CHAPTER – ONE

INTRODUCTION

This study is about "Teachers' perception Towards Teaching English Poetry". This chapter consists of general background of teaching literature, statement of the problem, rationale, objectives of the study, research question or hypothesis, significance and delimitations of the study.

1. 1   General Background

Literature, in general sense, refers to the pieces of writing that are valued as works of art, especially poems, dramas, novels, and short stories. In other word, it is the expression of human thoughts, feelings and experiences. Literature can be regarded as the mirror of a society. Literature begins in the creative possibilities of human language in the desire of human beings to use their language creatively. Throughout its origin there lies in the joy of creation, literature can be intensely serious. It can use its formal beauty as a way of enabling us to contemplate, man's painful terrible aspect of existence or as a way of celebrating those things that we value most highly in life. Similarly, literature enriches our lives because it increases our capacity of understanding and communicative skills. It helps us to find meaning in our world and to express and share it with others. And this is the most human activity of our existence.

Literature has been the most influential resource that helps the students to acquire the language. It creates interests, stimulates and provokes the imagination on the part of the readers. It is creative possibility of human language. It emerges from one mind and touches the thousand of hearts. It also offers hints, suggestions and flashes of insights in our life.

In Collie and Slater's words (1987), Literature speaks to the heart as much as to the mind provides materials with some emotional colour, that can make fuller contact with the learner's own life and can thus counterbalance the more fragmented effect of many collections of texts used in the classroom (p. 2).

In their opinion, literature is a vital record of what men have seen in life, what they experienced of it, what they have thought and felt about those aspects of it which have the most immediate and enduring interest for all of us.

Similarly, Lazar (1993) says, "Literature is a world of fantasy, horrors, feelings, thoughts, vision which put into words" (p. 1). OALD (2000), defines literature "as a piece of writing that are valued as works of art i.e. fictions, dramas, and poems" (p. 751). It means literature is a legitimate and valuable resource for language teaching.

By observing these above definitions, we can conclude that literature is fundamentally an expression of life through the medium of language. It is the imitation of human life. It is the expression of human thoughts, feelings and emotions announced artistically through language. Literature is mirror of the society in the sense that it exhibits both good and bad aspects of the society.

1.2   Statement of the Problem

The research entitled, "Teachers' Perception Towards Teaching English Poetry" is an attempt to find out the teachers' perception on teaching English poetry at secondary level in terms of students' interest, contents, language and techniques of teaching. Poetry is one of the genres of literature. It uses deviated languages which misconcepts students to

predict the theme of the poems. Learners often feel difficulty in learning poetry due to the language used in it and the methodologies adopted by teachers. So, teaching poetry is one of the most challenging tasks for English teachers of secondary level.

Teaching poetry is mostly learner-based teaching. It gives priority to the learners' self realization and comprehension rather than traditional way of teaching. Learners are encouraged to predict the theme of the poem on the basis of teacher's guidelines. Therefore, teachers must be well trained for teaching poetry. They must have positive perception towards teaching English poetry.

Thus research was focused to identify the perception of teachers towards teaching English poetry and the ways they were applying for it.

1.3   Rationale of the Study

The research study was conducted aiming to explore the teachers' perception towards teaching English poetry, it provided information about attitudes and techniques used in teaching poetry by teachers. However, now we came to know how the teachers feel while teaching poetry. Did they feel easy or difficulty? Which method was fruitful for teaching poetry at this stage? In order to find out answers of these questions and their perception on teaching poetry, the researcher chose this topic for his research study.

The researcher hoped that the findings and recommendation would provide significant support to be made in order to improve teaching methodology in teaching poetry.

1.4 Objectives of the Study

The main objectives of the study were as follows:

i) To find out the perception of teachers towards teaching English poetry at secondary level in terms of students' interest, contents, language and techniques of teaching.

ii) To list some pedagogical implications for teaching poetry.

1.5 Research Questions

The following questions were answered in this research

a) Do the secondary English teachers teach English poetry by applying learner-centered techniques in the classroom?

b) How do they feel while teaching poetry?

c) Do their teaching activities help to obtain national objectives?

d) What are their perceptions regarding the present trend of teaching poetry?

1.6 Significance of the Study

The present study aimed to explore the teachers' perception towards teaching English poetry. It provided information about techniques used in teaching poetry.

This study would play a crucial role to all who were directly or indirectly involved in teaching poetry at secondary level, and more particularly to the teachers, students, syllabus designers, textbook writers, applied linguists and interested readers. The researcher hoped that the findings and recommendations would provide significant support to be made in order to improve innovative way of teaching poetry at secondary level. Moreover, this would be useful to undertake further researches in teaching and learning English language and literature.

1.7 Delimitations of the Study

The study had the following limitations :

i)   The study was based on Government aided school teachers.

ii)   The study was limited to the secondary level English teachers teaching poetry in Rautahat district.

iii) The study was limited to the data obtained through questionnaires, and informal talk to the teachers.

iv)   It was limited to compulsory English course.

v)   This study was only be limited to the teachers' perception towards teaching English poetry.

1.8 Operational Definition of the Key Terms

Poetry : a collection of poems.

Literature : pieces of writing that are valued as works of art, especially novels, plays and poems.

Teachers' perception : an idea or a belief of teacher.

Technique : a particular way of doing something.

Contents : the different sections that are contained in a book.

Students interest : students' feeling that they have when they want to know or learn more about somebody.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a summary and critique of research relating to particular issue or problem. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint with the available body of knowledge in the area of research.

2.1   Review of Related Literature

Every researcher needs the knowledge of previous studies which can help and direct to reach the new target for finding out new things and ideas. No researches have been carried out on this topic. Some of related research works are reviewed as follows:

Adhikari (2008) had carried out a research study on the title "Techniques used in teaching poetry". The objectives of his study were to find out the teaching poetry in grade XII and to compare the teaching techniques used in urban and rural areas. Four higher secondary schools of education stream were selected on the basis of cluster sampling. Two schools were selected from the district headquarters and two from the remote areas of the district using judgmental sampling procedure. The researcher used the probability sampling procedure to sample the population. He concluded that teachers teaching in rural areas of district did not ask the students to consult the dictionary for difficult words but teachers in urban areas of the district asked to do so . The difference between the techniques used by the teachers in urban area and rural area of the Panchthar district.

Basyal (2008) had carried out a research study on the title "Figures of speech used in poetry". The objectives of his study were to find out the frequency of major figures of speech used in Generation. His tool of data

collection was observation. For this he systematically selected all the poems and figures of speech used in Generation. He concluded that great majority of the figures of speech were used in the poetry. The figures of speech used in poem were common type that could easily be understood. Some of the figures of speech were used line by line and some were used once.

Bhattrai (2010) carried out a research entitled "Teaching poetry through interaction". The objectives of his study was to find out the effectiveness of interaction technique in teaching poetry. His tool of data collection was questionnaire. For this he purposively selected thirty-six students of grade nine from Shree Bhu. Pu. Sainik Rising school, Darchha, Rampur, Palpa. He concluded that teaching poetry through interaction was more effective than conventional way of teaching poetry.

Phuyal (2011) carried out a research on the title "Activities Used in Teaching Poetry". The objective of his study was to explore the activities used while teaching poetry. His tools of data collection were observation and questionnaire. For this he used non-probability sampling procedure and selected eight teachers from eight colleges of Kathmandu district. He concluded that majority of the teachers used teacher-centered techniques. They did not give different kind of creative writing, did not evaluate them by asking some questions and did not provide feedback as well.

Regmi (2011) carried out a research entitled "Activities used in teaching literature". The objective of her study was to find out the activities used in teaching poetry and short stories in higher secondary level. Her tools of data collection were questionnaire and observation. She used purposive sampling under non-random sampling procedure and selected ten teachers from both Kathmandu and Jhapa districts. She concluded that the majority of the teachers from Jhapa district translated the poems into

Nepali language whereas teachers from Kathmandu did not do so. Similarly, most of the teachers teaching in Kathmandu helped their students to understand the plot but very few teachers from Jhapa district did so.

Apart from these studies the researcher consulted different books, journals, and research reports carried out in the field of literature and language teaching. But he did not find any research carried out before on to his research topic under the Department of English Education. This research is different from other research works in the sense that it is perceptual study of teachers in teaching poetry at secondary level of Rautahat district. It is assumed that most of the teachers feel difficulty while teaching English poems. So, the researcher selected to carry out a research work entitled "Teachers' perception Towards Teaching English Poetry".

2.2   Implications of Review for the Study

All the research reviews mentioned above were conducted in the field of teaching poetry. There are different strategies for teaching poetry. Among them different researches were carried out for the development of teaching poetry. Similarly, this research was also related to the same field. The implications of this review for the study were as follows:

   a) To explore the ways of teaching poetry in secondary level.

   b) To be familiar with different techniques of teaching poetry.

   c) To know the teachers' perception in teaching poetry.

   d) To find out the languages used by teachers in teaching poetry.

   e) To recommend some implications for further teaching activities.

2.3 Theoretical/Conceptual Framework

This study is on "Teachers' Perception Towards Teaching English Poetry". For this research various empirical literature related to this topic were reviewed and the following majors influencing factors were obtained. Those factors were described in our context which was the conceptual framework. This is as follows :

2.3.1 Literature and Language Teaching

Literature is the inseparable tool for teaching and learning of a language. It is a key of language teaching. In this regards, literature has always been an important resource for teaching and learning of language. Literature also provides variety of inputs. In learning literature, students come in contact with different varieties of languages, cultures, lifestyles and styles of expressing and interpreting the literary text. Moreover, literature improves students' language skills; i.e. listening, speaking, reading and writing. The students practice the language skills while studying the

literature. They are exposed with different texts, cassettes, speak more about the subject metter in an interesting way, read more texts and write appreciation, analyze and interpret the text. As a result, language using literature help to improve students overall knowledge of language. Lazar (1993, p. 14-15) has mentioned the following reasons for using literature in the language classroom.

- It is very interesting.

- It is authentic materials.

- It has general educational value.

- It is found in many syllabuses.

- It develops students' interpretive abilities.

- It helps students to understand another culture.

- It is a stimulus for language acquisition.

- Students enjoy it and it is a fun.

- It is highly valued and has a high status.

- It expands students' language awareness.

- It encourages students to talk about-their opinions and feelings.

Littlewood (1976 as cited in Brumfit & Carter, 1986) identifies literature as "not qualitatively different from any other linguistic performance. It is an instance of the productive use of limited number of linguistic structures in order to achieve communication" (p. 178). It means literature encourages interaction which stimulates the learner's imagination and promotes discussion in which they share their feelings and opinion.

To sum up, all the teachers, linguists, ELT experts and students are in favour of the importance of literary text in the classroom. Literature stretches students' imagination, widens their insights, deepens their experiences and heightens their awareness. Therefore, it can be said that literature is a vehicle for carrying various contextual syntactic structures, various communicative activities and language used in the variety of cultural settings. Thus, using literature in language teaching helps the learners to learn both language usage and language use creating language awareness.

2.3.2 Genres of Literature

Generally, literature displays its two forms : poetry and prose. These two genres are different in subject matter and structure. They can be classified into different genres:

The above cited all forms come under literature. In other words, they are different fields under literary studies. But according to Scholes et al. (1997, p.1), literature can broadly be divided into four genres.

Fictions

(Narrations)

Poetry   Drama

(Meditation)   (Interaction)

Essays

(Persuasion)
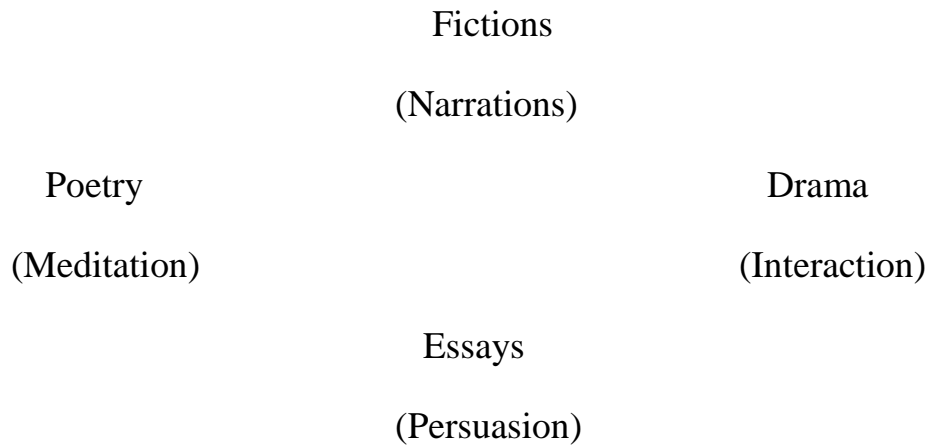
Fictions

Fiction is a work of prose narrative invented by the writer, with characters and events that are imaginary. The description of event in a fiction is shaped by a narrator and the language is used in a highly self conscious way in order to convey particular effect. Richarads (1990 as cited in Kafle 2006) says that "fiction is a form of emotive language composed of pseudo-statements, and that whereas a statement the fact in releasing or organizing our attitudes" (p. 54). Fiction and facts are always changing in course of time.

Drama

In general, drama is a work of literature written to be performed on a stage by actors in which they take the roles of characters, perform the indicated action, and utter the written dialogue. It is different from the other genres of literature due to the fact that the actors perform the given roles on the stage. Its essential quality is interaction. A drama can have different ways of expression: narration, meditation, persuasion. According to Jacobus (2001), "Drama is the art of representing the pleasure of others, events that happened or that we imagine happening" (p.1). Drama is associated with theatre.

Essay

Essays are the forms of literature. They are pieces of writing, usually moderate and in prose form on any one subject. They are so flexible and adaptable in their form that they cannot be defined with any precision. Essays are nearly always written in prose, but there have been a few in verse (notably, those essays by Alexander pope). Most essays in length are short-some only a few hundred words.

Essays can be written using different modes of expression: description, narration, argumentation dramatization for varieties purposes : to express an opinion or to inform, or action to persuade or to interact. The essays by nature (i.e. in their pure form) use words to establish ideas that are addressed directly by the author to the readers. In one sense or another all essays have persuasive purpose. They explicitly attempt to persuade us of something by means of an appeal and argument. Thus, its essential quality is persuasion.   According to Abrams (2005) an essay is "any short composition in prose that undertakes to discuss a matter, express a point of view, persuade us to accept a thesis on any subject, or simply entertain" (p.87).

After observing the above-mentioned genre's of literature, we come to know that any literary text is composed either in poetic or the prosaic form. Prose and poetry are thus the two sides of the same coin, literature.

Poetry

Poetry is an art of producing pleasure by the expression of imaginative thoughts and feeling in metrical language. The author in poetry doesn't express his ideas, feelings directly to the readers. Such ideas, feelings, emotion of an author are expressed to the readers through the use of images symbols, metaphors and personification. From structural point of

view poetry is written in lines of arbitrary length instead of in paragraph. Wordsworth (1975, as cited in Regmi, 2004) says, "poetry is the spontaneous overflow of powerful feelings recollected in tranquility" (p. 26). He further says that poetry is the breath finer spirit of all knowledge, the first and last of all knowledge and as important as the heart of man. Poetry is characterized as a deviating form of the norms of language. The language of the poetry makes students aware of the fact that language is not always governed by the rigid body of rules. It helps to develop students' interpretative and creative abilities.

2.3.3 Poetry and its Different Forms

Poetry is a conventional form of art where one can find aesthetic pleasure and knowledge expressed in beautiful language. Different scholars have defined poetry in different ways. In other words if we see the poem printed in foreign language, whatever in the poem we can see or hear would be the forms of it. Poetry is classified into two forms. Closed form and open form. While writing in closed form, a poet follows some sort of pattern and on a page, poems in closed forms tend to look regular and symmetrical. Most poetry in the past is in closed form. Writing in open form on the other hand, a poet usually seeks no final click. Nowadays, many poets prefer open form to closed form, in writing open form therefore, has neither a rhyming scheme or a basic meter informing the whole of it. Poetry in open form are usually called free verse.

2.3.4 Types of Poetry

Poetry can be divided into following types:

i)   Epics

An epic is a heroic story consisting of myths, legends, folk tales historical events of great wars and significant changes. It is the longest form of

narrative poem, frequently extending to several books, sections of several hundred lines, on a great and serious subject matter dealing with the great epoch making, adventurous deeds of one or many great figures, warriors or heroes in a grand, artistic and elevated style using all sorts of possible figures of speech. Most of the epics have national significance because they include the glorious history and aspirations of a nation in a lofty and grandiose (impressive, large and complicated) manner. This is a heroic poem having a number of characters and nationalistic or tribal feeling. Abrams (2005) says, "An epic is a long verse narrative on a serious subject told in the formal and elevated style, and centered on a heroic or quasi-divine figure on whose actions depends the fate of the tribe, a nation, or the human race" (p. 81).

ii)   The Lyrics

A lyric is a song to be sung to the accompaniment of a lyre, but now the term is used for any fairly short non-narrative poem which expresses the feelings and thoughts of a single speaker in a personal and subjective manner. Despite the fact that the lyric is presented in the first person, the speaker in the poem does not necessarily represent the poet himself/herself. Abrams (Ibid) says lyric is "any fairly short poem, uttered by a single speaker, who expresses a state of mind or a process of perception thought and feeling" (p. 153). In a lyric, the poet is preoccupied with his own emotions.

iii)   The Elegy

The Elegy is a form of poetry which is composed on the death of an individual or upon death itself or on common fate of all people or universally common and inevitable plights of the people. In other words, elegy is a poem or song of sorrow especially for one's death. Hence, elegies must be mournful or sadly reflective. They are usually

lamentation for the dead, though they may be inspired by the other somber themes such as unrequited love, the fall of a famous city and the like. They are written as a tribute to something loved and lost. The formal elegies usually aim of an effect of dignity and solemnity without a sense of strain or artificiality. Abrams (2005) defines an elegy as "a formal and sustained lament in verse for the death of particular person, usually ending in a consultation" (p. 77).

iv)   The Ballads

Ballads are simple songs or poems specially that tell stories of unhappy love affairs, domestic tragedies, specially family feuds or murders, popular outlaws and rebels, historical events like battles, ship wrecks, mine disasters and occupational heroes. Abrams (1993, as cited in Awasthi, et al. 2010) defines ballad as" a song, transmitted orally, which tells a story" (p. 11). Ballads represent the form of narrative poetry. Ballads have two different varieties:

a. the ballads of growth.

b. the ballads of art.

The ballads of growth are the earliest form of literature and represent the past events. They are called folk ballads too. They are anonymous, transmitted orally from generation to generation and share the feature like dealing with the common people.

The ballads of art represent quite recent events. They are called literary ballads too. They are more polished and consciously artful than folk ballads, often contain more elevated language and poetic diction.

v)   The Odes

Odes are long lyric poem expressing noble feeling, often written for celebrating to a person or an object. They are dignified composition,

almost always in rhyme and longer than the lyrics. They are often in the form of an address directly to the addressee. They are lofty full-dressed poem and express standard thoughts and sentiments. Originally it was a long, serious and elevated choral song of praise. They demand certain changes in the existing situation and society.

As a conclusion, odes are the poems having celebration/praise over any subject or person. The poet in ode is serious both in the choice of his subject and the manner of its presentation.

vi)   The Sonnet

The sonnet is a short, self-contained lyric poem of fourteen lines having the introductory part of any issues, its description and justification at the end. A sonnet usually in iambic pentameter with considerable variations in the rhyme scheme. Generally, there are two main patterns of rhyme in sonnets written in English language.

The Italian or petrarchan sonnet and the English or Shakespearean sonnet. The petrarchan sonnet comprises two main parts, namely an octave and followed by a sestet. The octave rhymes abbaabba and the sestet rhymes cdecde or cdcdcd or in any combination except a couplet.

The Shakespearean sonnet has three quatrains (three stanzas of four lines in each) and a couplet i.e. a stanza of two lines. Three quatrains present different points and problems on the topic of the subject and the couplet presents the resolutions. Its rhyming pattern is abab, cdcd, efef.gg.

2.3.5 Teaching Poetry in Nepal

CDC has included different literary genres in the English curricula in the present education system of Nepal. Poetry is one of them and has taken its own place in different curricula at various levels. In secondary English curriculum, there are 7 poems in both grade IX and X. Supporting this

view, it can be said that the teaching poetry in secondary level is inevitable to enhance comprehensive power of the learners.

Talking the teacher's activities in teaching poetry in the context of Nepal, it is assumed that most of the English teachers are implementing traditional way of teaching. Teaching is mainly based on lecture method and students take note of it. Teacher gives line by line meaning of the poem. This shows that there is no role of students in learning poetry. They just understand what the teacher expects them to understand. This results that most of the students cannot understand the poem outside of the text.

As this research was concerned to identify the perception of teachers towards teaching English poetry at secondary level, he would like to focus on the perception of teachers and its meaning.

2.3.6 Strategies of Teaching Poetry

Different strategies in teaching poetry have been practiced so it might be varied according to the individuals. Poems offer a rich, varied repertoire and are a source of much enjoyment for teacher and student alike.

Different scholars have defined poetry differently. Poems are defined as full of figurative language, a language teacher must be very much careful about its deviating form from the norms of language in general.

Lazar (1993, p. 129-131) says." Teachers need to ensure that they choose poems suitably grade to the level of the students and that the students are given as much help as possible in understanding the language of the poem."

Different activities have been exploited for teaching poetry in the classroom. According to Lazar (Ibid), following activities and tasks for teaching poetry are given below:

a. Pre-reading activities.

b. While reading activities.

c. Post reading activities.

d. Further follow-up activities.

a.   Pre-reading activities:

In this first stage, students are stimulated in the text by saying to predict the theme of the poem from its title or a few key words or phrases in the poem etc. and provide the historical and cultural background. The teacher helps the students to interpret the language of the poem and gives some guidelines to students towards an understanding of more metaphorical or symbolic meanings in the poem.

b.   While-reading activities:

In this second stage, students are provided with a jumbled version of the poem and asked to put it together again, certain words are removed from the poem and students have to fill in the gaps. Students read only one version at a time and then try to predict what is coming next and students answer comprehension questions about the meaning of certain words or phrases in the poem etc.

c.   Post-reading activities:

This is the third stage for teaching poetry. In this stage, the teacher facilitates the students by giving a series of statements about the possible underlying meanings of the poem. Students are given two or three brief interpretations of poem and they decide which one they think is the most plausible or appropriate, students can be asked to compare the version of a poem in modern English, if written in archaic language, students

practice reading the poem aloud and decide what mime or gestures would accompany a choral reading.

d.   Further Follow-up activities:

This is the final stage of the teaching poetry. The students in this stage rewrite the poem as in different forms of discourse, they read and discuss other poems by the same author or other poems on the same theme, they write their own poem using the original as a model, they do some language work based around any unusual language in the poem, students discuss the values and world-view which are either implicitly or explicitly expressed in the poem.

A.   Teachers' Perception :

Teachers' perception refers to an idea, a belief of teachers' on an image they have as a result of how they see or understand something. Perception is based on the experience of previous knowledge. It is the organization of meaningful understanding about subject matter. In other words, perception refers to awareness, understanding, and interpreting something very deeply and closely. Perception develops from organization of present and past experiences about subject matter.

Perception is the process whereby sensory stimulation is translated into organized and meaningful experiences. According to Sanford and Capaldi (1994), "Perception is the awareness or the process becoming aware of , of extra, of the extra organic or intra organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences" (p. 175). Similarly, Hochberg (1964) says, "Perception as both the experience of gaining sensory information about the world of people, things and events and the psychological process by which this is accomplished" (p. 660).

The perceptual process is not directly observable but the relation can be found with various types of stimulation and their associated experiences and percepts. Human perception is the active reception and co-ordination of information received through ours sensory systems in order to make sense of environment and to behave effectively with it.

In this study, the researcher wanted to find out teachers' perception in teaching poetry at secondary level on the basis of the perception taken from subject teachers in terms of students' interest, contents, language and techniques. Similarly, he tried to assess the need and interest of the service teachers, its practicality, suitability in Nepalese context, need of the teachers, applicability, structure of the course and how far poems were enough for learning etc.

CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

To achieve the set objectives of the study, the following methodology were adopted:

3.1 Design of the Study

The design of this study was survey. Survey is the descriptive research. Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Typically, surveys gather data at a particular point of time with the intention of describing the nature of existing conditions, or identifying standard against which existing condition can be compared, or determining the relationship that-exists between specific events. Nunan (1992) writes". The main purpose of a survey is to obtain a snap-shot of conditions, attitudes or events at a single point of time" (p. 140). Survey is always done in a natural setting. Survey data are collected through questionnaires or interviews, or a combination of questionnaire and interviews.

The researcher used survey research design because it provided him an authentic and reliable data through this design. It helped him to collect factual data about the perception of teachers towards teaching English poetry. Hence, he used this design for his topic for applying the questionnaire tools as it was the most suitable tool for carrying out his research. Similarly, he used quantitative research design.

Nunan (1992, p. 141) has presented some of the steps of survey research which are as follows:

Step 1 : Define objectives

Step 2 : Identify target population

Step 3 : Literature review

Step 4 : Determine sample

Step 5 : Identify survey instruments

Step 6 : Design survey procedures

Step 7 : Identify analytical procedures

Step 8 : Determine reporting procedure

The above cited steps are very much important for researcher in research topic. So, the researcher followed these steps for successfully carrying out the research.

3.2   Sources of Data

The researcher used both primary and secondary sources for the data collection.

3.2.1 Primary Sources of Data

The primary sources of data were 40 English teachers teaching poetry in secondary schools of Rautahat district.

3.2.2 Secondary Sources of Data

Regarding the secondary sources detailed information were presented in references. However, the following books were consulted: Abrams (2005), Brumfit and Carter (1986), Collie and Slater (1987), Lazar (1993), Scholes et al. (1997), Kumar (2005), APA manual (6th edition). Nunan (1992) etc.

3.3   Population of the Study

The population of the study was the Secondary English language teachers of Rautahat district.

3.4 Sampling Procedure

The sample for this study was 40 English language teachers from 30 public schools of Rautahat district. They were selected through purposive non-random sampling. The researcher made contact with them by visiting the fields i.e. selected schools in order to know their perceptions in teaching English poetry.

3.5 Data Collection Tools

Preset questionnaires were used as the tool for data collection. Open ended questions were included in questionnaires for teachers.

3.6 Data Collection Procedures

After preparing a set of questionnaire, the researcher followed the following process of data collection.

i) The researcher visited the field, i.e., selected schools and explained the purpose and process of the research to them to get their permission to carry out the research.

ii) After getting permission from the authority, he consulted the English teachers.

iii) Then, he distributed the questionnaire to 40 teachers to collect their views and perceptions towards teaching English poetry.

iv) Finally, he collected the questionnaires

3. 7 Data Analysis and Interpretation Procedures

The data collected from the informants was analyzed, interpreted to explore teachers' perceptions (views) towards teaching English poetry through tabulation.

CHAPTER – FOUR

RESULTS AND DISCUSSION

Analysis and interpretation of data have been carried out in this section. The collected data have been analyzed and interpreted descriptively. Data was obtained from the questionnaires only. The major objective of the study was to find out the perception of teachers towards teaching English poetry at secondary level in terms of students' interest, contents, language and techniques. For this, the forty secondary level English language teachers were distributed pre-formulated questionnaires in order to get the required data. Twenty open-ended questions were included in the questionnaire. The responses of teachers are presented below. The questions asked with teachers are categorized into four sections, i.e. students' interest, contents, language and techniques. Q. no. 1, 2, 8, 15, 16 are included under students' interest. Q. no. 3, 4, 14 lies under contents. Q. no. 5, 6 are put under language and Q. no. 7, 9, 10 11, 12, 13, 17, 18, 19, 20 are related to techniques.

4.   Analysis of Data Obtained from the Questionnaire

This section deals with the analysis and interpretation of the data collected from informants. The researcher used questionnaire as the main tools for data collection. Twenty open-ended questions were used related to above mentioned four aspects. The responses of teachers and reasons for them are described to make analysis and interpretation more effective.

4.1   Analysis of Data in Terms of Students' Interest

This section deals with the analysis of collected data interms of students' interest while teaching poetry in language classroom. To find out the views of teachers regarding poetry increasing students' interest in language classroom, the researcher asked five questions i.e. (questions

no. 1, 2, 8, 15, 16) related to students' interest to the teachers of selected schools. The data were analyzed according to findings from the tools.

4.1.1 Analysis of Questions in Terms of Students' Interest

Q. no. 1   Why do you think that teaching poetry at this stage is necessary?

Table No. 1

Teachers' Response on Necessity of Teaching Poetry

S.N.	Statements	No. of Teachers
1	To make students more creative and imaginative	16
2	To expand language awareness and interpretive abilities	4
3	To know about different cultures and life style of different people	5
4	To build language fluency and word power	6
5	To develop language skills	7
6	To make able to use the literary language	2

The above tables shows that different teachers provided different views regarding necessity of teaching poetry at secondary level. The common views provided by them are tabulated above. 16 teachers out of 40 said teaching poetry was necessary to make students more creative and imaginative and 4 teachers replied that it was necessary to expand language awareness and interpretive abilities. Similarly, 5 teachers thought that it was necessary to know about different cultures and life style of different people and 6 teachers answered that teaching poetry was necessary to build language fluency and word power.

In the same way, 7 teachers said it was necessary to develop language skills and 2 teachers thought that teaching poetry was necessary to make students able to use the literary language.

By analyzing the above views provided by different teachers for necessity of teaching poetry at secondary level. It is concluded that all reasons given by them were good for teaching poetry at this level. However teaching poetry was necessary to make students more creative and imaginative.

Q. no. 2   How can poetry increase students' interest in language classroom?

Table No. 2

Teachers' Response on the Role of Poetry in Increasing Interest of Students

S.N.	Statements	No. of Teachers
1	By involving students in reading inductively	4
2	By maintaining the rhyme and guessing deeper meaning	6
3	By using different gesture and posture	5
4	By predicting the theme of the poem	7
5	By expressing personal/human feelings	13
6	By reciting the poem	1
7	By using suitable and simple words	4

The above table speaks that different teachers provided different views on the role of poetry in increasing interest of students. The common views provided by them are tabulated above. 4 teachers thought that poetry

increased students' interest by involving them in reading inductively and 6 teachers said that it was done by maintaining the rhyme and guessing deeper meaning.

Similarly, 5 teachers thought that poetry increased students' interest by using different gesture and posture and 7 teachers answered that it was done by predicting the theme of the poem.

Likewise 13 teachers thought that poetry increased students' interest by expressing personal/human feelings and only 1 teacher said it was done by reciting the poem. In the same way, 4 teachers thought that poetry increased student' interest by using suitable and simple words.

By analyzing the above views provided by different teachers on the role of poetry in increasing interest of students at secondary level. It was concluded that all the views given by them were relevant for increasing students' interest. However, students' interest was increased more through expressing personal or human feelings.

Q. No. 8   How can poetry help to develop imaginative power of students?

Table No. 3

Teachers' Response on the Role of Poetry in Developing Imaginative Power

S.N.	Statements	No. of Teachers
1	By creating some poems	4
2	By predicting the theme from the keywords or title	15
3	By writing critical appreciation of the poem	5
4	By involving students to find out the deeper meanings	5
5	By evoking students mental ability	6
6	By involving students in different activities	5

The above table shows that 4 teachers thought that poetry helped to develop imaginative power of students by creating some poems and 15 of them said it was done by predicting the theme from the keywords or title. Similarly, 5, 5 and 6 teachers thought poetry helped to develop imaginative power by writing critical appreciation, by involving students to find out the deeper meaning and by evoking students' mental ability respectively. In the same way, 7 teachers replied that it helped to develop imaginative power of students by involving students in different activities.

From the above presentation what can be said that to develop imaginative power of students through poetry, the different views provided by teachers were correct to develop imaginative power in students. But students' imaginative power was developed more by predicting the theme from the key words or title of the poem.

Q. No. 15   What are the weaknesses of negative teachers' perception in teaching poetry?

Table No. 4

Teachers' Response on Negative Teachers' Perception in Teaching Poetry

S.N.	Statements	No. of Teachers
1	Lack of interest in teaching	9
2	Waste of time for teaching poetry	1
3	Unable to summarize the poems	5
4	Unable to satisfy the students	4
5	Unable to comprehend the message of the poet	5
6	Unable to use innovative methods	6
7	Unable to clarity the deviated language or metaphorical languages	4
8	Feel difficulty to explain figurative meaning of the words	6

This table shows that 9 teachers responded about the weak point of negative teachers perception in teaching poetry was lack of interest in teaching it and only 1 teacher said that it was waste of time for teaching poetry. Similarly, 5 teachers thought that the weak point of negative teachers' perception was unable to summarize the poem and 4 of them said it was unable to satisfy the students. Likewise, 5 teachers said that the weak point of negative teachers' perception was unable to comprehend the message of the poet and 6 teachers answered that it was unable to use innovative methods. In the same way, 4 teachers said that the weak point of negative teachers' perception in teaching poetry was unable to clarify the deviated language or metaphorical languages and 6 of them thought that they felt difficulty to explain figurative meaning of the words.

By analyzing the above views given by different teachers on weaknesses of negative teachers' perception in teaching poetry. It was found that the views provided by teachers about weaknesses of negative teachers' perception in teaching poetry were all relevant. However lack of interest in teaching poetry was the drawback of negative teachers' perception.

Q. No. 16　What are the usefulness of positive teachers' perception in teaching poetry?

Table No. 5

Teachers' Response on Positive Teachers' Perception in Teaching Poetry

S.N.	Statements	No. of Teachers
1	Interested in teaching	10
2	Able to summarize the poems	3
3	able to satisfy the students	5
4	Able to comprehend the message of the poem and poet	6
5	Able to use innovative methods	6
6	Able to clarify the deviated language and words	6
7	Able to use teaching materials	4

The above table shows that 10 teachers answered about the strong point of positive teachers' perception in teaching poetry was interested in teaching it and 3 of them replied that it was able to summarize the poems. Similarly, 5 teachers thought that the strong point of positive teachers' perception in teaching poetry was able to satisfy the students and 6 teachers thought that it was able to comprehend the message of the poet and poem. In the same way, 6 teachers said that the strong point of it was to be able to use innovative methods and 6 of them replied that it was able to clarify the deviated language and words.

Likewise, 4 teachers said that the strong point of positive teachers' perception in teaching poetry was able to use teaching materials.

By analyzing the above views on positive teachers' perception in teaching poetry, what can be said that the strong point of positive teachers' perception was interested in teaching.

4.2   Analysis of Data In Terms of Contents Included in Poetry

This section deals with the analysis of collected data in terms of contents included in poetry at secondary level. To find out the views of teachers towards contents included in poetry, the researcher asked three questions i.e. (q. no. 3, 4, 14) related to contents of poetry to the teachers of selected schools. The data have been analyzed according to the findings from the tools.

4.2.1 Analysis of Questions in Terms of Contents Included in Poetry

Q. No. 3   Why do you think that the contents related to poetry included in this stage are relevant?

Table No. 6

Teachers' Response on Relevance of Contents Included in Poetry

S.N.	Statements	No. of Teachers
1	To develop students' imaginative power	13
2	To develop students' language skills	6
3	To provide students entertainment	5
4	To develop word power	7
5	To familiarize students with different culture	5
6	To make the learning meaningful	4

The above table says that different teachers provided different views on relevance of contents included in poetry. The common views provided

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by them are tabulated above. 13 teachers said that the contents included in poetry at secondary level were relevant to develop students' imaginative power and 6 of them thought that it was relevant to develop language skills. Similarly, 5 teachers answered that the contents of poetry were relevant to provide students entertainment and 7 teachers replied it was relevant to develop word power. Likewise, 5 teachers said that the contents of poetry were relevant to familiarize students with different cultures and 6 teachers thought that it was relevant to make the learning meaningful.

By analyzing the above views given by different English teachers, what can be said that the contents of poetry included at this level were relevant for various reasons. However, it was relevant to develop students' imaginative power.

Q. No. 4   How the included contents help to obtain national objectives?

Table No. 7

Teachers' Response on Contents Helping in National Objectives

S.N.	Statements	No. of Teachers
1	Through writing critical appreciation	3
2	Through reciting the poem with correct pronunciation	8
3	Through predicting the theme from the key words or title	7
4	Through using proper rhymes and rhythms	5
5	Through expanding students' word power	17

The above table shows that different teachers provided different views on contents of poetry helping to obtain national objectives. Some of the common views provided by them were tabulated above. 3 teachers said that the contents included were helpful to obtain national objectives through writing critical appreciation and 8 of them thought it was done through reciting the poem with correct pronunciation. Similarly, 7 teachers answered that it was helpful to obtain national objectives through predicting the theme from the key words on title and 5 of them said it was done through using proper rhymes and rhythms. In the same way, 17 teachers thought that it was helpful to obtain national objectives through expanding students' words power.

From the above given views by different teachers, what can be said that the included contents of poetry were helpful to obtain national objectives through different ways. However, it was obtained best by expanding students' word power.

Q. No. 14   What are the key components of teaching poetry?

Table No. 8

Teachers' Response on Key Components of Teaching Poetry

S.N.	Statements	No. of Teachers
1	Simple language, teaching materials	9
2	Motivation, techniques, language skills, background information of poet and poem	21
3	Summary, lesson plan	6
4	Evaluation and feedback	4

The above table says that there were different key components of teaching poetry given by different teachers. The common views given by them are tabulated above. 9 teachers thought that the key components of teaching poetry were simple language and teaching materials and 21 of them said that they were motivation, techniques, language skills, background information of poet and poem. Similarly 6 teachers answered that the key components of teaching poetry were lesson plan and summary and 4 teachers replied that they were evaluation and feedback.

By analyzing the above views given by different teachers, it can be said that all the views about key components were appropriate in teaching poetry. However motivation, techniques, language skills and background information of poet and poem were good components in teaching poetry.

4.3 Analysis of Data In Terms of Language Used in Teaching Poetry

This section deals with analysis of collected data in terms of languages used in teaching poetry. To find out the views of teachers in terms of language used while teaching poetry, the researcher asked two questions i.e. (question no. 5, 6) related to language to the teachers of selected schools. The data were analyzed according to findings from the tools.

4.3.1 Analysis of Questions in terms of Language used in Poetry

Q. No. 5   What types of language do you use while teaching poetry?

Table No. 9

Teachers' Response on Language Teaching

S.N.	Statements	No. of Teachers
1	Simple language	7
2	Simple and clear language	19
3	Literary language	6
4	Formal and easy language	8

The above table says that different teachers provided different views regarding language used in teaching poetry. The common views about languages are tabulated above. 7 teachers said that they used simple language while teaching poetry and 19 of them answered they used simple and clear language. Similarly, 6 teachers said that they used literary language while teaching poetry and 8 teachers replied that they used formal and easy language.

By analyzing the above mentioned views about language, what can be said that all the languages given by teachers were appropriate in teaching poetry. However, simple and clear languages were most appropriate for this level to teach poetry.

Q. No. 6   How can teaching poetry help in daily use of language?

Table No. 10

Teachers' Response on Role of Poetry in Daily use of Language

S.N.	Statements	No. of Teachers
1	By developing vocab power	11
2	By providing different types of language structures	9
3	By developing thinking power	2
4	By involving students to write critical appreciation	4
5	By predicting the theme from the key words or title	8
6	By developing logical and imaginative power	6

The above table says that 11 teachers said poetry helped in daily use of language by developing vocab power in students and 9 of them answered that it helped by providing different types of language structures. Similarly, 2 teachers said that poetry helped in daily use of language by developing thinking power and 4 teachers replied it helped by involving students to write critical appreciation. Likewise, 8 teachers said that poetry helped in daily use of language by predicting the theme from the keywords or title and 6 teachers replied it helped by developing logical and imaginative power.

By analyzing the above views, what can be said that poetry was really helpful at this level for daily use of language. But it helped more in daily use of language by developing vocab power in students.

4.4 Analysis of Data In Terms of Techniques Used in Teaching Poetry

This section deals with analysis of collected data in terms of techniques used in teaching poetry. To find out the perceptions of teachers in terms of techniques used while teaching poetry, the researcher asked ten questions i.e. (question no. 7, 9, 10, 11, 12, 13, 17, 18, 19, 20) related to techniques to the teachers of selected schools. The data were analyzed according to the findings from the tools.

4.4.1 Analysis of Questions in Terms of Techniques used in Teaching Poetry

Q. No. 7   What techniques do you use while teaching poetry?

Table No. 11

Teachers' Response on Techniques

S.N.	Statements	No. of Teachers
1	Pre, while and post-reading activities	3
2	Group word, pair work, individual work	4
3	Explanation, discussion, presentation	14
4	Summarization, discovery, dramatization	6
5	Illustration, description	7
6	Recitation, drill, translation	6

The above table shows that there are different techniques used by teachers while teaching poetry. 3 teachers said that they used pre-reading, while-reading and post-reading activities to teach poetry and 4 teachers said that they used group work, pair work and individual work. Similarly, 14 teachers answered that they used explanation, discussion and presentation techniques while teaching poetry and 6 of them said they used summarization, discovery and dramatization techniques.

Likewise, 7 teachers answered that they used illustrations and description techniques while teaching poetry and 6 teachers said they used recitation drill and translation techniques.

By analyzing the above views given by different teachers about techniques, it can be said that all techniques given by them were good in teaching poetry. However, explanation, discussion and presentation

techniques were found more appropriate while teaching poetry at this level.

Q. No. 9   How do you present poetry in the classroom?

Table No. 12

Teachers' Response on presenting poetry

S.N.	Statements	No. of Teachers
1	By explaining the meaning of difficult words	10
2	By describing the pictures if any	4
3	By talking about the background information of the poet and poem	8
4	By explaining the features of poem	2
5	By involving students to predict the theme of the poem	9
6	By discussion about the title among their friends in classroom	7

The above table says that there are different ways of presenting poetry in the classroom. Some of the common views given by teachers in presenting poetry are tabulated above. 10 teachers replied that poetry was presented by explaining the meaning of difficult words and 4 of them said it was presented by describing the pictures if any. Similarly, 8 teachers answered that poetry was presented by talking about the background information of the poet and poem and 2 teachers said that it was done by explaining the features of poem. Likewise, 9 teachers answered that poetry was presented in the classroom by involving students to predict the theme of the poem and 7 teachers said it was presented by discussing about the title among their friends.

By analyzing the above mentioned views, what can be said that poetry can be presented in classroom by applying all views given by teachers. However, it can be best presented by explaining the meaning of difficult words.

Q. No. 10   How do you teach deviated form of language used in poetry?

Table No. 13

Teachers' Response on Teaching Deviated forms of Poetry

S.N.	Statements	No. of Teachers
1	By explaining its meaning in simple language	13
2	By clearing its meaning	6
3	By involving students to use them in context	4
4	By keeping regular practice	6
5	By using teaching materials	5
6	By giving different logic	6

The above table shows that different teachers provided different views regarding teaching deviated forms of poetry. The common views provided by them are tabulated above. 13 teachers said that deviated form of poetry was taught by explaining its meaning in simple language and 6 of them answered that it was done by clearing its meaning similarly, 4 teachers replied that they taught deviated forms of poetry by involving students to use them in context and 6 teachers said that they taught it by keeping regular practice. In the same way, 5 teachers thought that they taught deviated form of language by using teaching materials and 6 teachers answered that they taught it by giving different logic.

By analyzing the above views given by teachers, it can be said that deviated forms of poetry can be taught by applying all methods/ ways. However, it was best taught by explaining its meaning in simple language.

Q. No. 11   How do you start teaching poetry?

Table No. 14

Teachers' Response on Starting Teaching Poetry

S.N.	Statements	No. of Teachers
1	By stimulating students' interest in the text through jokes	12
2	By giving the meanings of difficult words	10
3	By giving background information of poet and poem	7
4	By discussing about the pictures and keywords	5
5	By involving students to predict the theme from its title	6

The above table says that different teachers gave their views on starting teaching poetry at secondary level. The common views provided by them are tabulated above. 12 teachers said that they started teaching poetry by stimulating students' interest in the text through jokes and 10 of them answered that they started it by giving the meaning of difficult words. Similarly, 7 teachers replied that they started teaching poetry by giving background information of poet and poem and 5 said that they did it by discussing about the pictures and keywords. Likewise, 6 teachers answered that they started teaching poetry by involving students to predict the theme from its title.

From the above given views, what can be concluded that poetry can be started to teach by applying all the ways given by teachers. However, it was started by stimulating students' interest in the text through jokes.

Q. No. 12   How do you satisfy your students when they have problems in poetry?

Table No. 15

Teachers' Response on Making Satisfaction to Students' Problems

S.N.	Statements	No. of Teachers
1	By answering the questions raised by them	16
2	By giving the various examples	7
3	By discussing with students	4
4	By explaining the figurative or metaphorical language	5
5	By clearing the meaning of difficult words	8

The above table shows that different teachers gave different views to make students satisfy when they have problems in poetry. The common views given by them are tabulated above. 16 teachers answered that they satisfied their students by answering the questions raised by them and 7 of them did it by giving the various examples, similarly, 4 teachers said that they satisfied them by discussing with them and 5 teachers replied that they did it by explaining the figurative or metaphorical language. Likewise, 8 teachers said that they satisfied their students by clearing the meaning of difficult words.

By analyzing the overall views given by different teachers, what can be said that students problems can be solved by applying the above given

views by different teachers. But the most suitable way to satisfy students' problem by answering the questions raised by them.

Q. No. 13   Which one is the most difficult factor you face while teaching poetry?

Table No. 16

Teachers' Response on most Difficult Factor in Teaching Poetry

S.N.	Statements	No. of Teachers
1	Poor grasping capacity of language by students	2
2	Metaphorical language	5
3	Deviated form of language	17
4	The intention of the poet	7
5	The actual meaning and its context	9

The above table shows that different teachers gave different views regarding most difficult factor they face while teaching poetry. But some of the common views are tabulated above. According to above table, 2 teachers thought that poor grasping capacity of language by students was the most difficult factor for them and 5 teachers said that it was metaphorical language. Similarly, 17 teachers replied that deviated form of language was the most difficult factor for teaching poetry and 7 of them said it was the intention of the poet. Likewise, 9 teachers answered that the actual meaning and its context was the most difficult factor for them while teaching poetry.

By analyzing the above views, it can be said that the above mentioned factors are really difficult for the teachers. However, deviated form of

language was the most difficult factor the teachers face while teaching poetry.

Q. No. 17   What strategies do you follow to solve the difficulties and challenges of teaching poetry?

Table No. 17

Teachers' Response on Strategy in Solving Challenges of Poetry

S.N.	Statements	No. of Teachers
1	Reading the poem	6
2	Discussing with students	5
3	Learning by doing	7
4	Providing different examples	5
5	Explanation	14
6	Role play	3

The above table shows that different teachers provided different views regarding strategy to solve difficulties and challenges of poetry. Some of the common views provided by them are tabulated above. On the basis of above table, 6 teachers said that they used reading the poem strategy to solve the difficulties and challenges of teaching poetry and 5 of them answered they used discussion with students to solve them. Similarly, 14 teachers thought that they used explanation strategy to solve the difficulties and challenges of poetry and 3 of them said they used role play strategy to solve it.

By analyzing the above views, it was found that different teachers used different strategies to solve the difficulties and challenges of teaching

poetry. But explanation strategy was found most appropriate to solve the difficulties and challenges of poetry.

Q. No. 18   What activities do you perform to teach the following poem, Stopping by Woods on a Snowy Evening?

Table no. 18

Teachers' Response on using Activities

S.N.	Statements	No. of Teachers
1	Pre-reading, while-reading and post-reading activities	13
2	Telling the meanings of title/topic	5
3	Stimulating students interest in the text	7
4	Explaining the meaning of difficult words	8
5	Question-answers	3
6	Summarization	4

The above table shows that different teachers gave different views regarding activities to teach the above mentioned poem. Some of the views provided by teachers are tabulated above. 13 teachers said that the above mentioned poem was taught by using pre-reading, while-reading and post-reading activities and 5 of them said it was taught by telling the meaning of title/topic. Similarly, 7 teachers replied that it was taught by stimulating the students' interest in the text and 8 teachers said that this poem was taught by explaining the meaning of difficult words. Likewise, 3 teachers said that the above poem was taught by applying question-answer activities and 4 teachers answered that it was taught by summarization activity.

By analyzing the above given activities by teachers to teach above mentioned poem. Different teachers gave different views but common views are tabulated above. The most suitable activities to teach the above poem were pre, while and post-reading activities.

Q. No. 19   How do you summarize the poetry?

Table No. 19

Teachers' Response on Summarizing the Poetry

S.N.	Statements	No. of Teachers
1	Concluding the main points at last	12
2	Paraphrasing in their own language	5
3	Giving intention of the poet	9
4	Giving hidden meaning	4
5	Giving the main theme of the poem in brief	10

The above table shows that different teachers have provided different views regarding summarizing the poetry. Some of the common views given by teachers are tabulated above, 12 teachers said that they summarized the poetry by concluding the main points at last and 5 of them said they did it by paraphrasing in their own language. Similarly, 9 teachers replied that they summarized poetry by giving intention of the poet and 4 teachers said that they did it by giving hidden meaning. Likewise, 10 teachers said that they summarized the poetry by giving the main theme of the poem in brief.

By analyzing the above views, what can be said that poetry can be summarized by applying the above given ways. However, it can be best summarized concluding the main points at last.

Q. No. 20   What suggestions would you like to give to teach the poetry more effectively?

Table No. 20

Teachers' Response on Effective Teaching of Poetry

S.N.	Statements	No. of Teachers
1	Through using simple language	11
2	Through providing meanings of difficult words	7
3	Through friendly behavior with students	2
4	Through using innovative techniques	5
5	Through involving students in creative writing	4
6	Through giving training to the teacher time and again	6
7	Through providing cultural and historical background of the poem	5

The above table shows that different teachers gave different views regarding suggestion for effective teaching of poetry. The common views provided by them are tabulated above. 11 teachers thought that poetry was taught effectively through using simple language and 7 of them said it was done through providing meanings of difficult words. Similarly, 2 teachers thought that poetry was taught effectively through using friendly behavior with students and 5 teachers said that it was done through using innovative techniques. Likewise, 4 teachers said that poetry was taught effectively through involving students in creative writing and 6 teachers said that it was done through giving training to the teachers time and again. In the same way, 5 teachers answered that poetry was taught effectively through providing cultural and historical background of the poem.

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By analyzing the above views given by different teachers, what can be said that all the views provided by teachers were relevant for effective teaching of poetry. However poetry was taught effectively through using simple language.

CHAPTER – FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

To obtain the set objectives of the study, following summary, conclusion and pedagogical implications have been drown.

5.1   Summary

This section deals with the major findings of the research which were drown from results and discussion. The main objective of the study was to find out the perception of teachers towards teaching English poetry at secondary level in terms of students' interest, contents language and techniques.

Both primary and secondary sources of data have been collected to meet the objectives. The pre-set questionnaires were used as the tools for data collection. Only open-ended questions were included in questionnaire. There were 20 questions in it.

To fulfill the objectives of this study, various questions were asked by secondary English teachers of Rautahat district. They have given different views regarding poetry teaching at secondary level. They thought that poetry was a little bit difficult genres of literature.

5.2   Conclusion

The following conclusions were found on basis of analysis and interpretation of the results.

1. It was found that teaching poetry was necessary to make students more creative and imaginative.

2. Poetry increased students' interest by expressing personal or human feelings.

3. The contents included in poetry were relevant to develop students' imaginative power.

4. It was also found that the contents included in poetry were relevant to obtain national objectives through expanding students' word power.

5. It was concluded that simple and clear language was useful to teach poetry.

6. Explanation, discussion and demonstration were found good techniques to teach poetry.

7. It was found that deviated form of poetry was taught by explaining its meaning in simple language.

8. Deviated forms of language was found the most difficult factor for the teachers while teaching poetry.

9. It was concluded that teaching poetry was a little bit difficult task.

5.3 Implications

The pedagogical implications have been recommended on the basis of conclusion of the study. They are as follows:

i)   Poetry should be taught at secondary level to develop imaginative power in students.

ii)   Students' interest should be increased for better learning of poetry.

iii) The contents of poetry should be relevant to express personal feelings.

iv)   Simple and clear languages should be used while teaching poetry.

v)   Explanation, discussion and demonstration are the preferable techniques for teaching poetry at secondary level.

vi) Explanation technique should be used to teach deviated form of poetry.

vii) Teachers should be provided different trainings time and again for effective teaching of poetry.

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APPENDIX : ONE

QUESTIONNAIRE TO THE ENGLISH TEACHER

Dear Informants,

This questionnaire is a part of my research study entitled "Teachers' Perception Towards Teaching English Poetry" under the supervision of Prof. Dr. Laxmi Bahadur Maharjan, Department of English Education, T.U. Kirtipur. The researcher hopes that you will provide reliable and authentic information to co-operate him and that will be valuable contribution to complete the research work. The answers that you provide will be used only for academic purpose; I will be indebted for your contribution.

Thank you.

Researcher

Tankeshwar Prasad Yadav

Name of informant :

Schools Name :

Answers the following questions.

1. Why do you think that teaching poetry at this stage is necessary ?

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2. How can poetry increase students' interest in language classroom ?

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3. Why do you think that the contents related to poetry included in this stage are relevant ?

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4. How the included contents help to obtain national objectives ?

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5. What types of language do you use while teaching poetry ?

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6. How can teaching poetry help in daily use of language ?

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7. What techniques do you use while teaching poetry ?

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8. How can poetry help to develop imaginative power of students ?

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9. How do you present poetry in the classroom ?

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10. How do you teach deviated form of language used in poetry ?, like.

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And so do I;

When beeches drip in brown and duns,

And thresh and ply;

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11.How do you start teaching poetry ?

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12. How do you satisfy your students when they have problems in poetry ?

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13. Which one is the most difficult factor you face while teaching poetry ?

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14. What are the key components of teaching poetry ?

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15. What are the weaknesses of negative teachers' perception in teaching poetry ?

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16. What are the usefulness of positive teachers' perception in teaching poetry ?

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17. What strategies do you follow to solve the difficulties and challenges of teaching poetry ?

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18. What activities do you perform to teach the following poem ?

Stopping by Woods on a Snowy Evening

Whose woods these are, I think I know

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives the harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

of easy wind and downy flake.

The woods are lovely, dark and deep,

But I have promise to keep,

And miles to go before I sleep,

And miles to go before I sleep.

Robert Frost

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19. How do you summarize the poetry ?

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20. What suggestions would you like to give to teach the poetry more effectively ?

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Thank you for your kind co-operation.

QUESTIONNAIRE TO THE STUDENTS

Dear student,

This questionnaire is a part of my research study entitled "Teachers' perception Towards Teaching English poetry" under the supervision of Prof. Dr. Laxmi Bahadur Maharjan, Department of English Education, T.U., Kirtipur. The researcher hopes that you will provide reliable and authentic information to co-operate him and that will be valuable contribution to complete the research work. The answers that you provide will be used only for academic purpose; I will be indebted for your contribution.

Thank you.

Researcher

Tankeshwar Pd. Yadav

Name of school :

Name of student :

Class :

Tick (√) to the best answer and give some answer to the questions.

1. How do you feel when your teacher teaches you the English poetry in the classroom ?

    (a) Interesting   (b) Nervous

    (c) Boring   (d) Good

2. How does your teacher start teaching poetry in the class ?

   (a). Introducing the poet.

   (b). Familiarizing us with the title of the poem.

   (c). Providing some historical and cultural background of the poem.

   (d). Relating them with other poems.

3. How does your teacher motivate you in teaching poetry ?

   (a). Asking students to make very general prediction about the poem by using pictures.

   (b). Involving students to discuss in group to find out what the title of the poem suggests.

   (c) Involving students to predict about the poem theme based on reading the first draft.

   (d). Telling some interesting things about the poet.

4. What kind of language does your teacher use in the classroom while teaching poetry ?

   (a) Simple and clear language.

   (b) Literary language.

   (c) More explanatory language.

   (d) More difficult language.

5. What type of techniques does your teacher use while teaching poetry ?

   (a) Lecture   (b) Discussion.

   (c) Explanation.   (d) Illustration.

6. What type of educational materials does your teacher use while teaching poetry ?

   (a) Audio materials.

   (b) Visual materials.

   (c) Audio visual materials.

   (d) Realia.

7. How often does your teacher use translation in teaching poetry ?

(a) Usually   (b) Rarely

(c) Never   (d) Situationally

8. How does your teacher involve you in teaching poetry ?

(a) Divides into groups and asks to discuss on the topic.

(b) Asks individually.

(c) Through modeling.

(d) Through pictures.

9. What is difficult for you to understand the poetry ?

   (a) Language of the poem.

   (b) Cultural terms used in poem.

   (c) Theme of the title.

   (d) Thoughts of the poet.

10. How does your teacher behave when you ask questions related to poetry ?

   (a) Politely.   (b) Rudely.

   (b) Haphazardly.

11. How does your teacher manage the poetry class ?

(a) Involving students for predicting the theme of topic.

(b) Using educational materials.

(c) Using model poetry.

(d) Involving students to creat related poems.

12. Why do you think that the poetry is necessary for the stage ?

(a) It helps to know others culture.

(b) It helps to inform the deviated form of language.

(c) It helps to increase the thinking capacity.

(d) It helps to develop writing skill.

Thanks for your kind co-operation.