptional love, endless support and sacrifices.

Acknowledgements

First of all, I would like to express my sincere gratitude to my honorable guru and thesis supervisor **Dr. Gopal Prasad Pandey**, Head and Reader, Department of English Education for his invaluable guidance, insightful comments and encouragement.

I also would like to express my gratefulness to **Dr. Ram Ekwel Singh**, expert, for the constructive feedback and encouragement in my thesis viva.

In the same way, I am equally indebted to **Dr. Renu Singh**, member of thesis viva for her valuable comments.

Secondly, I would like to express my limitless gratitude to committee members of proposal viva **Mr. Guru Prasad Poudel** and **Mr. Resham Acharya** for their valuable comments. I also extend my sincere gratitude to **Dr. Purna Bahadur Kandel**, **Dr. Prem Bahadur Phyak** and **Dr. Madhu Neupane** for their constructive suggestions. My sincere gratitude also goes to my respected teachers, **Mr. Ashok Sapkota** and **Mr. Khem Raj Joshi** for their guidance and inspirations during my study at university.

My heartfelt thanks to my parents for their support and everlasting encouragement throughout my educational years. Additionally, I appreciate their financial and moral assistance I endured during the data collection period. Finally, I am also grateful to my classmates for their pieces of advice regarding this research work.

Abstract

The study is entitled **Strategies for Teaching Poetry in English Language Classrooms at Secondary Level** aimed at exploring the strategies of teaching poetry at secondary level and to suggest some pedagogical implications for enhancing teaching/learning poetry in the classroom. Regarding methodology, I used survey research design and randomly selected forty English teachers from twenty community secondary schools of Kathmandu District as a sample population. I used observation checklists and a set of questionnaire as data collection tools. The tools were administered to the teachers. Moreover, the data were tabulated and analyzed. The study has revealed that discussing the general background of the poem and poet is important strategy to give student a clear concept about poem. Furthermore, majority participants perceived that the strategy of giving insight on the literary movements helped students to be aware of their society. Moreover, teachers implemented the strategy of language description to make their students understand the content easily. They perceived that describing each line of the poem facilitates students to guess theme of the poem. Additionally, the majority of teachers implemented the strategy of reading poem aloud to make their students familiarize with difficult words used in the poem.

This thesis consists of five chapters. The first chapter deals with the introduction of the study that consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, the second chapter consists of review of theoretical and empirical literature, implications of the reviewed for the study and conceptual framework. Likewise, the third chapter deals with the methods of the study that consists of the design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. Then, the fourth chapter deals with the analysis and interpretations of data. Finally, fifth chapter deals with findings, conclusions and recommendations of the study followed by references and appendix.

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Chapter 1

Introduction

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

Background of the Study

Poetry is one of the different forms of literary genres which is used for expressing the feelings and emotions through figurative language – the use of similes, metaphors, symbols, imageries, etc. There is no concrete definition of poetry. It means many different things to different people. According to Bennett and Christopher (2011), poetry can be understood as a verbal, written art form that uses a heightened sense of language which is the medium to convey experience, feeling, or modes of consciousness. So, poetry can be understood as an expression of outmost feeling and intension through the stylistic language. Thus, the students can get a different exposure of learning deviated language while learning poem in the language classroom. While teaching a poem, the students are taught about various elements of the language. The poem allows the creator to play with a language in a stylistic form using artistic words. So, such elements in the poetry helps to develop the linguistic ability in language learners. Hall (2016) states that language is a means to communicate among humans either oral or written form. Thus, poetry, consisting creative way of communication, supports language learners to enhance themselves in language acquisition. Furthermore, poetry helps students to enrich their linguistic competence.

Language is a means of communication. It is used to express or share ideas, thoughts, feelings and emotions. Likewise, language is considered as a pure gift of nature to human beings. Linguistically, it has been defined as a voluntary vocal system of human communication. By the definition, it is clear that language is only possible among human beings and is produced with the help of vocal apparatus.

Language and literature are inseparable as they play inevitable role to fulfill each other. The literary language is regarded as a complex language. Thus, literature refers to the writings valued as work of art, specially, novels, plays and poems or pieces of writing on a particular subject.

Considering the definition, literature is an art which mirrors the society, out of which, it emerges. The literary figures express their thoughts, feelings and emotions in different genres of literature. According to Abrams (2000) literature strengthens student's imaginative power and helps them to be creative. Such literary works include cultural elements which can help the students to get familiar with the culture of native speakers. As language and culture are inseparable, the language learners are to know the culture of the speakers of particular language that they are learning. In such context, poetry can be considered as a powerful resource to make students understand the culture of natives that enhances language learning activities in the language classroom.

Contextually, the curriculum has given special emphasis on teaching poetry in secondary level in Nepal. There are poems included in Secondary Levels both in compulsory and optional English. To make the students familiar with the different language function, the following poems are included in the 9th and 10th grade compulsory English. The Wind and the Leaves, The Foolish Fish and The Rivals are included in the 9th grade. Similarly, Did I miss Anything, The Road not Taken, I wandered lonely as a Cloud, The Chimney Sweeper and Past and Present are included in the 10th grade book. These poems have been included to teach different language skills, aspects and functions of language. Thus, I carried out the research how teachers teach and what strategies they use while teaching poetry to the students of 9th and 10th grade.

Similarly, the poems included in the textbook of grade 11 are Corona Says, A Red/Red Rose, All the World Stage, Who are you, Little I? And The Gift in Wartime. Moreover, A Day, Every Morning I Wake, I Was My Own Route, The Awakening Age and Soft Storm are included in the textbook of grade 12. Therefore, teaching poetry makes students familiar with the voice, pitch, volume, and inflection because they're very important for students learning to read. Poetry provides students with opportunities to engage with language in new and creative ways, which can help to

develop their language skills and expand their vocabulary. Poetry can be a powerful tool for exploring different cultures and perspectives, and for understanding the experiences of people from diverse backgrounds. Poetry can help students to develop their emotional intelligence by encouraging them to think deeply about their own feelings and the feelings of others. Poetry often requires close reading and analysis, which can help students to develop critical thinking skills and to learn to make connections between different texts. They are a good source to provide supplementary materials for grammar, vocabulary as well as translation (Liaw, 2001 as cited in Khatib, Hossein, & Rahimi, 2012). Hence, poetry encourages students to use their imagination and to think creatively, which can help to foster a lifelong desire of learning and a desire to explore new ideas and perspectives.

Statement of the Problem

The existing English curriculum of Secondary level has been included the poems as the lessons for students. Regarding the reading text, the course has included different poems, stories, essays, drama and grammatical aspects. Among them, poem is regarded as a very complex type of reading text due to the use of special type of language and deviation in linguistic form. The questions are arising on the relevance of teaching poetry in Secondary Level. Sometimes the teaching learning process becomes problematic to both teachers and students. Similarly, poetry means for learning language in creative way. There are various reasons behind teaching poetry. The teachers can teach different components such as vocabulary, grammar, pronunciation, etc. by using poetry. The poetry strengthens the student's linguistic and communicative competence with its interactional nature. As poetry includes the creative way of expression, it has an interactional elements in it that make teaching learning activities pleasurable and interesting.

It is also need to teach students language use and functions and to enable them to establish a link between structure and meaning providing them with more examples of language in context. So, isn't it necessary to teach poetry to the students in Nepalese context? What might be the strategies used by secondary level teachers in terms of teaching poetry in secondary level properly? Thus, this study was conducted to address such issues in poetry teaching.

Objectives of the Study

The objectives of the study were:

1. To explore the strategies of teaching poetry at secondary level.
2. To suggest some pedagogical implications for enhancing teaching learning process.

Research Questions

The following research questions were used to accomplish the objectives of this study:

1. What are the strategies used by teachers to teach poetry at secondary level?
2. What are the pedagogical implications?

Significance of the Study

As the secondary level textbooks include different poems, this study is significant to all the English language teachers and students in general. However, it is useful to the teachers, lecturers, professionals, students, researchers and educationists as well as curriculum designers. It is a useful reference to the prospective researchers to collect information about teaching strategies in the language classes. It can be a guidance for the language teachers. The students also can take advantages from it to study poem. Moreover, this study will be helpful to the subject experts, syllabus designers, textbook writers, language and literature teachers, researchers and other people who directly and indirectly involve in teaching learning process. It is because teachers get some new ideas, information and strategies to teach poetry and students will also get new information.

Delimitations of the Study

The study was delimited to Kathmandu district and it was limited to identify the strategies of teaching poetry at secondary level. Moreover, it was limited to forty sample of population and this study followed survey research design.

Operational Definition of the Key Terms

Pre teaching activities: warm-ups and motivational activities prior to the following activities

While teaching activities: main activities in teaching and learning in the classroom

Post teaching activities: the follow up activities in the classroom

Secondary level: According new education act of Nepal, Secondary level refers to the level from grade nine to grade twelve.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter consists of related theoretical and empirical literature, implications of the review for the study and conceptual framework.

Review of Theoretical Literature

In the review of theoretical literature, some of the literature is reviewed under several topics that are importance of literature in language teaching, literature in English language teaching, genre of literature, teaching poetry in language class, strategies of teaching poetry, and advantages of using poetry in language class.

Literature in English language teaching. Literature plays an important role in the language classroom as it is the medium through which the students can learn target language interestingly and lively. If the students read the text and learn the content interestingly and patiently, the learning becomes permanent. Literature provides variety of inputs because it explores history, science, philosophy and other daily events and the various literary genres. Being familiar with the number of literary genres, students confronts with the language, culture, lifestyles and other information. They also tend to use of different language elements such as, registers, styles, and other varieties of language. Furthermore, they become aware of the target language by learning such things and they discover the different features of language than by rotting the grammatical rules and regulations rigidly.

Literature can help the students to develop all kinds of language skills; listening, reading, speaking and writing. In language classroom, poetry teaching aligns with more interactive nature of teaching and learning activities. As the literary contents come from the authentic sources, the students learn language in simulated natural setting. According to Lazar (1993, p. 24) "Literature is useful tool for students to draw their own personal feelings, experiences and opinions. It helps students to become more actively involved both intellectually and emotionally in learning English and hence aids acquisition. Talking about the importance of literature, Povey (1972, p.187) says, "Literature will increase all language skills because literature will

extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax” (as cited in Brumfit and Carter 1987, p. 191).

Therefore, literature is a full-fledged discipline of language. Literature has mainly four genres to be completed innately. They are poetry, prose, fiction and drama. Each discipline has its own essential quality (things) in the essential qualities of poetry; fiction and drama are meditation persuasion, narration and interaction respectively. Literature increases the interest of students towards abstract and intangible aspects of life. It stretches students' imagination, widens their insights, deepens 8 their experiences and heightens their awareness. A language learner cannot be a competent learner unless he/she knows the culture and literature of its native speakers. To learn a language competitively, one should be familiar with the culture and literature of the target language. In conclusion, all the teachers, linguists, ELT experts and students are in favor of the use of literacy text in the classroom.

Genres of literature. Literature is a full–fledged discipline of language. It is complete in itself with its many genres. They are described as follows:

Drama. Drama is a piece of literary art, which is composed to be performed on the stage and read as well. It provides so many active materials as well as entertainment to the spectators. There are different elements of drama such as, characters, spectacles, thought, action, language and music. But mainly there are plots, settings, themes and dialogue, which are known as the elements of drama. Similarly, drama comprised of different forms of drama i.e., tragedy, comedy, tragicomedy, farce, melodrama, one-act-play and historical drama.

Story. Story is a creative writing which narrates the past events and incidents systematically from top to bottom. Stories may be long or short. There are different elements of story; they are plot, characters, setting, style and theme.

Novel. Novel is a long-long narrative writing elevated in style, rich in characters and with a single plot. Novel might be fictional and non- fictional. The fictional novels are written with imaginary characters and events but non -fictional novels narrate the true history of someone or something. There are different elements of novel i.e. plot, characters, setting, style and theme.

Essay. Essay is a short prose work which discusses either formally or informally in one or more topic. The method of writing prose Essay is persuasion. Essay is not fictional but it shows the writer's own ideas on the particular subject matter. According to Lamb 1823 (cited in Abrams, 2000, p. 59), "Essays may be long on short factual or fictional and practical or playful."

There are mainly four different categories of essays:

- 1) Formal /impersonal /objective/ intellectual
- 2) Informal /personal/subjective / interest in imaginative experience)
- 3) Narrative b) Expository
- 4) Descriptive d) Persuasive

Poetry. Poetry is also a piece of literary art, which is generally composed in verse. The poetic language is different from that of prose and that of daily use. Due to the deviation of linguistic norm, poetry is different with the other genres of literature. There are different forms of poetry as follows:

Subjective

Lyric

Elegy

Ode

Sonnet

Pastoral

Objectives

Ballad

Epic

Mock-epic

Idyll

Dramatic monologue

Language of poetry. Poetry is one of the genres of literature. It is a creative piece of writing generally composed in verse. In the past, poetry is written in the verse but now it is written in verse as well as non-verse. Poetry is created for pleasure. The aesthetic satisfaction is related to poetry. The language of poetry is special and different that to the language of any other texts or daily use of language. The poetic language consists rhyming words, rhythm, meter, diction, tone, music, alliteration etc. The poet uses special types of diction selecting appropriate words to write a poem. The rhyming scheme is an important aspect of poetry, which makes the poem standard and systematical. The rhythm, meter, tone and music make the poem

systematic and sweet. The alliteration and assonance are also some important factors of composing poetry.

Poetry differs linguistically from the usual or standard form of language. Poetry recognizes syntax invests its own vocabularies, freely, mixes registers and creates its own punctuation. Poetry draws creatively on a full range of archaism and dialects generate new vivid metaphors. It patterns sounds and orders rhythms. Poetry has been described as deviation from the norm of language. It has been argued that poetry frequently breaks the rules of language but it communicates with information of original way.

Readers find that the language not quite rigidly governed by rules as we think while reading the poems. It is pedagogically useful and necessary to provide students with idealized language rules. While using poetry students find deviant and unusual language. By this, students can expand language awareness and interpretative abilities.

Elements of poetry. There are "elements" of poetry that we can focus on to enrich our understanding of a particular poem or group of poems. These elements may include voice, diction, imagery, figures of speech, symbolism and allegory, syntax, sound, rhythm and meter, and structure. The elements of poetry are discussed below:

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

Rhyming scheme. The Rhyming scheme is the main feature of poetry. Generally, poetry is composed in verse. To make the verse systematic the rhyming pattern must be used. There is different Rhyming scheme like Petrarchan or Italian – abab abab cde cde and English or Shakespearean – abab cdcd efef gg. for example: light rhymes with bright and head with bed.

Rhythm. Rhythm refers to a strong regular repeated pattern of sounds or movements in rhythm. It is the patterned flow of sound mainly in poetry. It does not mean that rhythm is not found in prose. The contributing factors of rhythm are meter

/foot, rhyme, alliteration, assonance and onomatopoeia. The rhythm of a lyric is different, with the rhythm of a sonnet. Likewise, the rhythm of an epic is different from that of the rhythm of an elegy.

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

Music and tune. Music and tune are the very important features of poetry. All kinds of poetry are composed with special types of music and tune. 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. lady bright can be right. Alliteration refers to the repetition of the same consonant sounds in the beginning of the words in the same and adjacent lines i.e. I cut this morning minion.

Features of Poetry

Use of unusual language. The poetic language is unique and unusual. The readers only find this type of language while reading poetry. The poetic language is used neither in everyday communication nor in interpreting the texts. The linguistic norm is completely deviated in poetry.

Use of simile and metaphor. Simile refers to the figure of speech which is used to compare two different things by using 'as' or 'like' e.g. and ever changing, like a joyless eye. Metaphor refers to the figure of speech which is used to compare two different things without using the words 'like' or 'as' i.e. she is a rose. She is a phantom.

In poetry, simile and metaphor are used in great deal which makes poetry more interesting and effective.

As a whole, due to the above mentioned features the poetic language is unique and different from the language of everyday use of any other texts.

Types of Poetry. There are different forms of poetry on the basis of their nature. They are described as follows:

Epic. The long narrative poem serious in subject, elevated in style, centered on a heroic or divine figure and the action depends on fate of a tribe or nation or human role is called epic. "The Rape of The Lock" by Alexander Pope, "Paradise Lost" by John Milton and "Shakuntala" by L.P. Devkota are its examples.

Lyric. The poem which is short and song like and expresses the poet's personal feeling. It consists of the utterance of the single speaker who expresses a state of mind or a process of perception, thought and feeling. Many lyric speakers represented as musing in solitude. In dramatic lyrics, however, the lyric speaker is represented as addressing another person in a specific situation; instances are John Donne's "Canonization" and William Wordsworth's "Tintern Abbey."

Other examples are "To a Skylark" by P.B. Shelley, "Sick Rose." by Robert Burn and "To His Coy Mistress" by Andrew Marvel etc.

Ballad: A short definition of the popular ballad (known also as the folk ballad or traditional ballad"). Generally, ballades are the songs that tell the story. These are the songs through which people communicate among each other.

Ode: Ode are the poems with stanzas. This is a structured literary work that are lyrical in nature. The ode incorporates the serious subject that are illustrated in lyrical structure.

Elegy: It is a poem which is composed for the lamentation on someone's death. It is also called mourning for someone who is dead. These are created to express the grief and sadness of someone's absence.

Sonnet: Generally, sonnets are considered as a long poems that are of fourteen lines. They are created in iambic pentameters. There are different types of sonnets; Petrarchan, Shakespearian, Spenserian sonnets.

Pastoral: Pastorals are the poems that deliberates about the rural life. It expresses the nostalgic image of poets in village or shepherd life. These are created as rural folks in natural settings.

Dramatic Monologue: A dramatic monologue is also a type of lyric poem that is perfected by Robert Browning in his “Last Duchess.” In dramatic monologue, a single person utters the entire poem in a specific situation at critical moment; the person addresses and interacts with one or more other people. The speaker wants to reveal the information to the reader (Abrams, 1993).

Teaching poetry in the English language class. Generally, we cannot find the absolute methods or techniques for teaching poetry. The teachers are to use any techniques of teaching poetry in accordance of needs of time. As poetry is a creative expression of someone's feeling, it is interactive in nature which demands the interactive classroom atmosphere. As poetry has been defined as "the spontaneous overflow of powerful feelings, it takes emotion recollected in tranquility" (Wordsworth, 1825 as cited in Saud, 2002). So, poetry is a recollection of an author's emotion, feeling and outmost thoughts. As poetry consists of deviated form of language, we can find the violation of language in poetry. It has metrical devices and rhetorical devices included.

Poetry undoubtedly helps student's to keep on being creative that boosts their linguistic competence. The teaching learning language has the intension of making students acquire and internalize the language. The power of imagination and creativity in students can be enhanced by including poetry teaching in language classroom. So, teaching poetry is necessary in language classroom as it plays a vital role to uplift the students in their linguistic and communicative competence.

Strategies of teaching poetry in the English language class. Literature has many forms: poetry, drama, essay, story. Among them poetry is different from other in its construction. In general, it is composed in verse some time in rhyming scheme and some time in blank verse and some time in nonsense rhyme. Regarding the case of teaching learning poetry, it is taught at different level i.e. from school level to the university level. The aims and objectives of teaching poetry at different levels are different.

Poems at Secondary Level are taught to make the learners be able to recite the poem with rhymes, to develop the skills to literal comprehension including literary comprehension and to increase the analysis power. According to the curriculum of secondary level, the principles of teaching poetry are to develop the vocabulary power of the learners, skills of reading comprehension, develop the imaginative skills, and develop creative thinking and creative writing and power of interpretation.

The teaching learning activities take place in certain patterns. Especially, while teaching literature in the classroom, the teachers are introduced some ways of teaching. The ways to teach literature are in different patterns. While the teachers are to teach the students in the comprehensive way, they tend to use the pattern of pre-reading, while- reading and post- reading activities for teaching literature. According to Lazar (1993, p.127), the way of teaching poetry involves different activities in different steps, which are mentioned as follow:

Pre-reading Activities

- a. Motivation/warm up
- b. Short introduction of the poet
- c. Giving some background information of the poem
- d. Describing the title of the poem
- e. Asking the learners to guess the subject matter of the poem
- f. Describing the related materials of the poem – picture, photographs and unusual words
- g. Asking some spot questions about the poem for their answer
- h. Introduction of the rhyming pattern of the poem

While - reading Activities

- a. Writing few questions on the board about the poem
- b. Asking the students for reading poem and find out the answer of those questions
- c. Reading poem by the teacher with accurate pronunciation and asking the students to follow

- d. Reading poetic verse by verse by the teacher and explain the meaning of the poem
- e. Giving the central idea of the poem or asking from the students
- f. Summing up the lesson

Post - reading Activities

- a. Reading the poem loudly by the teacher with good tune or playing the tape
- b. Asking some questions to the students and providing feedbacks
- c. Making different kinds of classroom practices i.e. acting, conversation, discussion etc.
- d. Giving different kinds writing of exercises
- e. Asking them to write poems/teacher creates the poem
- f. Ask them to mime

Roles of teaching poetry in the English language classroom. Poetry as a branch of literature, helps to enhance learners' creativity and imagination. As has said that poetry helps students to learn flawlessly and understand the process of language learning (Khansir, 2012). The expressive and pleasurable qualities of poetry create the playful and musical classroom environment. It enhances the interpretive ability in students that can foster student's academic excellence and language learning skills. Moreover, language learning through poetry boosts up the comprehension skill in students that encourages students to be competent in understanding language function. In the same way, poetry teaching fosters the student's enrichment in mastering at different components of language learning; grammar, vocabulary, pronunciation.

Poem is often found in short text in English literature but it always violates the normal day to day language to create artistic effects on readers. Therefore, learners find difficulties for understanding or interpreting the poems. Generally, in schools, the students are taught with fundamental language skills. As they are inaccessible to the advanced English through literary works, they go through complexities in language learning through such arts. As Deepa and Ilankumaran (2018) have said that poetry teaching fosters students with productive language skills such as speaking. So, it

indicates that poetry teaching is something unavoidable practice in language classroom.

Al-Refa'ae (2007) has stated that poetry teaching needs to adapt new strategies and approaches more than the conventional ones. Teachers used to teach difficult poems using a teacher-centered approach and test students through questions which promote memorization which hinders the intellectual abilities and creativity of the language learners. Al-Aghbary (2008) also has said that the teachers are to be pragmatic and localize the poem while teaching poetry in the language classroom. Thus, teaching poetry demands noble methods and approach to be used in the language classroom.

Teachers have to invest in the texts to create a variety of language activities. It is a major element in the teaching and learning process. However, the linguistic complexity can be existed in language learning (Yusef, 2017). Moreover, conceptual complexity or ambiguity in concept understanding in the text could be a problem in language learning (Çetinavci & Tütüniş, 2012). Similarly, cultural background of the text could be difficult to understand for students. It is a huge challenge teachers face in teaching language through poetry. Teachers have to consider students' unfamiliarity with the text's cultural background (Lazar, 1993 as cited in Yusef, 2017). Despite such complexities, teaching poetry is tremendously beneficial for language learner in the classroom.

Elements of teaching poetry in the English language classroom. Basically, poetry is considered as one of the powerful teaching tools for helping students to improve their literacy. Poetry consists of the emotional expression of the writer that can be connected to the emotion of the readers. Thus, teaching poetry in the classroom lets the students to explore aesthetics.

Poetry has been recognized as the deviated language that breaks the rules of language (Khansir, 2012). Despite being considered as a complex literary component (Khan, 2020), poetry has been widely used in teaching the English language. It has certain features and elements that are to be concerned while teaching poetry in the English language classroom. Followings are the features and element of teaching poetry as (Tizhoosh et al., 2008) have stated:

Rhyme. Generally, rhyme is the syllables repetition, usually at the end of a verse line. In other words, it is the repetition of sounds between two words, especially the sounds the final syllable of each word. Tizhoosh et al, (2008) have stated that rhyme basically means sounds agree with, and frequently with end rhymes. Rhyming supports the language learners to learn about words, sounds and language formation. It helps students for their speech development. Moreover, as Pourkalhor (2017) has suggested that teaching rhymes enhances the language skills and sub-skills in language learners.

Meter. Meter is considered as the rhythm in a line of poetry that combines the number of beats and arrangement of stressed and non-stressed syllables in each line. Meter does not facilitate the content of the poem while it only facilitates the memory which is called the ornament of the poetry (Arnold, 2000). It is viewed as an important task to teach meter to the students as it helps to find a way for exploring the structures in a poem. So, it helps the learners to dive deeper into poetry in the classroom.

Shape. Shape is another significant element of the poetry that is important to be taught in the English language classroom. It describes the meaning of the poem. In other words, shape illustrates the object, person or animal in the poem. As teaching poetry enhances the communicative competence in the learners (Yavuz, 2010), teachers are to teach every element of the poetry. So, teaching shape of the poem can help their learners to learn about the poem from broad and holistic perspective.

Meaning. The arrangement of words written in the poem comprises with different intention. Regarding meaning in poem, there are, basically two different meanings in poem; denotative and connotative. Denotative meaning is an actual meaning of the word itself whereas connotation refers to the indirect meaning carried by the words. So, in order to find out such meaning, the learners are demanded to examine nouns, verbs, adjectives, adverbs in each phrase along with the relationship with the number of total words in the phrase (Tizhoosh et al., 2008). Thus, such activities help language learners to enhance their language literacy effectively in the English language classroom.

So, the introduced elements are to be taught in the English language classroom. As poetry teaching encourages creative thinking in language, structure and imagery, it enables students to express their thoughts and feeling. Such skills promote interaction in classroom enhancing language competence in the learners.

Review of Empirical Literature

There have been several studies conducted in the field of teaching poetry. As every research has to be enriched with the previous information regarding the issues that are given emphasis in. Thus, reviewed literature sets the foundation for the conducting study with background that enhances to form the objectives and research methods. So, this section consists of the review of related studies, articles and other supported documents for gathering the required knowledge for present study.

Adhikari (2003) carried out the study entitling ‘Techniques Used in Teaching Poetry’ aiming at differentiating between strategies that were used in urban and rural areas while teaching poetry. In this study, the researcher considered all the XI students as a population where researcher used probability sampling procedure to select the participants for the study. This study has revealed that the urban English teachers used student centered teaching techniques; group work, pair work, discovery technique in teaching poem whereas the rural English teachers used teacher centered strategies; poem recitation by teachers and tried building the habits of reading poem aloud in students.

Timsina (2007) conducted the study titled ‘A Study on Teaching Poetry in higher Secondary Level’ with aiming to analyze the strategies and complexities of poetry teaching in secondary level. This study explored the poetry’s contribution to language learning in Udayapur district. In this study, the researcher regarded all secondary level English teachers as research population where the participants from seven secondary schools were randomly selected for data collection. The study has found that the teachers generally used teacher centered method to teach poetry in secondary level in Udayapur. Moreover, the teachers described the difficult vocabularies and explained the picture to describe the contents in the poem. This study has found that teaching poem is an essential practice in language classroom.

Bhandari (2008) has conducted the study on ‘Reading comprehension of Poetry and Prose by B. Ed. Students’. This study had the objective of identifying the causes of complexities in understanding poem and prose for B. Ed. Students. The survey study considered all the B. Ed. students as research population where the students from five sample campuses of Kailali district were selected by using non-random sampling procedure and data were collected through the questionnaire. The study has found that the students understand text rather than poetry. As this study has found, poetry has been difficult for the students because of complex sentence structure and difficult vocabularies.

Adhikari (2008) has conducted the study, “Techniques used in Literary Text in grade XII, a case of teaching poetry.” The study mainly aimed at analyzing the techniques used in teaching poetry in grade XII. As the research had all students studying in XII as a population in the study, the researcher selected only four higher secondary schools’ grade XII students of Rolpa District. In this research, observation and checklist were employed as research tools to collect data. The research has differentiated between the techniques used by the teachers in city and rural area of Rolpa District. The research has explored some differences, such as, in city areas the teacher involved their students in the discussions on questions and answer along with difficult vocabulary meaning search in online dictionary. However, in the rural areas the teacher teaches the poem directly without any background information. Only theme he/she explain of the poem.

Bhattarai (2010) studied entitling the research as “Teaching Poetry Through Interaction” aiming at finding out the effectiveness of interaction technique in poetry teaching. In this study, all grade nine students were regarded as a research population where the researcher selected the participants only from Bhu. Pu. Sainik Rising School in Palpa district. The study employed purposive sampling procedure to collect data and it used questionnaire as research tools. The study revealed that interaction techniques have been found as effective teaching techniques than traditional teaching techniques in poetry teaching.

Bhandari (2014) carried out research entitled as “A Study on Teaching Poetry at Higher Secondary Level” in M.Ed. in Sukhet Campus. The study aimed at finding out the strategies and problems in teaching poetry. The researcher had all college

English teachers and students as the research population. The researcher selected the English teachers teaching in higher secondary level and the students of the same level as research participants. In this study, questionnaire and class observation were used as a data collection tools. This study revealed that poor and faulty strategies were used while teaching poetry. Moreover, the study has found that the teachers were having challenge in teaching poetry.

Phuyal (2017) carried out a research study on the title “Activities used in Teaching Poetry: A case of New Generation English of B. Ed 1st year.” In this study, the main objectives were to explore the activities used by teacher while teaching poetry in the course ‘New Generation English’. The researcher selected five different colleges in Kathmandu district in order to collect the data by using questionnaire, observation and checklist as the research tools. The study had all English teachers as research population. The study has found that majority teachers used strategies such as stimulating students, providing background information in pre-reading activities where majority students were found to be satisfied with these strategies employed by their teacher. However, it also has found that most of the teacher did not motivate their students prior to the main content delivery but they asked for filling gaps, comprehending text, doing activities given in the text that majority students were not satisfied.

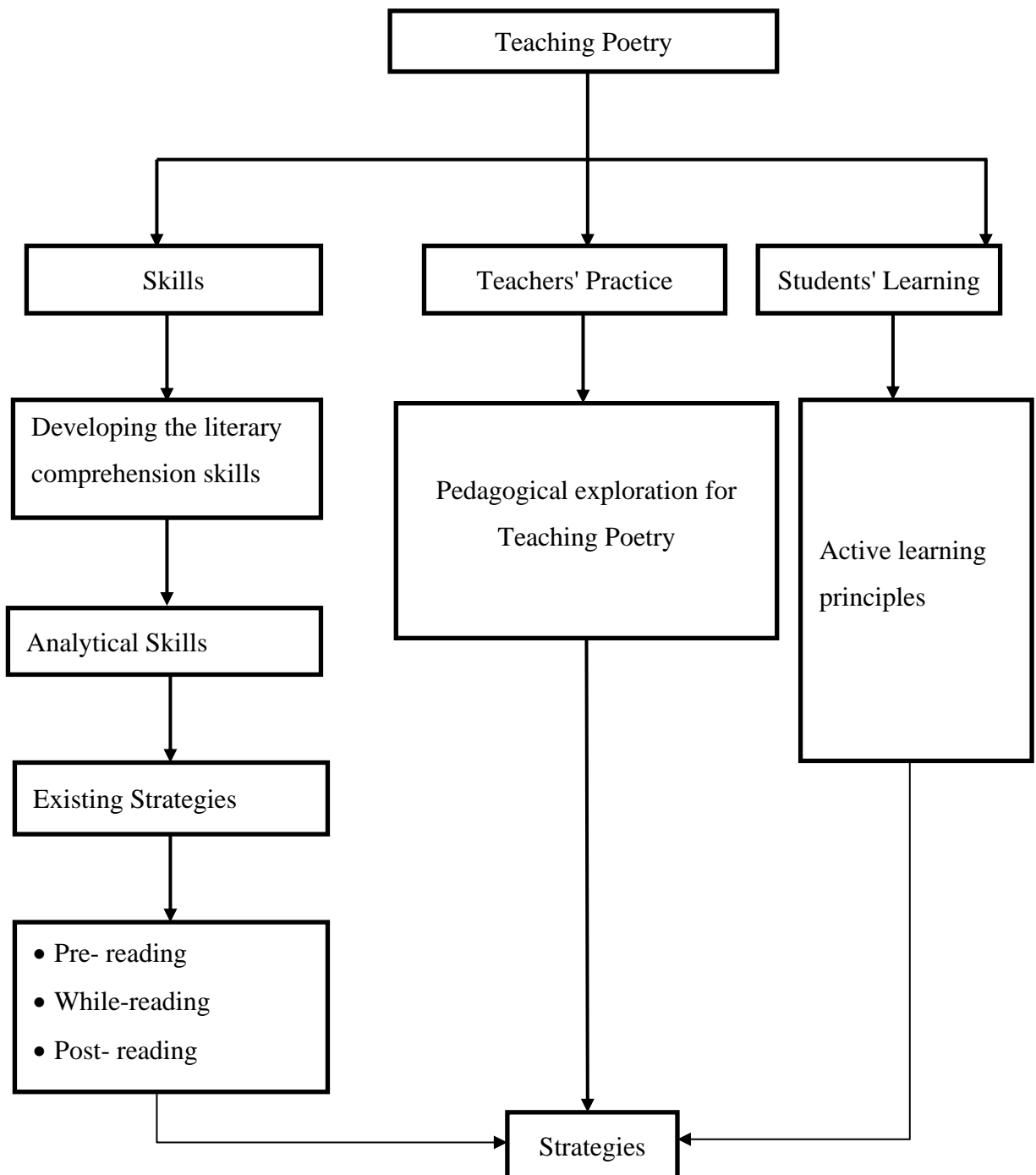
Karki (2021) carried out another research entitled "Techniques of Teaching Poetry at Secondary Level". The objective of this research was to find out the techniques employed in teaching poetry. The researcher's research aimed to identify the factors affecting the selection of the techniques. The researcher collected the data from both primary and secondary sources. This research had all English language teachers as a population from which twenty English language teachers were selected using a non-random judgmental sampling procedure and observed by using class observation checklist. Through the research it was found that description technique was used by most of the teachers while thematic description, memorization, drawing background, and summarization techniques were used by least number of the teachers.

Implications of the Review for the Study

This study has been based on the foundations of theoretical and empirical literatures. Such literatures have been helpful for shaping my study. All of the literatures that I have gone through have enriched me to understand the areas of my study more. Thus, the input that has been provided by the literatures worked as the track to conduct my research in. Specifically, Phuyal (2001) has studied about teaching activities in poetry teaching which helped me to find a way to dive into existing teaching strategies in poetry teaching. Similarly, Timalina (2007) encouraged to teach poetry for building creativity in the students whereas Bhandari (2008) has indicated that the appropriate strategies in poetry teaching work for student's better performance in language learning. Thus, teaching learning activities can be effective if the activities are student centered while teaching poetry. Moreover, Bhattarai (2010) has explored that interactional techniques have been better for enhancing the effectiveness of poetry teaching. Therefore, the studies have encouraged to use creative and emancipatory teaching learning activities in teaching poetry. Furthermore, Bhandari (2014) has investigated that teachers face problems in teaching literary items while where Phuyal (2017) has indicated that motivational activities are not acted in the classrooms by teachers. Karki (2021) shows that the better performance can be achieved by thematic description of the subject matter. This research work, notwithstanding with all of the reviewed studies, is different as it will uncover the strategies that the secondary level students use in teaching poetry.

Conceptual Framework

A conceptual framework is an analytical tool, which represents the understanding of the theories by the researches. It also represents the researcher's own conceptualization of the relationships between several variables. The conceptual framework of my study was as follows:



Lazar, G. (1993). *Literature and language teaching*. Cambridge: Cambridge University Press.

Chapter 3

Methods and Procedures

This chapter consists of the design of the study, sources of the data, sample population, sample and sampling strategy, data collection tools and techniques, data collection procedures, data analysis and interpretation procedure and ethical considerations.

Research Design

A research design is a plan, structure and strategy of investigation to obtain answers of the research questions. It tells to the researcher within which framework the research activity will be conducted in order to collect required information. It also suggests how the collected information is gathered and analyzed. Regarding it, Kumar (2007, p. 84) says “A research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically”.

In this present research, I used survey design. Survey is a research design that is widely used in social and educational researches. Primarily it is carried out in the large number of populations to find out an attitude, belief or behavior of particular group of people or an individual. It is mostly useful to generalize the finding in a large number of populations. It is cross-sectional in nature. Therefore, this research study was fully based on the survey research design. Nunan (2009) stated the following procedures for carrying out survey research:

- Define Objective
- Identify target population
- Literature review
- Determine sample
- Identify survey instruments
- Design survey procedure
- Identify analytical procedure
- Determine reporting procedure

This research followed the aforementioned procedure to carry out this study, as it was a survey study to explore the teachers' strategies in teaching poetry in the secondary level.

Population, Sample and Sampling Strategy

In this research study, I followed random sampling procedure to collect the data where all the secondary level English language teachers were the research population. Sample population is simply a subset of the population. I randomly selected forty secondary level English language teachers as research participants from twenty secondary community schools of Kathmandu District. I also observed forty classes to collect data through prepared observation checklists and questionnaires set.

Research Tools

The questionnaire and observation checklists were the tools for data collection for this research study. The questionnaire included close-ended questions and observation checklists.

Sources of Data

I used both primary and secondary sources for data collection in this study.

Primary sources of data. Primary sources of data refer to the original documents such as diaries, speeches, manuscripts, letters, interviews, records, eyewitness accounts, autobiographies. So, in this study, I used questionnaire set and observation checklist as primary source of data.

Secondary sources of data. Secondary sources describe, summarize, or discuss information or details originally presented in another source; meaning the author, in most cases, did not participate in the event. I used secondary sources of data such as journals, articles, books, thesis.

Data Collection Tools and Techniques

Tools and Techniques are important for the research study to collect the data. Therefore, I adopted questionnaire and observation as the major techniques in this study.

Data Collection Procedures

The data were collected through the following procedure:

- I visited the randomly selected secondary schools of Kathmandu district for collecting data.
- I took the permission from the authority to go for the study.
- Then, I built rapport with the participants.
- After that I clarified the research topic, area of the study, objectives and so on.
- Finally, I distributed questionnaire to the participants.
- I also took permission to observe the class of the selected teachers.
- Then, I observed one class of each participant.

Data Analysis and Interpretation

In this study, researcher analyzed and interpreted data using the statistical tools descriptively.

Ethical Considerations

Researcher followed the rules and norms of research. To fulfill my research, I took consent with respondents, I maintained confidentiality regarding the information of the respondents. I did not use data for any of the case except for my study with the permission of respondents. I did not ask bias questions to the participants. I gave due attention on truthfulness, accuracy, honesty in my study. I also avoided plagiarism while processing the data regarding exploring strategies of teaching poetry at secondary level.

Chapter 4

Analysis and Interpretation of Data

This chapter consists of the analysis and interpretation of data.

Analysis of Data and Interpretation of Results

The collected data are analyzed statistically with the help of statistical tools with tables and percentage. The statistically presented data in tables are interpreted descriptively.

Reasons for teaching poem. As the curricula have given special emphasis on teaching poetry at secondary level in schools, the teachers perceive many reasons for that. Thus, the questionnaires consisted of four options which the respondents chose freely. The following table shows the reasons for teaching poem in secondary level in school:

Table 1: Reasons for Teaching Poem in Class

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
1. Teaching poem in the classroom is interesting	5	12.5	35	87.5	100
2. It enhances the creativity in the teachers and the students	23	57.5	17	42.5	100
3. Teaching poem is a pleasing task	8	20	32	80	100
4. It brings the variety in the classroom	4	10	36	90	100

Table 1 shows that 12.5% respondents found teaching poem as an interesting task while 87.5% of them opposed this idea. Similarly, 57.5% teachers believed that teaching poem in the classroom enhances creativity in themselves as well as learners whereas 42.5% of them did not think poetry can make teachers and learners creative. In the same way, 20% respondents found teaching poetry as a pleasing task, however, 80% found it unpleasant. Moreover, 90% of the participants did not think that teaching poetry brings variations in the classroom while only 10% of them believed that it can bring variety in the classroom.

The data has suggested that teaching poem is the best way to enhance creativity in students as well as teachers. It is pleasing and interesting task that brings variations in teaching since it encourages the students to learn about different features of the language. Thus, as teaching poetry interestingly builds the creativity in both; teachers and learners, it is helpful for developing the different language skills in students.

Strategies for teaching poem. There are many strategies of teaching poem in the classroom. The teachers apply numbers of strategies while teaching poem. They use various techniques that support students to understand the content in a fruitful way. Thus, the following data interpretation shows the strategies that the teachers employ while teaching poetry in the classroom:

Discussion of general background. Here, general background simply means the task of introducing the writer or the poem. It contains the information about personal and professional life of writer as well as the general introduction to poem that help students to understand the content easily. The discussion of general background is one of the strategies which crucially helps students to understand the poem effectively. Now, let's examine the following table:

Table 2: Discussion of General Background

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
1. Teaching poem is incomplete without discussing the background.	15	37.5	25	62.5	100
2. It gives clear concept to students.	17	42.5	23	57.5	100
3. It excites the students to learn the views.	8	20	32	80	100

The table 2 shows that 37.5% respondents discussed general background of the poem and writer during teaching poem in the classroom while 62.5% of them thought that discussing background is not necessary. In the same way, 42.5% respondents thought that they gave a clear concept of the poem by discussing background whereas 57.5% opposed the view. Similarly, 20% participants believed

that discussion of general background of the poem and writer excite students to learn the content while 80% of them did not believe in this idea.

The data has shown that not all the teachers give value to the strategy of discussing general background of the poem before teaching. Instead, the idea of giving background of the poem and writer before teaching is not important as the majority teachers believe that it does not excite and give clarity in conceptualizing the poem. Thus, it is not always necessary to introduce the poem and writer with its general background before teaching.

Discussion on literary movement. There are numbers of literary movements that took place in different timelines. Some of the people think that it is necessary to discuss about the movements during teaching poetry in the classroom while other oppose the idea. It has been regarded as one of the strategies to make the students learn contents effectively. Let's observe the following table:

Table 3: Discussion on Literary Movement

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
1. It makes the learners aware of their society.	37	92.5	3	7.5	100
2. It helps the students know the history of the genre.	3	7.5	37	92.5	100

The table 3 shows that 92.5% teachers believed that it is necessary to discuss the literary movements in order to make learners to learn about the society. However, only 7.5% teachers did not believe that discussing such movements can help learners to be aware of their society. While 7.5% teachers only discussed literary movement thinking that such activities help their students know the history of genre, the majority teachers (92.5%) opposed the view believing that such discussion is not necessary to make their students understand the history of genre.

Thus, the data has shown that the teachers should discuss the literary movement in the classroom that helps students to be informed of their society. Additionally, it supports them to be familiar with the history of genre so that they can understand the evolution of it throughout the timelines.

Discussion on the languages of the poem. A poem includes the beautifully styled language. In other words, literary works have a different language which we do not use in our day-to-day life. It is artistic in many different ways. So, while teaching the poem, the teachers should discuss about the language used in the poem. The following table shows how the teachers perceive the act of discussing the language of the poem:

Table 4: Discussion on the Languages of the Poem

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
1. The students do not understand without the description of the language.	19	47.5	21	52.5	100
2. It gives the meaning and sense.	8	20	32	80	100
3. It helps the students to understand the poem in an easier way.	13	32.5	27	67.5	100

The table 4 shows that 47.5% respondents discussed the language used in the poem while teaching as it helped them to make their students understand poem easily. However, 52.5% teachers did not describe the language used in the poem while facilitating students in the classroom. In the same way, 20% teachers taught their students meaning and sense of the poem by giving language descriptions while 80% teachers did not do so. Similarly, 32.5% participants thought that the students can learn the poem in easier way if the language is described whereas 67.5% of them did not realize the importance of language description in teaching poetry in the language classroom.

Thus, the data has shown that the strategy of discussing the language that is used in poem is not necessary even though the language is artistic which the student cannot understand easily. However, the data suggests that the teacher needs to talk about the language as it ensures comfortability for students to know vocabularies that are used in the poem. Moreover, it also gives students the sense and meaning of the poem so that they can understand the poem effortlessly.

Linking poem with experience. Basically, the literary work is an art so that it demands a detailed observation to understand. One should make more effort to understand any literary genre, especially the poem. Thus, while teaching poem, the teachers need to use different strategies. Among all, the strategy of linking poem with the real-life experience is one of the suitable strategies. The table below shows how this strategy works for teaching poetry in the language classroom.

Table 5: Linking Poem with Experience

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
1. It relates theory and practice.	9	22.5	31	77.5	100
2. It gives the lesson to the real life.	8	20	32	80	100
3. Students can get the theme easily.	8	20	32	80	100
4. Students enjoy reading the poem.	15	37.5	25	62.5	100

The table 5 shows that 22.5% respondents let their students to link the poem with their experience while 77.5% teachers did not follow this strategy. In the same way, 20% teachers believed that linking poem with experience helped their students to realize the lesson to the real life that supported them to get the theme easily. However, 80% teachers did not think it was necessary to link poem with experience. They also did not think that linking poem to the real-life experience could help their students to get theme easily. Similarly, 37.5% teachers found their students enjoying reading poem as they were let to link it to their real-life experience while 62.5% respondents did not used this strategy while teaching poem.

The data has shown that some of the teachers found this strategy of linking poem to the real-life experience to help their students enjoy the poem. Furthermore, most of the teachers do not use this strategy as it barely helps their students to build the theme easily and extract the life lesson and understand the theory and practice. So, this strategy is less important for teaching poem.

Describing the line of the poem. In a poem, every line, stanza or sentence carries a different meaning. So, while teaching poem, a teacher needs to explain meaning of them. Let's see the following table regarding the teacher's practice while teaching poem:

Table 6: Describing the Line of the Poem

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
1. It is full of figurative and poetic language.	32	80	8	20	100
2. It makes easy to guess the theme of poem.	25	62.5	15	37.5	100
3. Students can get every detail of the poem.	31	77.5	9	22.5	100
4. Students get the knowledge of rhyming scheme.	32	80	8	20	100

The table 6 shows that 80% teachers described the line of a poem while teaching as they thought that the lines were full of figurative and poetic language. However, 20 % of teachers did not use that strategy. Similarly, 62.5% teachers made their students to guess theme of the poem easily by describing lines while 37.5 % teachers thought that this strategy is not necessary in teaching poem. In the same way, 77.5% respondents reported that line description helped their students to get every detail of the poem while 22.5% of them did not describe poem line by line. Moreover, 80% teachers taught their students about rhyming scheme while describing the poem line by line, however, 20% teachers taught poem without rhyming scheme.

Thus, the data has shown that the majority of the teachers preferred to use the strategy of describing each line of the poem as the students need to understand and create the theme of the poem that help them to understand content effectively. So, this idea of describing the lines of poem is one of the vital strategies for teaching poetry in the language classroom. It is also necessary for providing the detail information regarding poem that supports students to learn the rhyming scheme effectively.

Summarizing the poem before starting to explain the poem. The summary provided in starting before real teaching can facilitate students to understand poem easily later. The following tables presents how the teachers perceive summarizing the poem before teaching the poem in classroom:

Table 7: Summarizing the Poem Before Starting to Explain the Poem

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
1. It provides the general information about the poem.	12	30	28	70	100
2. It makes the teacher feel easy to teach the content.	35	87.5	5	12.5	100
3. It gives the student comfort to understands the language used in the poem.	33	82.5	7	17.5	100

The table 7 shows that 70% respondents did not summarize the poem before explaining it in the classroom in order to provide general information about the poem. However, 30% teachers followed this strategy in their teaching. Similarly, 87.5% teachers felt comfortable to teach poem by summarizing it before the real teaching while 12.5% teachers did not do so. Furthermore, 82.5% teachers summarized the poem before explaining poem in the classroom to facilitate their students in understanding language used in the poem. However, 17.5% teachers did not focus on this idea.

The data has shown that the majority teachers give a summary before explaining poem that helps students to understand and learn new and difficult vocabularies later while reading the poem. Thus, this strategy has been regarded as an important strategy to teach poem effectively in the language classroom.

Translation of the poem. English is fa oreign language for Nepalese students. Though, the English is supposed to be taught in English, poem, being a genre of literature, could be difficult to understand for students if teachers teach only in English. Thus, translation can make students understand poem easily. Let's observe

the following table to find out how the respondents practice the strategy of translating poem while teaching:

Table 8: Translation of the Poem

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
English <ul style="list-style-type: none"> Using English makes up the charm and originality of English language. Meets the objectives to teach the English language 	20	50	20	50	100
Nepali <ul style="list-style-type: none"> It makes the students learn the poem easily Translation maintains the context 	35	87.5	5	12.5	100
Both <ul style="list-style-type: none"> All the students understand the poem easily and contextually 	25	62.5	15	37.5	100

The table 8 shows that 50% respondents taught the poem only in the English language to keep the charm and originality of the language that helped them to meet the language objectives where rest 50% did not taught following the same strategy. However, 87.5% respondents translated the poem to Nepali language that helped their students learn easily relating the poem to their context whereas 12.5% opposed it. In the same way, 62.5% teachers taught the poem in both languages; Nepali and English while 37.5% did not used this strategy. They found their students learning context comfortably by using this strategy,

By analyzing the data, it can be stated that the teachers need to use the English language while teaching poem in the classroom as it helps to meet the objectives of making students proficient in English language. However, using both languages while teaching poem can support the teachers to get their students learn the poem contextually and easily.

Critical idea of the poem. Critical thinking is one of the important skills that the students need to learn in the classroom. It enhances the creative personality of the student. While teaching poem, the teacher has to make their students to be able to analyze the text critically. As this research concerned why the teachers need to give critical ideas to the students, the following table presents the response of research participants:

Table 9: Critical Idea of the Poem

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
1. It is compulsory because L2 learners need the gist so that they can reach to their mission.	25	62.5	15	37.5	100
2. It clarifies the theme.	32	80	8	20	100
3. Students can improve the skill to analyze the text.	23	57.5	17	42.5	100

The table 9 shows that 62.5% participants gave critical idea of the poem to the students as they counted it as compulsory task because second language learners need this exposure. However, 37.5% respondents did not provide such idea while teaching poem in the language classroom. In the same way, 80% teachers clarified the theme of the poem by giving critical idea of the poem while 20% teachers did not follow this strategy. Similarly, 57.5% respondents found their students can improve their skill to analyze the text after getting critical idea of the poem whereas 42.5% respondents did not believe in this strategy.

As the data has shown that the idea of providing the critical idea to students while teaching poem is necessary as it supports them to be a skilled text analyst. It also helps to meet the objectives of language learning. Thus, the strategy of giving critical idea is crucial while teaching poem in the language classroom.

Reading the poem aloud. Reading aloud is one of the vital techniques or strategies for teaching poem in the language classroom. As this study was concerned about whether the teacher applied the idea of reading aloud or not in the course of

teaching poem in the classroom, the following data presents its practice in the classroom:

Table 10: Reading the Poem Aloud

Responses	Respondents				Total Percent
	Yes		No		
	No.	Percent	No.	Percent	
1. I read aloud the poem because it makes the students enthusiastic	39	97.5	1	2.5	100
2. Reading aloud makes the class interesting	33	82.5	7	17.5	100
3. Reading aloud is must while reciting a poem.	32	80	8	20	100
4. Reading aloud is for difficult vocabularies.	16	40	24	60	100

The table 10 shows that 97.5% respondents followed the strategy of reading the poem aloud to enhance students' enthusiasm in learning. However, only 2.5% teachers did not believe in this strategy for motivating students for learning poem in the language classroom. In the same way, 82.5% teachers found their class being interesting with this strategy while 17.5% teachers did not use it. Similarly, 80% respondents used this strategy i.e read aloud anyhow while reciting the poem whereas 20% respondents did not highlight its importance. Furthermore, 40% teachers found the strategy of reading the poem aloud helping their students to learn difficult vocabularies while 60% teachers did not practice it in their classroom.

Thus, the data has shown that the strategy of reading aloud the poem helps the students to be familiar with new vocabularies. It also makes class interesting. Now, it can be stated that reading aloud is one of the important strategies for teaching poem in the secondary level.

Observation on teacher's strategies for teaching poem. The teachers use various strategies in teaching in the classroom. Specially, teaching poem demands different activities or strategies as poem is more artistic form of literary creation that contains the deviated language. Thus, I observed 40 classes of secondary-level

English teachers while teaching poetry. Then, I analyzed the strategies applied by the teachers and presented as follow:

Pre-reading activities. Pre-reading- activities are those activities that are carried out before teaching content in the classroom. I observed the classes of 40 secondary-level English teachers to find out what activities do they follow as pre-reading activities. The following table presents the activities that the teachers carried out while teaching poetry in the classroom:

Table 11: Pre-reading Activities

Activities	Carried out by teachers		Not carried out by teachers		Total respondents
	No.	%	No.	%	Total
Motivation/ warm up	33	82.5%	7	17.5%	100%
Providing general background of the poet and poem	38	95%	2	5 %	100%
Giving historical and cultural background of the poem	15	37.5%	25	62.5%	100%
Describing the title of the poem	40	100%	0	0%	100%
Asking the question about the poem and letting the students to guess the answers	24	60%	16	40%	100%
Helping the students with the difficult words used in the poem	36	90%	4	10%	100%
Relating the poem with the life experiences of the students	30	75%	10	25%	100%
Facilitating the students to create a theme of the poem	38	99%	2	1%	100%

The table 11 shows that 82.5% teachers warmed up the students with motivational activities before the class whereas 17.5% of them did not carry out the such activities. In the same way, 95% respondent introduced the poem and poet in generic way while only 5% respondents started teaching content without introducing poem and poet. Similarly, 37.5% participants highlighted the historical and cultural background of the poem, however, 62.5% participants skipped such activities.

Interestingly, 100% teachers followed the strategy of describing the title of a poem. Moreover, 60% teachers asked some poem related questions to their students as a pre-reading activity, however, 40% teachers did not follow this activity. Furthermore, 90% teachers taught difficult vocabularies before starting to teach the

content while 10% teachers did not give focus on this activity. Similarly, 75% teachers explored the real-life experiences of students related to the poem whereas 25% of them taught the content without exploring students' experiences. In the same way, 99% teachers facilitated the students to create the theme of a poem before teaching while only 1% of them started teaching the poem without such activities.

The data has shown that the idea of motivating students is popular as a pre-reading activity for teachers. They provide general background of the poet and poem to make their students learn poem effectively. They feel that it is not always necessary to explain historical and cultural background of the poem, however, they describe the title of a poem. The teachers ask the questions before teaching the content to help students to get the theme of a poem. They focus on facilitating the difficult and strange vocabularies that are used in the poem that makes them learn poem easily and create a theme. In this way, the teachers use pre-reading activities while teaching poem in the classroom.

While-reading activities. While-reading-activities are carried out after pre-reading activities. As I was concerned about finding out what activities that teachers do while teaching poem as while-reading-activities, I found teachers carrying out different activities. The following table shows the activities that were carried out by the teachers as follows:

Table 12: While-Reading Activities

Activities	Carried out by teacher		Not Carried out by teachers		Total respondents
	No.	Percentage	No.	Percentage	
Reading the poem and asking the student to follow	8	20%	32	80%	100%
Reading the poem line by line and describing the meaning	38	95%	2	5%	100%
Translating the poem in Nepali	30	75%	10	25%	100%

The table 12 shows that 20% teachers asked students to follow them for reciting poem in the classroom where 80% recited poem. Similarly, 95% teachers read

the poem line by line for describing the meaning whereas 5% taught poem not line by line. In the same way, 75% teachers translated poem in Nepali while 25% teachers taught the poem only in English.

The data has shown that most of the teachers do not ask students to follow them to recite poem. They follow the strategy of teaching poem by reading line by line and describing the meaning for making students understand the poem easily. Most of the teachers prefer to translate poem in mother tongue in while-reading activities.

Post-reading activities. Post-reading activities are considered as the last step of activities that are carried out in the classroom. The main tasks are done in the while-reading activities and the post-reading activities follow the tasks that are done in the previous step. As per the observation, the activities that the teachers carried out in post-reading activities are shown in the following table:

Table 13: Post-Reading Activities

Activities	Carried out by Teachers		Not carried out by teachers		Total respondents
	No.	Percentage	No.	Percentage	
Asking the students to read the poem	32	80%	8	20%	100%
Reading the poem with a good tune by the teacher	37	92.5%	3	7.5 %	100%
Asking some questions to be answered by the students	38	95%	2	5%	100%
Providing feedbacks	30	75%	10	25%	100%
Giving different kinds of writing exercises	28	70%	12	30%	100%
Creating the new poem by the teachers in the classroom	4	10%	36	90%	100%
Asking the students to create a new poem by giving situation and hints	38	95%	2	5%	100%

The table 13 shows that 80% teachers asked the students to read the poem again in post-reading activities where 20% teachers skipped this activity. Similarly, 92.5% teachers recited the poem in a good tune whereas 7.5% teachers did not follow

this activity. In the same way, 95% teachers asked students some poem-related questions while 5% teachers did not ask any question at the end of the class. Similarly, 75% teachers provided feedbacks to the students, however, 25% teachers did not carry out this activity. Moreover, 70% teachers gave writing exercises to the students whereas 30% teachers did not give any writing exercise in the classroom. Furthermore, only 10% teachers created new poem in the classroom but 90% of them ended the class without any creation. In the same way, 95% teachers asked their students to create the poem on their own by giving situation and hints whereas 5% of them did not guide their students to create any poem as the post-reading activity.

The data has shown that most of the teachers prefer to ask questions to students along with asking them to create a poem in given situation in the post-reading activities. Moreover, the teachers followed the strategy of reading the poem with their good tone for the students and they also gave the task of doing writing exercises. However, they are less likely to create the poem in the class on their own.

Chapter 5

Findings, Conclusions and Recommendations

This chapter deals with the findings that have been deduced from the overall analysis of collected data and some recommendations have been made on the basis of certain outcomes. The conclusion of the study is presented after analyzing and interpreting data. The appropriate recommendations are suggested separately.

Findings

The findings are listed based on the data analysis and interpretations. The findings of the study are as follows:

- i. Teaching poem enhances the creativity of both; teachers and students though it does not bring variation in the classroom.
- ii. Most of the teachers discussed the literary movement as it helped their students to be aware of their society while teaching poem.
- iii. The description of the poem line by line helps the students to understand poem and to create theme effectively.
- iv. The majority of the teachers gave summary of the poem before teaching in classroom and let their students to read the poem aloud to help their students to learn difficult vocabularies.
- v. Teaching poem in the English language classroom can help the students to increase language proficiency.
- vi. The majority of the teachers have perceived the strategy of giving critical idea while teaching as crucial to enhance their student's skill of being critical text analyst.
- vii. Most of the teachers follow the strategy of pre-reading, while-reading and post-reading activities during teaching poem in the classroom. The followings were the activities carried out in three different stages of teaching activities:

- a. Pre-reading Activities: Warm-up, introduction to poem and author, description of the title, asking some questions relevant to the poem, discussion on difficult vocabularies.
- b. While-reading Activities: Asking students to follow teachers while reciting the poem, reading line by line and helping students to make meaning, translate poem in the mother-tongue.
- c. Post-reading Activities: Asking some follow-up questions, asking the students to create a poem on the basis of given situation, reciting the poem with a good tune, giving writing exercises, creating own poem.

Conclusions

This research has presented the strategies of teaching poetry in the secondary level English language classroom. This study had forty English language teachers of different secondary schools from the Kathmandu district as research participants. They were randomly selected from twenty public schools. The questionnaires were administered to the participants. Moreover, classes were observed to collect the data and the collected data were tabulated and analyzed. This study revealed that secondary English language teachers were familiar to different strategies of teaching poetry, however, they did not use all of the strategies in the classroom. They used the strategy of discussing general background of the poem and literary moment for making the learners aware of their society. Furthermore, the teachers used the strategy of describing each line of the poem while teaching in the class. Similarly, they followed the strategy of summarizing the poem before teaching along with translating poem in the mother tongue. They also employed the technique of giving the critical idea of the poem. However, the teachers less followed the strategy of describing the language used in the poem and linking poem with the real-life experiences. Moreover, this study has found the relevancies of teaching poetry in the secondary level in schools such as, teaching poem helps in motivating the students, developing vocabulary power, knowing deviated language, accessing cultural background, knowing literary language, developing language skills and interpretive ability along with analytic power.

Recommendations

On the basis of findings, the following recommendations have been made:

- i. The teachers are familiar to the strategies for teaching poetry, however, they do not use the strategies, thus, the effective use of strategies in teaching poetry has been recommended.
- ii. The classrooms have been found passive in terms of activities though the interaction between teachers and students is vital for language learning. So, the teachers are to shift the way of teaching; teacher-centered to student-centered.
- iii. The teachers were found to be lacking training for teaching poetry in secondary level, thus, they are to be provided with appropriate trainings for teaching poetry effectively.
- iv. Teaching poetry has been found to be relevant to the context of teaching-learning language. So, its continuation is recommended in education.

Policy Related

- As the teaching lacked student-centered activities while teaching poetry in the English language classroom, it signaled the lack of teacher trainings for the English language teachers. Thus, they are to be provided with the sufficient teacher training programs by the concerned authority for effective teaching of poetry.
- As a researcher, I found the teachers neglected the activities even though they were familiar to those activities. So, the concerned authority can encourage the English language teachers to carry out such activities for teaching poem in a fruitful way.
- The teachers were not found to be using any teaching-learning materials while teaching poetry to the students. Thus, the school administration has to manage the teaching-learning materials and support them to use it while teaching poetry in the classroom.

Practice Related

- The teachers should start the class by motivating students, before asking some relevant questions to the content and describing background of the poem and poet.
- The teachers need to apply student-centered method while teaching poem.
- The teachers have to discuss about the figure of speech, deviated language and rhyming pattern of the poem.
- Likewise, vocabulary teaching is obligatory. So, the teachers need to teach vocabularies with letting the students to read poem aloud with rhyme and rhythm.
- It is better to facilitate students in basic English rather than translating in Nepali completely.
- The teachers need to ask students about critical appreciation first. If the students are unable, they need to scaffold the students.
- Teachers are to encourage their students to relate their real-life experience for learning poem effectively.
- The teachers need to extend their activities in different stages; pre-reading, while-reading and post-reading activities.
- The teachers have to use different types of relevant teaching materials while teaching poetry in the classroom.

Further Research Related

- Further comprehensive research can be carried out on related topic which could be beneficial for policy making on the sector of teaching multicultural literature like English poetry, stories and plays.
- Likewise, there is the need of research on teaching poetry in secondary level students from other places, communities and localities. The finding of another research might be different than this research.
- Similarly, further research will help to make and implement new innovative and progressive plan and policies in the sector of English language and literature teaching in Nepalese context.

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Appendices

Questionnaire

Dear Sir/Madam,

As part of my research, I am carrying out a research entitled 'Strategies for teaching poetry in English Language Classroom at Secondary Level' under the guidance of Dr. Gopal Prasad Pandey, Reader and Head of Department of English Education T.U. I would be grateful if you could kindly give the answer of the following questions. Your response will be only used for the research purpose and your identity will be kept highly confidential.

Researcher

Kabita Kadka

T.U., Kirtipur

Classroom Observation Checklist

Name of Teacher:

Name of School:

Qualification:

Experience:

1. Pre-Teaching Activities

Activities	Yes	No	Remarks
Motivation/ warm up			
Providing general background of the poet and poem			
Giving historical and cultural background of the poem			
Describing the title of the poem			
Asking the question about the poem and letting the students to guess the answers			
Helping the students with the difficult words used in the poem			
Relating the poem with the life experiences of the students			
Facilitating the students to create a theme of the poem			

2. While-Teaching Activities

Activities	Yes	No	Remarks
Reading the poem and asking the student to follow			
Reading the poem line by line and describing the meaning			
Reading the poem verse by verse and explaining the meaning			
Translating the poem in Nepali			

3. Post-Teaching Activities

Activities	Yes	No	Remarks
Asking the students to read the poem			
Reading the poem with a good tune by the teacher			
Asking some questions to be answered by the students			
Providing feedbacks			
Giving different kinds of writing exercises			
Creating the new poem by the teachers in the classroom			
Asking the students to create a new poem by giving situation and hints			

Thank You !