

CHAPTER ONE

INTRODUCTION

This is the study on "Attitudes of Teachers towards Teaching Poetry at Secondary Level." The introductory part of this research consists of background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 General Background

Language is the universal medium for conveying facts including complex thought, emotions and feelings of every human being. So, language is a means of human communication. In Crystal's (1997) words "language refers to the concrete act of speaking, writing or signing in a given situation." Hence, Language is the vehicle of communication for human beings. There are so many languages in the world. All the languages have equal value in terms of communication values. However, some languages play more dominant role in some specific situations. For example, English is the most widely spread language in the world.

In the present education system of Nepal, English is taught and learnt as a compulsory subject from grade one to the graduate level and as an optional subject from secondary level to the master's level. This proves its need, significance and popularity.

There is a very close relationship between language and literature. The literary language is regarded as a variety of language, which is complex but the popular variety of it. Literature is writings valued as work of art, specially, novels, plays and poems or pieces of writing on a particular subject. Thus, 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. Literature stretches students' imagination, widens their insights, deepens their

experiences and heightens their awareness. A second language learner is not regarded as a competent learner unless she/he knows the culture of the native speakers. Literature helps the learners to acquaint with the speakers of the second language cultural groups. Thus, a second language learner should learn the second language culture. Moreover, studying literature helps to develop the language skills i.e. listening, speaking, reading and writing.

There are many genres of literature. Among them, poetry is one. William Wordsworth (as cited in Abrams, 1993, p. 7) defines poetry as "The spontaneous overflow of powerful feelings; it takes its origin from emotion recollected in tranquility." The poetic language is more literary, unique and complex than the language of prose. The deviant form of language is used in poetry. Poetry frequently breaks the grammatical rules and regulations i.e.

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.

By Robert Frost

(**Source:** Compulsory English Grade 10 p. 153)

Therefore, the students of lower level as well as higher level feel difficulty in understanding the poetry. The poems are included in compulsory English textbook of secondary level.

Thus, the researcher tries to carry out a research work entitled "Attitudes of Teachers towards Teaching Literature at Secondary Level." The research focuses on English language teachers and poetry considering attitudes, the problems and relevance of teaching poetry at secondary level.

1.2 Statement of the Problem

The students of Nepal study English as a compulsory subject from grade one to ten as a part of the foreign language learning. Besides, students learn and use the English language as it is the medium of instruction in the private schools but in government aided schools it is hardly employed as medium of instruction. Secondary level curriculum has envisioned to enable the students to communicate with people from different places who speak English. It has emphasized to develop communicative competence through various reading texts i.e. poems, short stories, advertisements, notices, biographies of people, manuals and articles. Literature is one of the important part of language learning since it enables the students to think creatively and interpret meaningfully. It develops learners' imagination skill and critical thinking these skills obviously help in language learning and develops communicative competence. Present scenario of language teaching in Nepal is a little bit different from its theoretical reality because most of the teachers feel difficulty to teach literary items at secondary level especially poetry. The poetry has been incorporated in textbooks of secondary level to expose the students to the culture of target language, develop language awareness, introduce new vocabulary items and develop interpretive skill in the English language. The secondary level curriculum has set objective regarding the teaching literature; students will be able to read and appreciate appropriate literary items though the teachers do not focus on these learning items. Poetry is one of the literary text in which the words are used specially to express the writer's emotions, feelings and thoughts. Linguistic structures are often violated in poetry. It follows the metrical composition like rhythm, rhyme, meter, tone etc. It has its special rhetorical devices like, simile, metaphor, irony, paradox and so on. It is characterized as a deviated form of the norms of language. Poetry has been introduced from Grade 9 so this is the new genre for the students. The figurative meaning, deviated form of language and intended/underlying meaning makes poetry different from the prose. Attitude plays vital role in

teaching and learning process. Secondary level is the stage of foundation for the higher study but the teachers do not emphasize on poetry. So, it is one of the burning problem and issue of Nepalese ELT.

1.3 Objectives of the Study

The study had the following objectives:

- a) To find out the teachers' attitudes towards teaching English poetry at secondary level in terms of content, participation of students in classroom activities, methodology, evaluation and expected changes of poetry in textbook.
- b) To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

The following were the research questions to guide this research:

- a. How do the teachers perceive teaching poetry at secondary level in terms of content, participation of students in classroom activities, methodology and evaluation?
- b. In what ways, do the teachers think, teaching poetry helps the students to learn language?
- c. Do the teachers think there is need of change towards poetry at secondary level textbooks?

1.5 Significance of the Study

This study tried to find out the attitudes of the teachers towards teaching poetry at secondary level. This is the first research work in the Department of English Education T.U. in this area. Thus, it will be invaluable for the Department of English Education itself. The study will be further fruitful/beneficial to the students, teachers, syllabus designers, the textbook writers, and others who are

directly or indirectly involved in teaching learning literature as well as language for the pedagogical purpose. The findings of the study will also be helpful to solve some of the practical problems of teaching poetry at secondary level. It will also be useful to those who are interested in conducting research in attitudinal study.

- It will be fruitful to the students studying at university level to conduct research on attitudinal study. It will provide them theoretical background of the study, select design of study and design the questionnaire.
- It will be helpful to the secondary level English teachers to reflect their attitudes towards teaching poetry and improve strategies.
- Some pedagogical suggestions based on findings of the study will be fruitful to all stakeholders involved in teaching and learning English as foreign language.
- It will be useful to the syllabus designer and textbook writer to address the attitudes of teachers and their practices in syllabus and textbook.
- It will be fruitful to the teacher trainers to design the session in accordance with the needs, attitudes and problems of the teachers.

1.6 Delimitations of the Study

The followings were the delimitations of the study:

- a. The study included secondary schools of Surkhet district.
- b. Only secondary level teachers participated in the study.
- c. The study focused on the teachers' attitudes towards teaching poetry at secondary level.
- d. Thirty teachers were selected from secondary level school for the study.

1.7 Operational Definition of the Key Terms

Attitude: The predisposition or tendency to react specifically towards an object, situation or value usually accompanied by feelings and emotions. In this research secondary level English teachers' opinion and reaction on teaching poetry.

Teaching Poetry: This term generally refers to the methods, techniques and activities that are employed by the teacher to attain pre-determined teaching objectives. In my research it refers to the teaching of poems prescribed for the students of secondary level.

CHAPTER THREE

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section of this research includes some theoretical and empirical reviews of literature in relation to attitudes of teachers towards teaching poetry in government aided and private schools of Nepal at secondary level.

2.1 Review of Theoretical Literature

The central focus of the literature review is to examine and evaluate what has been done before on the topic and to make relevant of the information to the current research. Some theoretical literatures related to this study are discussed below:

2.1.1 English Language Teaching and Learning in Nepal

Language teaching and learning involves first language and second language/foreign language. Acquiring first language and learning second language involves different processes of language teaching and learning. New concerns have occupied in the minds of the methodologists and applied linguists and new techniques have been used widely. To get the mastery over language and culture, everyone needs to have the ability in every skills and aspects of language, as well as needs to study the creation of language, i.e. different textbooks, novel, essay, poem, drama, vouchers and prospects, etc. which consist of the image of this society in the form of literature.

According to history, the system of teaching and learning English in Nepal was formally introduced with the establishment of Durbar High School in 1854 A.D. Prime Minister Janga Bahadur Rana established this school after his return from England to give formal education to his children and the children of other ruling members. Then, the door of Durbar High school was opened in 1981 A.D. to the normal people of the nation.

English has been given priority as an international language in Nepal. It is taught as a compulsory subject from primary to bachelor level and also as an optional subject. In addition, a number of English medium schools have been established at primary sector, under the supervision, guidance and control of the ministry of education. Nepal needs English for academic activities to establish diplomatic relations with the foreign countries and for the development of science and technology. So, it has become the language of survival in Nepal.

In higher education, English was started formally with the establishment of Tri-Chandra College in 1918 A.D. Before the establishment of SLC Board in 1933 A.D. and T.U. Examination Board in 1956 A.D., English occupied an essential trick for the medium of instruction in Education in Nepal.

2.1.2 Literature: An Introduction

Literature is an art of writing through which people express their feelings, emotions and experiences. In other words literature is an art of writing and a medium to express thoughts, feelings and emotions and reflects the culture, norms, customs and values of the society. According to Collie and Slater (2000), "Literature is an art of writing which collects the people's imaginations and emotions systematically into words"(p.6). Similarly, according to Lazar (1993), "Literature is a world of fantasy, horrors, feeling, thoughts, visions ... etc. which put into words. It is a use of language to evoke a personal response in the reader or listener" (p.1).

Collie and Slater (2000) introduce some characteristics of literature, which make it much vivid and clear. They are as follows (pp.3-6):

- i. Literature is secret and vital thing, which studies human internal and external feelings.
- ii. Literature has its own suggestiveness, which is broadly known as tragic-comic action of human heart.

- iii. Literature glimpses imaginations, thoughts, feelings, emotions, etc.
- iv. Literature has permanent universality.
- v. It is the record of human spirit and history of human race.

When we analyze different definitions given by great scholars, we can generalize that literature is an expression of thoughts and feelings, imagination and experience, costumes and behaviors, etc., through artistic language.

Literature is an artistic human creation by the tactful and playful dictions expressing experiences, ideas, feelings, emotions, opinions, etc. to depict social realities. The language used in literature is somehow different from other form of discourse. It is the artistic way of writing or organizing language, which provides the students with access to the culture of the people whose language they are studying.

Literature and language are intricately attached. The teaching of literature is directly related to language teaching. It reflects time, place, culture and society. It is true that without the study of literature, language learning remains incomplete.

2.1.3 Language and Literature

Language is the means of human communication whereas literature is a piece of writing that is valued as works of art especially poems, dramas, novels, and short stories. Those literary texts: novels, short stories, plays and dramas which are fictional, convey their message by paying considerable attention to language which is rich and multi-layered or involves a special or unusual use of language.

Language and literature need to be compared and contrasted from the point of view of classroom to find out the similarities and differences. The relationship

between language and literature is very often emphasized and stated that they are not mutually exclusive. In this regard, Cater and Long (1991, p. 4) write, “Literature is a legitimate and valuable resource for language teaching.” Similarly, Lazar (1993, p. 17) “Literature may provide a particularly appropriate way of stimulating acquisition as it provides meaningful and memorable contexts for processing and interpreting new language.” There is literariness in everyday use of language and literature is the product of language. The roots of literature are in everyday stories, dramas, rhymes, songs, rhetoric and flow of language in relationship. Literature, therefore, resides in the conversational use of everyday language. It is the soul of language since it is the record of men's experience, aspirations and medium.

Literature contains various levels of discourse. The varieties of language found in literature provide a very interesting basis for language teaching. From the structural point of view, literature uses advanced and specific language, which helps the learners to be familiar with different literary figures of speech, which enrich the readers' level of understanding and interpretation as well. So, literature is one of the best resources of language learning and teaching programs. If we teach language through literature, language learning becomes interesting and effective.

2.1.4 Literature and Language Teaching

Literature is a key to language learning. Language and literature are always regarded as two inseparable entities. It is the soul of language. It is the true manifestation of human language. Every human language has its literature, either in oral or written form. Without literature, the fragrance of language is lost. No language can be alive without literature. So, there is a close relationship between language and literature. The literary language is a variety of language. The literary figures express their thoughts, feelings, emotions, imagination, etc. through the different genres of literature.

Language teaching is a matter of pedagogy. It is an art. Language teaching is a way of spreading the skills, abilities and proficiencies in language. Language teaching receives implications not only from linguistics, psychology, sociology pedagogy but also from literature. The aim of language teaching is to impart linguistic skills to the language learners i.e. to help the learners to acquire competence in language use. Language learning involves learning the different aspects like vocabulary, structure, skills, (listening, speaking, reading and writing) and functions of language. In this regard Obeidat (1997) writes,

Having mere knowledge of accuracy in phonology, syntax, pattern of discourse and grammatical sequences per se is not enough to get mastery over language. Thus, not only does literature provide the student with a considerably wide variety of syntax and vocabulary, but it also exposes the student to used at its best. Since literature has a very effective and subtle impact on the students' language skills and linguistic performance, students should not therefore be forbidden to study. (p. 35)

Literature stretches students' imaginations, widens their insights, deepens their experiences and heightens their awareness. A second language learner is not considered to be a competent language learner unless s/he knows the cultures and literature of the target language. Therefore, a language learner must learn the target language literature. A learner can find out the feelings, emotions, thoughts, customs, and possessions, etc. of the target group with the help of the literature. Thus, language learning is incomplete without learning literature. Besides this, studying literature develops the four skills of language: listening, speaking, reading and writing.

2.1.5 Value of Literature in Language Teaching

The value of literature in language teaching refers to the role of literature in language teaching. According to Lazar (1993), "Literature should be used with students because it is motivating, stimulus for language acquisition, students enjoy it, and it is fun, it is found in many syllabuses and the like" (p.14) likewise, Collie and Slater (2000, p.3) mentioned the values of literature in language teaching as follows:

-) Literature is very motivating.
-) It offers valuable authentic materials.
-) It offers general educational value.
-) It helps students to understand another culture.
-) It is stimulus for language acquisition.
-) It develops student's interpretative abilities, i.e. language enrichment.
-) Students enjoy it and it is fun.
-) It is highly valued and has a high status.
-) It encourages students to talk about their opinion and feelings, i.e. personal involvement is there.

Literature is one of the inevitable part of language teaching. According to Collie and Slater (1987, pp.3-6) the importance of teaching literature can be discussed in the following points.

a. Valuable authentic materials

One of the main values is that literature offers bountiful (large) and extremely varied body of written material, which is important in the sense that it says

something about fundamental human issues and it is enduring rather than ephemeral. Literature is an 'authentic' material. By that we simply mean that most works of literature are not fashioned for specific purpose of teaching a language. They are originated from the particular society, culture and family backgrounds. They highly incorporate many authentic samples of language, for example; pamphlets, cartoons, newspapers or magazine articles. Learners are thus, exposed to language that is as genuine and undistorted as can be managed in the classroom context.

b. Cultural enrichment

For many language learners, the ideal way to deepen their understanding of life in the country where that language is spoken- a visit or an extended stay- is just not possible. Some may start learning a language knowing that they are unlikely ever to set foot in an area where it is spoken by the majority of inhabitants. For all such learners, more indirect routes to this form of understanding must be adopted so that they gain an understanding of the way of life of the country: radio programmes, films or videos, newspapers, and last but not least, literary works. It is true of course that the 'world' of a novel, play, or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. A reader can discover their thoughts, feelings, customs, possessions; what they buy, believe in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world can quickly give the foreign reader a feel for the codes and preoccupations that structure a real society.

c. Language enrichment

We have said that reading literary works exposes the student to many functions of the written language, but what about other linguistic advantages ? Language enrichment is one benefit often sought through literature. While there is little doubt that extensive reading increases a learner's receptive vocabulary and facilitates transfer to a more active form of knowledge, it is sometimes objected

that literature does not give learners the kind of vocabulary they really need. It may be 'authentic' in the sense already mentioned, but the language of literary works is, on the whole, not typical of the language of daily life, nor is it like the language used in learners' textbooks. On the positive side, literature provides a rich context in which individual lexical or syntactical items are made more memorable. Reading a substantial and contextualized body of text, students gain familiarity with many features of the written language - the formation and function of sentences, the variety of possible structure, the different ways of connecting ideas - which broaden and enrich their own writing skills. The extensive reading required in tackling a novel or long play develops the students' ability to make inferences from linguistic clues, and to deduce meaning from context, both useful tools in reading other sorts of material as well.

d. Personal involvement

Above all, literature can be helpful in the language learning process because of the personal involvement it fosters in readers. Core language teaching materials must concentrate on how a language operates both as a rule-based system and as a socio-semantic system. Very often, the process of learning is essentially analytic, piecemeal, and, at the level of the personality, fairly superficial,. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. When a novel, play or short story is explored over a period of time, the result is that the reader begins to 'inhabit' the text. He or she is drawn into the book. Pinpointing what individual words or phrases may mean becomes less important than pursuing the development of the story. The reader is eager to find out what happens as events unfold; he or she feels close to certain characters and shares their emotional responses. The language becomes 'transparent' - the fiction summons the whole person into its own world.

To sum up, literature is highly valued for its motivating material. It exposes students to complex themes and fresh, unexpected uses of language. It has been argued that literature is particularly good source for developing students' abilities to infer meaning and to make interpretations. This is because literary texts are often rich in multiple levels of meaning, and demand that the learner/reader is actively involved in 'teasing out' the unstated implication and assumption of the text. In a poem, for example, a word may take on a powerful figurative meaning beyond its fixed dictionary definition. Thus, by encouraging our students to grapple (deal) with multiple ambiguities of the literary text, we can help to develop their overall capacity to infer meaning. Literature may provide a particularly appropriate way of stimulating language acquisition as it provides meaningful and memorable contexts for processing and interpreting new language. This is because literature is very rich in multiple levels of meaning. The reading of literature becomes an important way of supplementing the inevitably restricted input of the classroom as well as if the recorded literary materials are available. The students can acquire a great deal of new language by listening to it. Literature may have a wide educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. Learners feel empowered by their abilities to grapple with the text and its language, and to relate it to the values and traditions of their own society. Thus, literature is indispensable for language class.

2.1.6 Approaches to Teaching Literature

Teaching Literature in language classroom is a very skillful job. It needs wide consideration. Teachers should be very careful about the needs, interests and level of students and also try to bridge the gap between their linguistic and cultural knowledge that will help the learners to know the use of linguistic items according to the context.

To quote Collie and Slater (1987, pp. 8-10), the following aims have provided a rationale for the kind of activities to put fresh momentum into the teaching of literature.

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

Lazar (1993, pp. 23-24) has proposed the three approaches to using literature with the language learners.

1. A language based approach.
2. Literature as content.
3. Literature for personal enrichment.

Along with a combination of the three approaches, the teacher may resort to the meta-language of criticism or literary terminology. Furthermore, there are two approaches to literary text analysis: Textual and Non-textual approach.

1. Textual Approach

It is text dominated approach. This approach represents the microscopic analysis of a literary text while analyzing a literary text. Using this approach we should bear the following items in mind. Language (form, structure, imagery, allusion).

-) Content
-) Theme
-) Plot
-) Character
-) Style

2. Non-Textual Approach

This approach follows the general background information of an author as well as of the text. The background information includes the following things.

-) Trends of writing
-) Time and age
-) Idea / attitude about life
-) Author's childhood and upbringing
-) Social-economical-political situation
-) Subject and topic
-) Love, Humanity and Morality

2.1.7 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 given by Robert Stefoles, Maney R. Comeley, Carl S. Klaus and Michael Silverman (2004, p. xvii-xxxi).

2.1.7.1 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 six types of dramatic elements as Aristotle proposed. They are characters, spectacles, thought, action, language and music. But there are plots, settings, themes and dialogue, which are known as the elements of drama.

There are different forms of drama i.e., tragedy, comedy, tragicomedy, farce, melodrama, one act play and historical drama etc. The comedies are plays with happy endings and joy and tragedy with sad ending.

2.1.7.2 Story

Story is a creative writing which narrates the past events and incidents systematically from top to bottom. Stories may be long or short. The short stories are those stories that can be read easily in a single sitting. There are different elements of story; they are plot, characters, setting, style and theme.

There are different forms of stories according to their nature. They are myths, legends, fables, parables, fairy tales, folk tales, etc. Stories might be fictional or non-fictional as well.

2.1.7.3 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.

2.1.7.4 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 (as cited in Abrams, 2000, p. 59), "Essays may be long or short factual or fictional and practical or playful."

According to: Lohani, et. al.,(1996) actually, there are two kinds of Essay which are given below:

- 1) Formal /impersonal /objective/ intellectual i.e. treatise, monologue, biographical, scientific historical, critical, editorial book review and article.
- 2) Informal /personal/subjective / interest in imaginative experience i.e. characters, impressionistic, personal, playful and sketch four modes of discourse (style)
 - a) Narrative
 - b) Expository
 - c) Descriptive
 - d) Persuasive

2.1.7.5 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.

2.1.8 Language of Poetry

Poetry is a genre of literature. It is a creative piece of writing generally composed in verse. In the past, poetry was written only 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 and assonance 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 systematic. 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.

Poetry teaches the readers that language may not be quite rigidly governed by rules as we think. 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.

2.1.9 Features of Poetry

The language of poetry is different from other form of literature. The features of poetry are described as follows given by Robert Stefoles, Maney R. Comeley, Carl S. Klaus and Michael Silverman (2004, pp.525-563).

2.1.9.1 Deviation of linguistic norm

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

The wretch concentrated all in self.

Living shall forfeit fair renown,

And doubly dying shall go down,

To the vile dust from where he sprung.

Unwept, unhonour'd and unsung.

By Sir Walter Scott

(Source: Compulsory English Grade 10 p.102)

2.1.9.2 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 – ababababcbdecde and English or Shakespearean – ababcdcdefefgg. for example:

Some rain as big as a nickel
And comes with a crash and hiss.
It comes down too heavy to tickle
It's more like a splash than a kiss.

By John Ciardi

(Source: Compulsory English Grade 9 p.162)

In verse of aforementioned poem **nickel** and **tickle** and **hiss** and **kiss** are example of rhyme.

2.1.9.3 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. For example: Keats' Ode on Grecian Urn' (1820) (as cited in Awasthi , Bhattarai, and Khaniya, 2011, p.70)

Thou still unravished bride of quietness,

Thou foster child of silence and slow time

In the given example italicized vowel sounds repeated to create rhythm.

2.1.9.4 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.

2.1.9.5 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.

2.1.9.6 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.

2.1.9.7 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 ' i.e. My love is like red rose.

Metaphor refers to the figure of speech which is used to compare two different things without using the words 'like' or 'as' i.e. Jhon is a pig.

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.

2.1.10 Strategies of Teaching Poetry

Literature has many forms: poetry, drama, Essay, story, fiction etc. 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 with the following objectives in mind:

1. To make the learners able to recite the poem with rhymes.
2. To develop the skills to literal comprehension including literary comprehension.
3. To increase the analytic power.

2.1.10.1 The strategies of teaching poetry

While teaching poetry teachers need to follow teaching strategies. According to the Lazar (1993 pp.128-131) following strategies can be used to teach poetry.

1. 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

2. 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

3. 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

2.1.11 Attitude: A Brief Account

There are many factors that play vital role in effectiveness language teaching and learning which are, attitude, motivation, physical condition, methods of teaching, age of the learner, language aptitude, learning environment, instructional material, and so on.

Attitude is one of the important factors in language teaching and learning. The word 'attitude' is a borrowed term in English from Latin word 'aptus' which

means fitness or 'adoptness'. A person's attitude represents how he/she feels or his/her state of mind about something or somebody. Brown (1981 as cited in Ellis 1985, p.117) uses the term 'attitude' to refer to the set of beliefs that the learner holds towards members of the target language group (e.g. whether they are seen as 'honest' or 'dishonest', 'interesting' or 'boring', etc.) and towards his own culture. Like this, Gardner and Lambert (1972 as cited in Ellis 1985, p.118) define attitude as, "the persistence shown by the learner in striving for a goal". They have also investigated a number of different attitudes, which they consider relevant to learning. The result of their empirical research is summarized as follows:

- i) Attitude is important factor, which helps to determine second language learning.
- ii) The effect of attitude appears to be separate from the effect of aptitude.

According to Wilkins (1972), "Attitude variables can also be classified as educational and social". Example of educational attitude would be attitude towards the teacher, the course, the method of teaching, the learning environment and so on. Attitude towards culture, community, social group, etc. would be the examples of social attitudes. Similarly, Stern (1983, p.376) has classified the attitude into three types. They are:

- 1) Attitude towards the community and people who speak L₂ (i.e. group specific attitude).
- 2) Attitude towards learning the language concerned.
- 3) Attitude towards language and language learning in general.

These attitudes are influenced by the kind of personality of the learner, for instance whether he is ethnocentric or authoritarian. They may be influenced by the social milieu in which learning takes place. Different attitudes for instance may be found in monolingual and bilingual contexts.

To do something, we must have positive attitude. If the teachers have positive attitude towards teaching the English language or literature, they are highly

motivated and teach better. Without positive attitude, we can hardly expect teaching anything (i.e., language, literature, etc.) successfully. Thus, the teaching & learning and attitude go side by side, only the positive attitude can lead the successful teaching.

2.1.11.1 Measuring Attitude

How people feel, what they believe, is their attitude. It is very difficult to describe and measure human attitudes. According to Best (2007), "An information form that attempts to measure the attitude or belief of an individual is known as an opinionnaire or attitude scale" (p.317). To describe and measure attitude is difficult but not impossible. Researchers must be on what people have their belief and feelings. This is the area of opinion. Through the use of the questions or by getting people's reaction to statements, opinions can be obtained. From this statement of opinion, one may infer or estimate their attitude, what they really believe. There is no pure method of describing and measuring attitude, since even behavior itself is not always a true indication of attitude. For example, when politicians kiss babies, their behaviors may not be a true expression of affection towards infants. Social custom or the desire for social approval makes many overt expressions of behavior mere formalities, quiet unrelated to people's inward feelings. Even if there is no such a method of describing and measuring attitude, psychologists and sociologists have explored an interesting area of research, basing their data on people's expressed opinions.

According to (Kumar, 2009, p.144) there are three major types of attitudinal scales

- a) The Likert scale (summated rating scale)
- b) The Thurstone scale (the equal-appearing interval scale or differential scale)
- c) The Guttman scale (the cumulative scale)

2.1.11.2 The Likert Scale

"The Likert scale is also known as the summated rating scale. It is based upon the assumptions that each statement/item on the scale has equal 'attitudinal value', 'importance' or weight in terms of reflecting an attitude towards the issue in question" (Kumar, 2009, p.145). In Best and Kahn's words (2007), "Since the Likert type scale takes less time to construct, it offers an interesting possibility for the students of opinion research" (p.318).

The first step in constructing a Likert type scale is to collect a number of statements about a subject. The correctness of the statement is not important as long as they express opinion held by a substantial number of people. It is important that they express definite favorableness or unfavorableness to a particular point of view and that the number of favorable and unfavorable statement is approximately equal.

After the statements have been gathered, a trial test should be administered to a number of subjects. The attitude or opinion scale may be analyzed in several ways. The simplest way to describe opinion is to indicate percentage responses for each statement. For this type of analysis by item, three responses 'agree', 'undecided' and 'disagree' are preferable. If Likert type of scale is used, it may be possible to report percentage responses by combining the two categories: 'strongly agree' and 'agree' and 'strongly disagree' and 'disagree'. The Likert scale technique also assigns a scale value to each of the five responses such as: strongly agree, agree, uncertain, disagree and strongly disagree.

2.1.11.3 The Thurstone Scale

Thurstone scale, which calculates a 'weight' or 'attitudinal value' for each statement. In psychology this scale was first formal technique for measuring an attitude. Louis Leon Turnstone developed it in 1928 as a means of measuring attitude towards religion. The weight for each statement is calculated on the basis of rating assigned by a group of judge. Each statement with which

respondents express agreement is given as attitudinal score equivalent to the 'attitudinal value' of the statement. On the basis of the judges' ratings, calculation of the median value of their rating for each item is done.

The main advantage of this scale is that the importance of each statement is determined by judges. It reflects the 'absolute' rather than relative attitude of respondents. Thus, the scale is able to indicate the intensity of people's attitude and any change in this intensity should be replicated.

2.1.11.4 The Guttman Scale

This scale is developed by Louis Guttman, which is also known as cumulative scale. This scale is most difficult scale to construct; that is why it is not commonly used. This scale does not have much relevant for us.

So, there are three types of scale that measure attitude: the Likert, Thurstone and Guttman scales. The Likert scale is the most common because it is easy to construct. The main assumption of this scale is that each statement is equally important. The 'importance' of each item for the Thurstone scale is determined by a panel of judges.

2.2 Review of Empirical Literature

Some of the studies have been carried out in 'attitudinal study' of course book, syllabus, teachers' guide, English language and so on in the department, but no study has been carried out on the 'Teachers' Attitude towards Teaching Poetry at secondary level. Some research works have been produced on attitude towards English in the Department of English Education are as follows.

Awasthi, (1979) carried out a research entitled "A Study of Attitudes of Different Groups of People towards the English Language in the Secondary Schools of Kathmandu District". The main objective of his study was to identify the attitudes of the students, parents, English teachers, headmasters, secondary school supervisors of the Kathmandu district. He had followed the

stratified random sampling method to analyze and interpret the data collected through the questionnaires in 38 secondary schools of Kathmandu. He found out the different groups of people had positive attitudes towards English and were in favor of continuing English as a compulsory subject in the secondary schools and the majority of people did not want to be replaced by any other foreign languages.

Khanal, (1999) carried out the study on “A Study on the Attitudes of Secondary Level Students towards Learning English”. The main objective of this research was to find out the attitudes of secondary level students towards learning English, especially towards English textbook, teaching methods, learning environment, examination system and parents support in learning English. He prepared two sets of questionnaire to collect the data addressing students and teachers. The population of the study was students studying at secondary level in Kathmandu valley. He used sixty students studying Kathmandu valley as the sample of the study. In this study, the students expressed the negative attitudes towards the teaching the teaching methods applied in the classroom by their teachers. They did not satisfy with the materials and references available in schools. Due to the scarcity of teaching materials and appropriate management of classroom, students preferred easily understanding techniques. So, he has found that the people are very positive in learning but they do not have positive feeling over the existing methodology, materials, and examination system.

Sapkota, (2004) carried out the study on “The Attitudes of Teachers towards Grade 10 Teachers’ Guide”. The main objective of his research was to present the attitudes of teachers towards the teachers’ guide for grade 10 English. He used 80 secondary English teachers from Gorkha and Dhading for the data collection through the questionnaires. He found that all the teachers had positive attitudes towards the teachers’ guide. It is not exam oriented and discourages the use of mother tongue in the classroom teaching. Pair work is the most emphasized technique. Our education system is exam oriented. There

is not a good balance between what the examination requires and what the students' need.

Likewise, Khatri (2006) carried out the research entitled 'Attitudes of Students towards Studying the Literature' with the objective of finding out the students' attitude towards studying English literature in the Faculty of Education. The total population of the study consisted of the students who passed B.Ed. studying Teaching English Literature as an elective subject in English and studying in M.Ed. first year specializing in English in University Campus, Kirtipur. The students were sampled by using purposive non-random sampling design. He purposefully selected eighty students from University Campus, M.Ed. first year majoring in English. He used questionnaire as the tool of data collection. He used open-ended and closed-ended twenty nine questions in five different sections to elicit the required information. He found that the student of B.Ed third year students had positive attitudes towards studying literature, course book and syllabus. TEL is helpful to develop communicative competence providing the knowledge of language exponents and situational use of them. It provides situation and authentic use of language in conversation. Out of total marks, 100, 100 and 150 marks of literature should be taught in B. Ed. first, second and third years respectively. Linguistics and literature teaching both should be included in B.Ed. specializing in English because they are the two sides of a same coin /language learning.

Likewise, Pandit (2008) carried out a survey research entitled "Attitudes of English Teachers towards Teacher Training" with the objective of to find out the attitudes of English teachers towards the training modules, methods and existing evaluation system of the primary level English language teachers training. The population of the study was all the primary level English teachers, resource persons of resource centers and English teacher trainers. The sample population of the study was twenty five Primary level English teachers who were teaching in government schools in Kaski district and who had already taken English training given by the government of Nepal. Ten resource persons

and two trainers from Kaski and three trainers from Tanahun were also the selected as the sample of the study. So, the sample population included forty people. He found that all the informants of this research realized the need of English training to the primary English teachers. They had positive attitudes on training module, methodology but negative attitude on the evaluation system. Teachers satisfied with the method used by the trainer in training but it was not applicable in their schools classroom situation, size and number of the students. He also found that teachers' expectation from the training was material support and promotion.

In the same way Sharma (2008) carried out a survey research on ' Attitudes of Teachers and Students towards Teaching Literature in the Faculty of Education'. The purpose of this study was to find out the attitudes of teachers and students towards teaching literature in faculty of education. Twenty lecturers from different campuses of Kathmandu and sixty students from university campus Kirtipur, Kathmandu were selected as sample and questionnaire were distributed to elicit the required information. He concluded that students and teachers had positive attitudes towards teaching literature and the course of study was useful as well as knowledge of literature is must to get mastery over the language. Teaching literature arouses interest and motivation in the learners, develops critical habit of thinking and language awareness, helps to develops fluency, conveys cultural information and offers authentic and contextual use of language. Regarding the course of study of FOE most of the students were in favors of changing the course as the focus only how aspect and neglect significant content.

Likewise, Pangen(2014) carried out a survey research entitled 'Teaching Poetry in ELT Classroom-Issues and Problems'. The objective of his study was to identify the issues and the problems faced by Lower Secondary English Teachers in teaching poetry. Forty lower secondary level English teachers of Nawalparai district were selected as sample of study. The required number of sample was selected by using purposive non-random sampling procedure. He

used questionnaire as tool of data collection. He concluded that Many of the teachers faced some problems in teaching such poem to make the students choose appropriate title, to concretize the title of untitled poem. All the teachers felt difficulty, if there were not given rhyming words especially like in the poem 'Paper Boats' in lower secondary level. The teachers were not practical as they responded in the questionnaire forms. Some of the teachers were poor to teach English in this level. They had some difficulties to understand the questions given in the questionnaire to respond effectively.

All the research works mentioned above are related to the attitudes towards the English language, learning strategies employed by the student's and so on. This present study attempts to collect and analyze the attitude of teachers' towards teaching poetry at secondary level.

2.3 Implications of the Review for the Study

The central focal point of the literature review is to examine and evaluate what has been done before on the topic and to make relevant of the information to the current research. The review of the study may be obtained from the variety of sources such as; books, journals, articles, reports etc. The entire sources help to bring the clarity and focus on the research problem, to improve methodology and to contextualize the findings. It is also equally important to examine and evaluate what has been said before on the topic and what has not been said yet to find out new facts for the further study. Here in this research the review of literature have their own value and importance in their respective field.

As a researcher, therefore, I have gone through different existing literatures and reviewed them. The review of above literature has a number of implications in my research.

- J From the review of Awasthi (1779) I got a theoretical background of my study which helped me to understand the subject area better and helped to conceptualize research problems clearly and precisely.
- J Khanal's (1999) work helped me to choose the design of study.

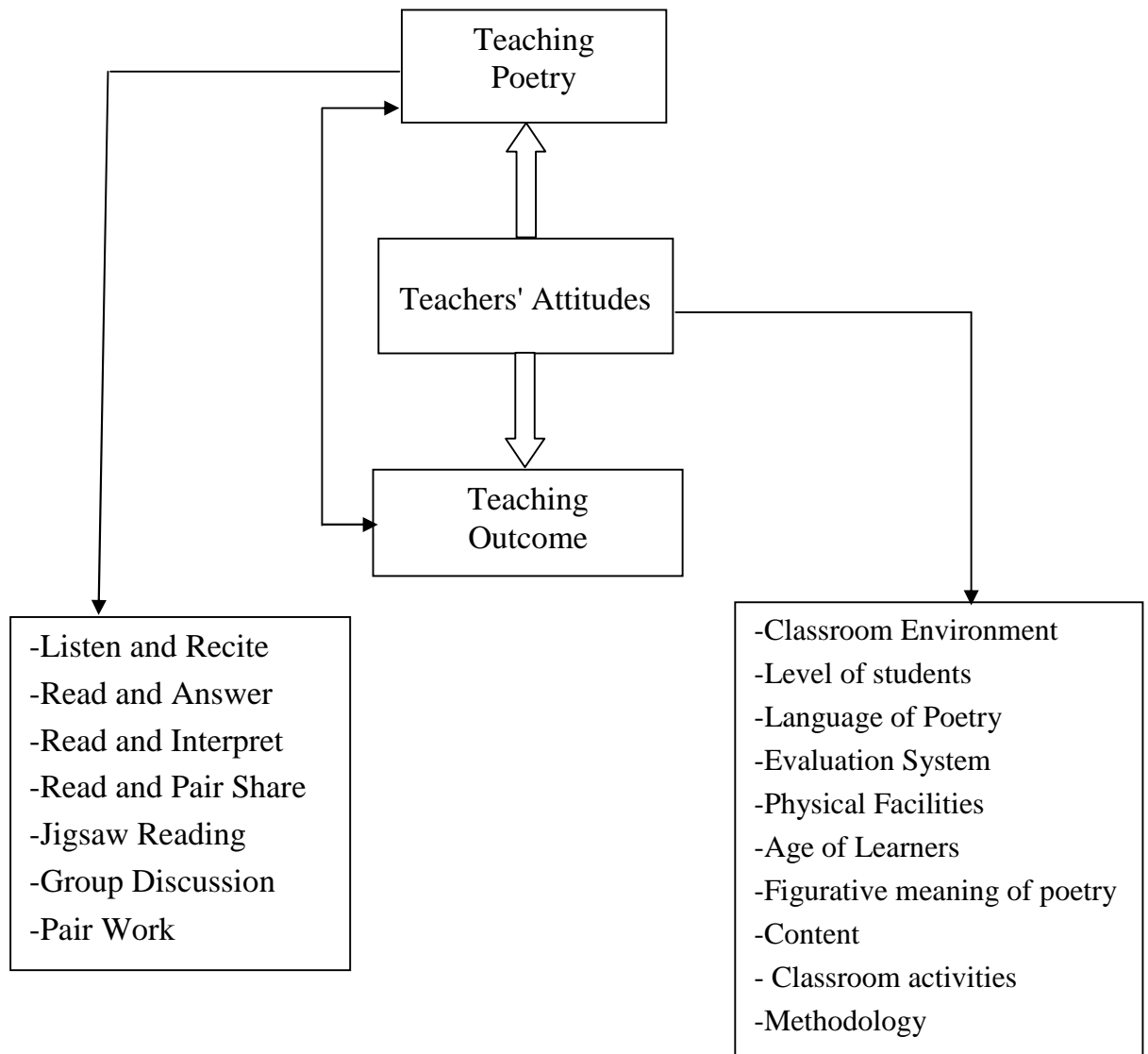
-) Khatri's (2006) study helped me to select tool and design questionnaire.
-) Study of Pandit (2008) helped me to fit the finding into the existing body of knowledge.
-) From the review of Sharma (2008) I got the idea of analyzing and interpreting data collected from respondents.
-) Pangeni's (2014) work helped me to recommend pedagogical implications based on findings.

In this research attitudes of teachers' towards teaching literature at secondary level was the area to investigate. There are very limited research studies which have been carried out in previous in the field of attitudes. But among them almost no studies have been accomplished on the attitudes of teachers' towards teaching literature at secondary level.

So, this research is attempt to explore attitudes of teachers towards teaching literature at secondary level. The untouched areas of the above mentioned studies have been addressed in this research.

2.4 Conceptual Framework of the Study

The conceptual framework presented in figure below indicates the interrelationship between two variables in this research. These two variables are moderated by one variable- attitude:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

A systematic research study needs to follow a proper methodology to achieve the predetermined objectives. According to Kothari (1993, p.8) “Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically”. For the fulfilment of above mentioned objectives, the researcher adopted the following methodological strategies.

3.1 Design and Method of the Study

While carrying out a research, we have to follow certain research design. There are several research designs; experimental, quasi-experimental, survey, ethnographic, auto ethnographic, case study, action research, co-relational, etc. These are the specific classification of research. To classify them in general, there are: theoretical and applied, quantitative and qualitative and mixed method. For this study, the researcher used the survey research design. Here is the brief description of survey research.

Survey research is the method of collecting information by asking a set of pre formulated questions in a pre-determined sequence in a structured questionnaire to a sample of individuals so, as to be representative of a defined population.

Similarly, Nunan (1992, p.140) states, "Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from education to linguistics", Likewise, Cohen (2010) writes that survey research in which researcher gathers data in a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation.

From the above mentioned definitions we can conclude that survey research is a type of research which studies a large population by selecting sample in the condition of less possibility to study the whole population. This research is also carried out in educational sectors to obtain a snapshot of conditions attitude and events at a single point of time.

According to Nunan (1992 p. 140), "The main purpose of survey research is to obtain a snapshot of conditions, attitude and events at a single point of time." Similarly Cohen and Manion (1985) opinions, "Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale government investigation through scale studies carried out by a single researcher (as cited in Nunan, (1992, p.140)A survey usually addresses the large group of population, sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representative of the study. Population of the whole sampling is doing to obtain practicability of the study. Nunan (1992, p141) suggests the following eights steps procedure of survey research:

- | | |
|---------------------------------------|--|
| Step 1: Define objectives | - What do we want to find out? |
| Step 2: Identify target population | - Who do we want to know about? |
| Step 3: Literature review | - What have others said/ discovered about the issue? |
| Step 4: Determine sample | - How many subjects should we survey, and how will identify these? |
| Step 5: Identify survey instruments | - How will the data be collected: questionnaire/interview? |
| Step 6: Design survey procedure | - How will the data collection actually be carried out? |
| Step 7: Identify analytical procedure | - How will the data be assembled and analyzed? |
| Step 8: Determine reporting procedure | - How will be written up and presented? |

The discussion above entails that survey is one of the important research methods used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole group. For this reason, this study has been conducted through survey research.

The above mentioned design, i.e. survey design was used to carry out this research. Questionnaire will be used to collect data, all the above mentioned processes were used while collecting data. That's why I chose this design for this research.

3.2 Population, Sample and Sampling Strategies

The population of the study was the teachers teaching at secondary level schools of Surkhet district. Thirty teachers teaching at secondary level in Surkhet were the sample of the study. The required number of sample was selected by using purposive non-random sampling method.

3.3 Study Area

This study mainly focuses on the attitudes of teachers towards teaching poetry at secondary level. The study was accomplished in Surkhet district.

3.4 Data Collection Tools and Techniques

The main tool for collecting data was the questionnaire. The questionnaire was developed to find out attitudes of teachers towards teaching poetry at secondary level. The researcher used a set of both open ended and closed-ended questions to collect the data for this study. The same questionnaire was used to collect opinions and experiences of the teachers.

3.5 Data Collection Procedures

In order to collect data for the research, the researcher listed name of secondary level English teachers from the record of district education office Surkhet then selected thirty teachers using non-random purposive method of sampling and visited those selected English teachers' schools then the researcher explained the purpose of the visit after getting the permission from school authority. Then he distributed the questionnaire to the teachers and requested them to answer the question within one and half hour time. The data were collected in one week period. Finally they all were thanked for their support.

3.6 Data Analysis and Interpretation Procedures

Data collected from the research instruments were analyzed by both statistical and descriptive approach. The teachers' responses of questionnaire (closed ended) were analyzed by descriptive statistics using measures of frequency count. First the collected data were put on table with the percentage of according to teachers' response. Then the data were analyzed descriptively in quantitative manner. And the responses of questionnaire (open ended) were analyzed descriptively in qualitative manner.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF THE RESULT

This section deals with result and discussion/interpretation of collected data. The data were obtained through questionnaire from thirty teachers from government aided and private schools of Surkhet district. I collected the required data from the English language teacher of secondary level.

The main objective of the study was to find out the attitudes of teachers towards teaching poetry at secondary level in Surkhet district. The information received from the primary sources were analyzed and interpreted after the answers of the questions given by the secondary level English teachers. The data gathered from primary sources were analyzed and interpreted to fulfil the objectives of the study.

4.1 Analysis of Data and Interpretation of the Results

The collected data have been analyzed descriptively in this section. The results from the collected data are summarized here. Results from the questionnaire have been analyzed below:

4.1.1 Analysis of the Information Given by the Teachers

In order to make the study more authentic and reliable, a set of questionnaire was designed to ask teachers of secondary level about the teaching of poetry. The main concern of asking questions to the teachers was to explore the attitudes of teachers' towards teaching poetry. So this sub-section deals with the analysis and interpretation of the data based on the teachers' responses or opinions. These questions were asked to get general information and opinions from the respondents. There were altogether twenty eight questions. The data have been analyzed and interpreted under the five broad headings viz. attitudes towards poetry, secondary level textbook and curriculum, attitudes towards

participation of students in classroom activities, attitudes towards methodology of teaching, attitudes towards evaluation system and attitudes towards expected changes of course book with reference to poetry.

It has already been mentioned that a set of questionnaire consisting of open-ended and closed-ended questions was developed as a tool. Most of the closed-ended questions were to be answered with three alternative; ‘Yes’, ‘No idea’ and ‘No’ numbered i, ii, iii. The percentage is the main basis for the data analysis. While analyzing the data, the total number of responses of teachers were counted and changed into percentage. Generally, if the responses were 50% or above, it was considered as positive attitude and below it as negative. Data have been analyzed and interpreted as below.

4.1.1.1 Attitudes of Teachers Towards Poetry, Secondary Level Textbook and Curriculum

To find out the teachers’ attitudes on existing quality of poetry, secondary level textbook and curriculum altogether twelve questions were asked. They were asked to tick the best opinion and give reasons to support their answer. The responses of teachers have been analyzed and interpreted below:

Table 1
Needs of teaching poetry

Response	Number	Percent	Reasons
Yes	30	100 percent	R ₁ : It is interesting. R ₂ : It is creative. R ₃ : It gives pleasure. R ₄ : It gives variation in the classroom teaching
No idea	-	-	-
No	-	-	-

Question No. 1 was asked to find out whether it is necessary to teach poetry at secondary level or not. The question was “ Do you agree that it is necessary to teach poems at secondary level ? a. (i) Yes (ii) No idea (ii) No b. Give some reasons.” It has been found that hundred percent teachers were interested in teaching poem in the classroom. According to them, teaching poetry is very interesting. It helps students to develop creative power, provides pleasure and it gives varieties in the classroom teaching. Thus, this shows all the teachers have positive attitude towards teaching poetry at secondary level.

Table 2
Role of poetry to develop communicative competence

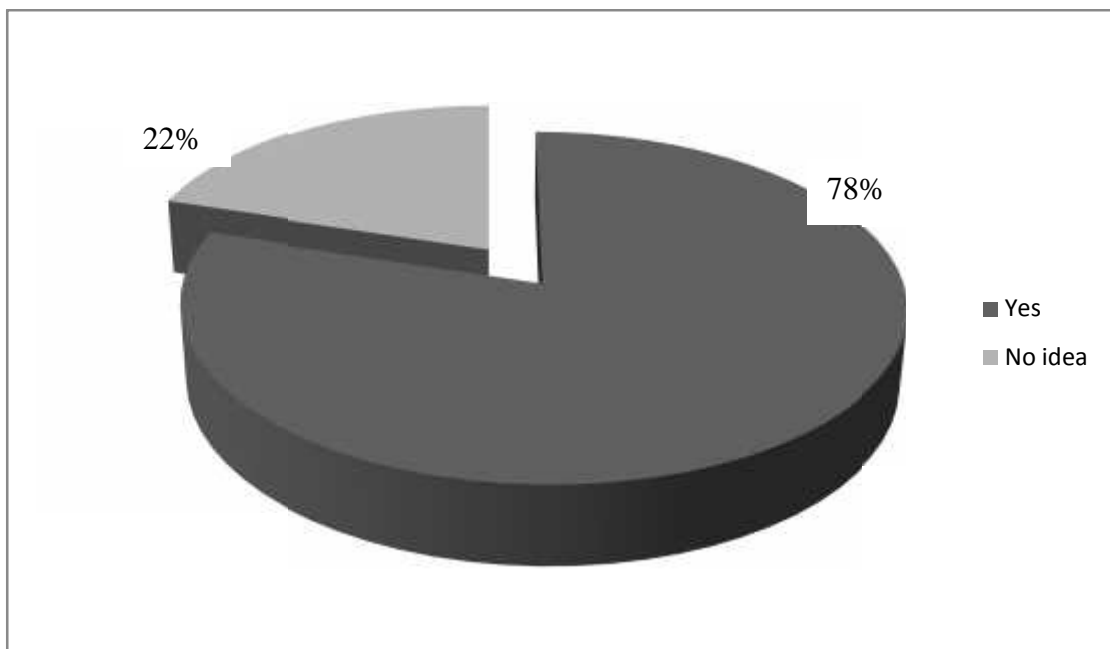
Response	Number	Percent	Reasons
Yes	24	80%	R ₁ : Students engage in group work, pair work at that time they talk in English R ₂ : They get exposure with varieties of language. R ₃ :Its deviant form of language can be used in communication.
No idea	2	7%	-
No	4	13%	R ₁ : Students do not understand the meaning of the sentences and they cannot interpret.

Question No. 2 was asked to find out whether poems deviant form of language is useful in day to day communication or it does not help students to develop communicative competence. The question was a. Do you agree that deviated form of language used in the poem helps to develop communicative competence? For example.(Breathes there the man, with soul so dead, Who never to himself hath said? Patriotism by Sir Walter Scott)i) Yes ii) No idea iii) No (b) How? In response 80% of the teacher viewed that deviated form of language used in the poem helps to develop communicative competence. They reasoned that students are able to find out the literary

meaning or poetic language that supports them to be familiar with varieties of language forms as a result communicative competence is enhanced. Contrary to this, 13% teachers viewed that deviant form of language does not help to develop communicative competence because students do not understand the meaning of the sentences and they cannot interpret poems. Likewise, 7% had no idea about it. Thus, the data presented on table show that secondary level English teachers agreed that deviated form of language used in the poem helps to develop communicative competence.

Figure No. 1

Relevance of poems in terms of level of students

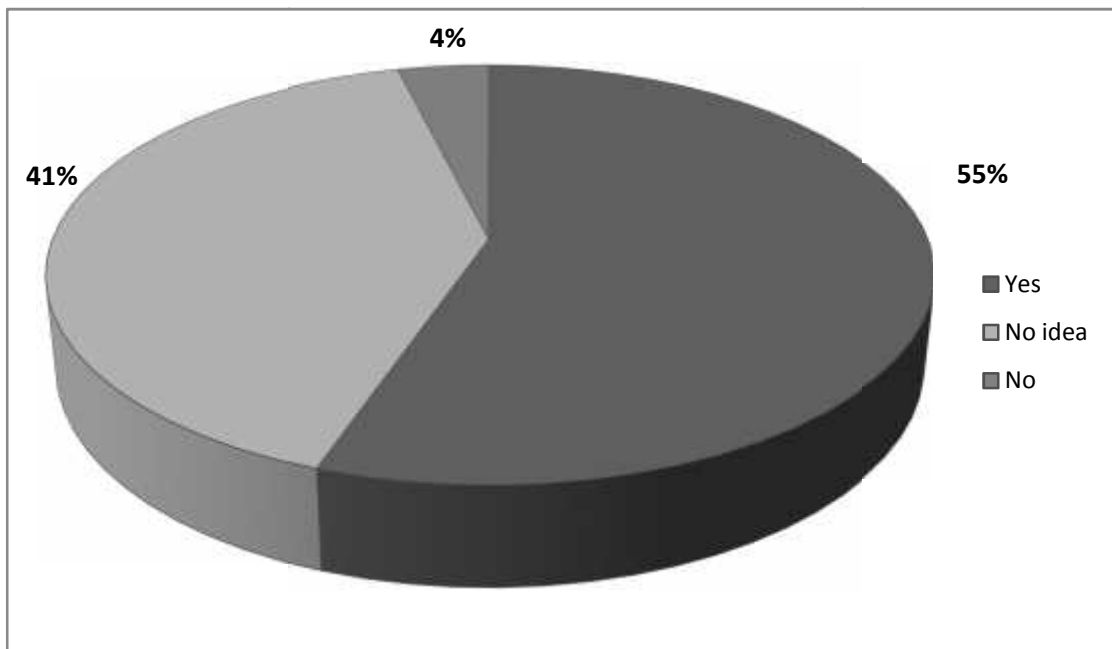


Question No. 3 was asked to find out relevance of poems in terms of level of students. The question was ‘(a) Do you agree that poems included in text book are relevant in terms of level of students? i. Yes ii. No idea iii. No (b) How?’ In response 78% teachers wrote ‘Yes’ and 22% teachers wrote ‘No’. They reasoned that all the poems in grade 10 are relevant in terms of level of students because students are about 14/15 years old so they know the importance of nation, nationality, brotherhood and enjoy the natural beauty. These poems are successful to impart the knowledge of real life situation and knowledge about real life. However, 22% teachers viewed that poems included

in secondary level textbooks are not relevant according to the level of students because some of the poems are a bit complex for the level of students e.g. Patriotism (10), Touch (9), Exile (10), Madam and her madam (9) etc. Students cannot interpret these poems easily by reading through the lines i.e. ‘The wretch concentrated all in self, Living shall forfeit fair renown.’ Thus, the data presented on the table show that the poems included in textbook are relevant in terms of level of students.

Figure No. 2

Attitudes of teachers towards activities and exercises designed in textbook:



Question No. 4 was asked to find out whether the teachers satisfied with the exercises and activities designed in the textbook for the poems or not. The question was “a) Are you satisfied with the exercises and activities designed in the textbook for poems? i. Yes ii. No idea iii. No and b. Why? Give reasons.” In response 55% teachers wrote that they satisfied with the exercises and activities designed in the textbook for the poems. They reasoned that activities designed in the textbook are very easy to take part in the activities as well as easy to learn and understand. The exercises are also appropriate to find out the different ability of the students. They are not limited only in certain criteria.

Contrary to this 41% teachers did not satisfy with the activities. They wrote that the exercises given are not enough to find out students ability regarding to poetry. Students need more practice on poetry. There is also no varieties on exercises. On the other hand, 4% teachers had no ideas about it. So, the secondary level English teachers satisfied with the exercises and activities designed in the textbook for the poems.

Table 3

Role of poetry to develop interpretative and analytic skill

Response	Number	Percent	Reasons
Yes	26	86%	R ₁ : They can get chance to create new ideas. R ₂ : It gives multiple interpretation and analytic meaning. R ₃ : Poems may have multiple point of view, students work in pairs, group and individually that obviously develops these skills.
No idea	2	7%	-
No	2	7%	R ₁ : Students have low level to analyze and interpret.

Question No. 5 was asked to find out whether the teachers agreed that the poetry increases the interpretive and analytic skill of the students or not. The question was “a) Do you agree that the poetry increases the interpretive and analytic skill of the student? i. Yes ii. No idea iii. No b) Why? Give reasons.” In response 86% teachers agreed that poetry increases the interpretive and analytic skill of the students. They reasoned that in the poems literal meaning is one but interpretive and analytic meaning is different so students get plenty of opportunity to analyze and interpret the poems from the multiple point of view. When the students read poems they become more sentimental and think about the theme of the poem. Then they try to interpret and analyze it. However, 7%

teachers viewed that poetry does not increase the interpretive and analytic skill of the students because the students cannot understand the poems themselves because of low level of interpretive and analytic knowledge. Like-wise 7% teachers had no idea about it. Thus, the data presented on the table show that teachers agreed that the poetry increases the interpretive and analytic skill of the student.

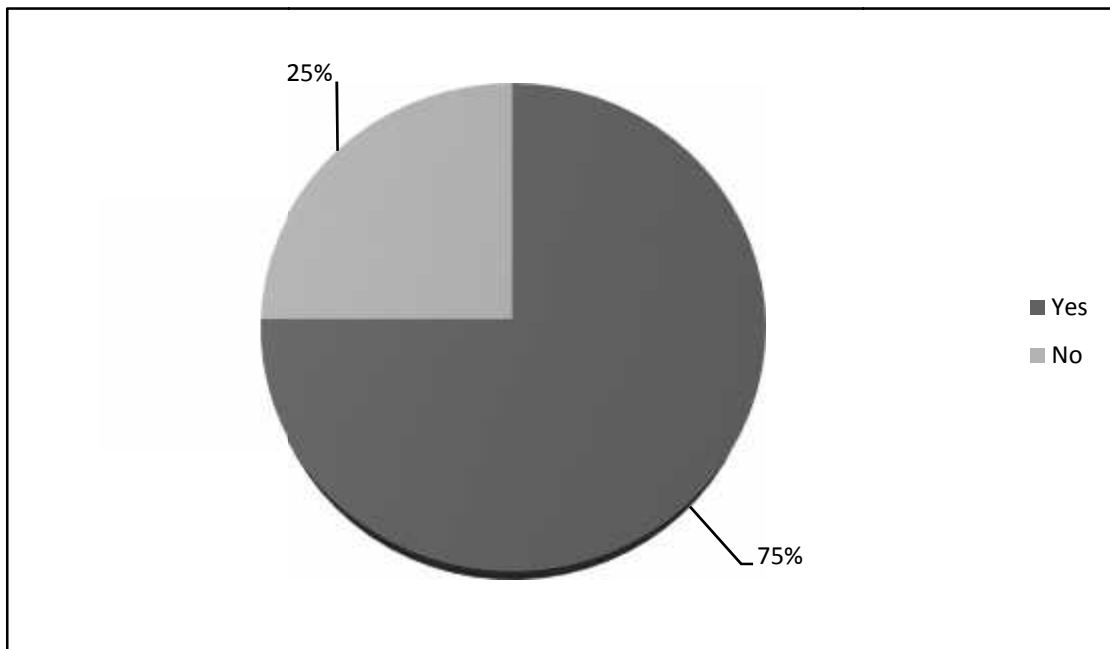
Table 4
Role of poetry to develop intensive and extensive reading skill

Response	Number	Percent	Reasons
Yes	28	93%	R ₁ : Poems give both pleasure and content to develop reading comprehension. R ₂ : In pre-reading and while-reading activities it can be used to develop intensive and in post reading activities it can be used to develop extensive reading skill. R ₃ : Secondary level curriculum also has focused to develop both of the skills.
No idea	-	-	-
No	2	7%	R ₁ : The poems are just for general reading comprehension and pleasure at secondary level.

Question No. 6 was asked to find out whether poetry develops the intensive and extensive reading skill of the students or not. The question was “a) What do you think poetry develops the intensive and extensive reading skill of the students? i. Yes ii. No idea iii. No b) Why do you think so?” In response 93% teachers viewed that generally poems are for extensive reading but poems in our textbook are for developing both of the skills. More focus is given to intensive reading skill. The poems offer the students opportunity to understand

underlying meaning and surface meaning. Surface meaning develops extensive reading and to understand in detail intensive reading skill is needed. So, our curriculum has also focused on both of the skills. However, 7% teachers viewed that the poems cannot develop the intensive skill of secondary level students because the poems included in textbooks are just for pleasure and for general reading comprehension. Therefore, teachers think that poetry develops the intensive and extensive reading skill of the students.

Figure No. 3
Preference of Teaching Poetry



Question No. 7 was “a) Do you prefer teaching poems at secondary level? i. Yes ii. No idea iii. No b) Why? Give reasons.” In response 75% teachers viewed that they prefer teaching poetry at secondary level because it is full of rhythm, images and ideas. The poet uses words to give expression to his/her experiences and emotional life. It also brings the students into contact with the human emotions and feelings. Students are highly motivated to read the poetry. So, they prefer. However, 25% teachers were not in favor of teaching poetry. They reasoned that students feel a bit difficult to understand analytic and interpretive meaning. Sometime literal meaning does not support them to unite

answers. e.g. what is patriotism? So, English teachers prefer teaching poetry at secondary level.

Table 5
Poetry to help in day to day communication

Response	Number	Percent	Reasons
Yes	22	73%	R ₁ : Metaphorical and symbolic meanings are helpful to develop communicative competence. R ₂ : Language chunks used in poems are useful in day to day communication. R ₃ : Deviant form of language can be used in communication. R ₄ : Students study poems composed in authentic socio-culture that makes them use language situationally.
No idea	-	-	-
No	8	27%	R ₁ : Poems are not related to language functions. R ₂ : It is a genre of literature so it does not teach about day to day communication.

Question No. 8 was asked to find out whether the teachers agreed that poems taught at secondary level are helpful in day to day communication or not. The question was “a) Do you agree that poems taught at secondary level are helpful in day to day communication? i. Yes ii. No idea iii. No b) Why? Give reasons.” In response 73 % teachers wrote that poems are helpful in day to day communication because the language used in poetry imparts metaphorical, symbolic meaning and lexical chunks. These are helpful in day to day communication. Students compare the behaviors and feelings in their culture or society in a particular situation. Students learn new vocabulary which are

helpful in their day to day communication. However, 27% teachers viewed that poems are not helpful in day to day communication because poems are not related to language functions. Poetry is a genre of literature but does not address the language functions and poetry has distinctive language that may not be helpful to develop day to day communicative skill. So, the data presented on the table show that teachers agreed that poems taught at secondary level are helpful in day to day communication.

Question No. 9 was “What are the advantages of teaching English poetry at secondary level? Mention any three of them.” The responses were:

- i. Motivates the students.
- ii. Develops vocabulary power.
- iii. Gives fun and pleasure.
- iv. Gives knowledge of poetic elements.
- v. Gives knowledge of deviated language.
- vi. Gives access to cultural background.
- vii. Gives historical knowledge of life style of foreigners and poet's writing style.
- viii. For intensive and extensive reading poem of the students.
- ix. Develops language skills.
- x. Helps learn more content through small text.
- xi. Develops the creativity of the students.
- xii. Develops the interpretative ability and analytic power.
- xiii. Expands students' language awareness.

Thus, teaching poetry has number of advantages. It motivates students, develops language awareness, gives pleasure and gives access to cultural background.

Table 6**Sufficiency to impart the cultural knowledge**

Response	Number	Percent	Reasons
Yes	16	54%	R ₁ : Poems have been composed by English poets. R ₂ : They are composed in English setting. R ₃ : Poems historical background also describes English socio-culture.
No idea	4	13	-
No	10	33%	R ₁ : Culture is vast and vague phenomena. R ₂ : Poems included in textbook have theme of natural beauty, love, brotherhood and nationality they do not talk about culture.

Question No. 10 was asked to find out whether the poems included in the textbook are sufficient to impart the cultural knowledge of native English speakers or not. The question was “a) Do you think the poems included in the textbook are sufficient to impart the cultural knowledge of native English speakers? i. Yes ii. No idea iii. No b) How? Give your idea to support your answer.” In response 54% teachers thought that the poem included in the textbook are sufficient to impart the cultural knowledge of native English speakers. They reasoned that the poems included in textbook has been composed in foreign background and setting so the poems are successful to impart cultural knowledge of English speakers. Our curriculum has included the British English, American English, Indian English types of contexts. However 33% teachers viewed that poems included in textbook are not sufficient to impart cultural knowledge because the poems are about especially natural beauty, nationality, and brotherhood. So, they do not talk about their

culture. The limited poems cannot impart the vast area of cultural knowledge, Like-wise 13% teachers had no idea about it. Therefore, the poems included in the textbook are sufficient to impart the cultural knowledge of native English speakers.

Table 7
Moral lesson and pleasure of poetry

Response	Number	Percent	Reasons
Yes	28	93%	R ₁ : Every poem has moral lesson at the end. R ₂ : Poems obviously gives pleasure because of its meditative tone, rhyme and rhythm.
No idea	2	7%	-
No	-	-	-

Question No. 11 was “Does poetry provide moral lesson and pleasure? i. Yes ii. No idea iii. No b) How?” in response 93% teachers opined that literary works are not only for pleasure but also there are some kind of moral issue. Poetry provides not only pleasure but also moral lesson. Every poem has moral lesson for human beings at the end. Since poetry is the part of moral science it obviously provides messages or lessons. The rhythmic pattern containing feet and meter creates pleasures. 7% teachers had no idea about it. To conclude, poetry provides moral lesson and pleasure to the students.

Table 8
Text and content of poetry

Response	Number	Percent	Reasons
Yes	30	100%	<p>R₁ : Poems do not have single interpretation they have multiple interpretation.</p> <p>R₂ : Poems have different level of meaning/content. e.g. literal, interpretive, critical, analytic.</p> <p>R₃ : deviant form of language can be used in communication.</p> <p>R₄ : Even a single line of a verse contain many more symbolic and hidden meanings or messages.</p>
No idea	-	-	-
No	-	-	-

Question No. 12 was “a) Does poetry provide more content through small text? i. Yes ii. No idea iii. No b) Give some reasons to support your answer.” In response 100% teachers said ‘Yes’ and opined that one poetry has different level of meaning/content. e.g. literal, interpretive, critical, analytic etc. Even a single line of a verse contain many more symbolic and hidden meanings or messages. So, teachers think that poetry provides more content through small text.

4.1.1.2 Attitudes towards the Participation of Students in Classroom Activities

Under this area, different questions were asked to find out situation and attitudes of teachers towards students participation in classroom activities while teaching poems at secondary level. The responses of teachers’ have been analyzed and interpreted as below:

Table 9
Satisfaction with participation of students in
classroom activities

Response	Number	Percent	Reasons
Yes	20	66%	R ₁ : Students are well participate in group work, pair work. R ₂ : Poems give pleasure so they actively participate. R ₃ : Poems provide students express their different interpretation freely .
No idea	2	7	-
No	8	27%	R ₁ : Large Classes. R ₂ : Mixed abilities Students. R ₃ : Complex and deviant form of language.

Question No. 1 was asked to find out whether the teachers satisfied with the participation of students in their classroom activities while teaching poetry or not. The question was “a) Are you satisfied with the participation of students in your classroom activities while teaching poetry? i. Yes ii. No idea iii. No b) Give reasons to support your ideas.” In response 67% wrote Yes, 7% wrote No idea and 27% wrote No. They reasoned that the students actively participated in classroom activities poems itself is motivating material and gives a lot of pleasure. Moreover, its creative and romantic aspects of poems play the motivational factor to be involved in classroom. On the other hand students in classroom activities do not actively participated because of mixed ability level of students, limitation of time, crowded class low level of students. Therefore, teachers satisfied with the participation of students in their classroom activities while teaching poetry.

Table 10
Motivation and curiosity of students

Response	Number	Percent	Reasons
Yes	25	83%	R ₁ : Poems are themselves motivating material. R ₂ : Students are curious to know about background of poem and about the poet R ₃ : Tone, rhyme and rhythm of poem motivates students.
No idea	-	-	-
No	5	17%	R ₁ : Low level of students. R ₂ : Lack of students language awareness. R ₃ : Large classes.

Question No. 2 was “a) Are your students well motivated and curious when you teach poem in your class? i. Yes ii. NO idea iii. No b) Why?” In response 83% teachers said Yes and 17% teachers said No. They reasoned that poems are motivating reading materials when they start to teach poems they become curious and interested to know about background of the poem, biography of poet, historical background and when they are engaged in various activities of pre-reading activities, while reading activities and post-reading activities they are well motivated. On the other hand, because of low level of students and lack of vocabulary power students cannot get general information that the poem imparts. So, students are well motivated and curious when English teachers teach poem in their class.

Question No. 3 was asked to find out most influencing factor to least influencing factors that makes students difficult participate in classroom activities while teaching poetry. The data showed that 55% teachers put deviated form of language in the first position and 53% teachers put background of poem in the last position. So deviated form of language is most

influencing factor that makes students difficult participate in classroom activities. Like-wise background of a poem is the least influencing factor that makes students difficult participate in classroom activities.

Table 11
Students difficulties with the figurative meaning

Response	Number	Percent	Reasons
Yes	27	90%	R ₁ : Lack of exposure and practice. R ₂ : Students of secondary level have idea about dictionary meaning. R ₃ : Lack of interpretative skill.
No idea	-	-	-
No	3	10%	R ₁ : If the teacher follows pre, while and post reading activities as suggested by lazar students may not feel difficulties. R ₂ : By using teaching material students difficulties can be mitigated.

Question No. 4 was asked to find out whether the students feel difficult with the figurative meaning of the poetry or not. The question was “ a) Do you agree that the students feel difficult with the figurative meaning of the poetry? i. Agree ii. No idea iii. Disagree b) Give some reasons to support your answer.” The data showed that 90% teachers wrote ‘Yes’ and 10% teachers ‘No’. They reasoned that students just have idea of dictionary meaning they do not have idea about the intended meaning of poem. Students feel difficulties on figurative meaning of the poem because of lack of the exposure and practice. Contrary to this, if the teacher follows certain methodological process and uses teaching materials, the students can get idea about figurative meaning. Therefore, majority of the teachers agreed that the students feel difficulties with the figurative meaning of the poetry

Question No. 5 was “Why do students feel difficult to interpret the poems?” In response teachers opined that students feel difficulties to interpret the poems:

- I. Deviated form of language
- II. Figurative meaning of the poetry
- III. Lack of knowledge of language awareness
- IV. Unfamiliar with the culture of English language speakers
- V. Background of the poem
- VI. Lack of knowledge of vocabulary items
- VII. Difficult selection of words and meaning of poet.

Therefore, students feel difficulties to interpret poems because of deviated form of language, figurative meaning, lack of knowledge of language awareness etc.

4.1.1.3 Attitudes towards Methodology of Teaching Poetry

In this section, teachers' attitudes were tried to find out towards their practices of teaching methodology to teach poetry. For this purpose altogether six questions were asked. The data are analyzed interpreted below:

Table 12
Difficulties with prose and poetry

Response	Number	Percent	Reasons
Yes	25	83%	R ₁ : Students are introduced from secondary level. R ₂ : Mix abilities students. R ₃ : Deviant form of language and having more interpretation. R ₄ : Lack of knowledge of teaching poetry.
No idea	-	-	-
No	5	17%	R ₁ : Poems are motivating material and creative task so students become active if well facilitated.

Question No.. 1 was "a) Do you feel teaching poetry is difficult than teaching prose? i. Yes ii. No idea iii. No b) Why do you feel so?" 83% teachers wrote Yes and 17 % teachers wrote No. They reasoned that students are familiar with

prose from the lower level of classes. However students are exposed with poetry just from secondary level so that students find poetry new genre at this level. Mixed abilities of students, diction, figurative meaning of poetry, lack of teaching material, lack of knowledge of vocabulary items make teaching poetry difficult than prose. On the other hand teaching poetry one of the motivating and creative task while teaching poetry students themselves become active and motivated. Poetry teaching is not difficult than the prose. To conclude, majority of the teachers feel difficulty to teach poetry than prose.

Table 13
Satisfaction with methods and techniques

Response	Number	Percent	Reasons
Yes	19	63%	R ₁ : Teachers using pre, while and post reading activities through which they are achieving their teaching objective. R ₂ : Students are well engaged in group work, pair work etc.
No idea	6	20%	-
No	5	17%	R ₁ : Difficult to use new methods and techniques because of large classes, mixed abilities students etc.

Question No. 2 was “ Are you satisfied with the methods and techniques that you use for teaching poem in your language class? i. Yes ii. No idea iii. No b) Why do you feel so?” The data shows that 63% teachers wrote Yes, 20% wrote No idea and 17% teachers wrote No. They opined that the teachers are following pre reading activities, while reading activities and post reading activities so students also actively participated. On the other hand, because of large classes low level of students teachers are unable to follow certain methodological process so they do not satisfy. To conclude teachers satisfied with the methods and techniques that they use for teaching poem in their language class.

Table 14
Methods and strategies

Response	Number	Percent	Reasons
Yes	24	80%	R ₁ : Pre-reading, while-reading and post reading activities. R ₂ :Group work, pair work. R ₃ : Pair Share.
No idea	1	3%	-
No	5	17%	R ₁ : Large classes, low level of students, lack of cultural and language awareness.

Question No. 3 was “a) Do you follow certain methodological strategies while teaching poetry? i. Yes ii. No idea iii. No b) If yes, mention methodology that you follow.” The data showed that 80% teachers wrote Yes, 3% teachers wrote No idea and 17% teachers wrote No. In response they wrote as follows:

- i. Pre, while and post reading activities
- ii. Group discussion
- iii. Pair work
- iv. Role play
- v. Pair share
- vi. Grammar translation

On the other hand, it was difficult to follow the certain methodological strategies because of mixed abilities students, large classes and lack of language awareness of students. So, majority of the teachers follow certain methodological strategies while teaching poetry i.e. pre, while and post reading activities.

Table 15
Use of group work and pair work

Response	Number	Percent	Reasons
Always	10	33%	R ₁ : It makes students more active, curious and creative to learn. R ₂ : It helps to handle large classes. R ₃ : It helps teacher to save time energy.
Sometimes	18	60%	R ₁ : It needs very energetic teacher. R ₂ : Low level of students just participate without doing anything. R ₃ : Availability of teaching material and classroom setting.
Never	2	7%	R ₁ : Large class and low level of students.

Question No. 4 was “a) How often do you use group work and pair work technique while teaching poetry? i. Always ii. Sometimes iii. Never b) Give some reasons to support your idea.” In response 33% teachers always use group work because it makes students more active, arouses curiosity among students and helps to develop the creative ability students as well as it makes easy to handle large classes. 60% teachers use group work sometimes. They reasoned that low level of students and availability of teaching materials makes difficult use group work regularly. Likewise, 7% teachers never use group work in classroom they reasoned that because of classroom setting, mixed ability students and teachers knowledge to conduct group work. Therefore, English language teachers do not always use group work. They use it sometimes in their language class.

Question No. 5 was asked to find out the most influencing factor to least influencing factor that makes teachers difficult to teach poetry in classroom. In response 54% teachers put figurative meaning of poetry in first position and 51% teachers put lack of cultural awareness of the students in the last position. It shows that figurative meaning of poetry is the most influencing factor that

makes teaching poetry difficult and lack of cultural awareness of the student is the least influencing factor that makes teacher teaching poetry difficult.

Table 16
Making lesson plan and teaching materials

Response	Number	Percent	Reasons
Always	14	47%	R ₁ :It helps to teach confidently. R ₂ : It makes them to teach systematically. R ₃ : It helps them to achieve the objectives of curriculum. R ₄ : They perceive lesson plan as the roadmap of teaching.
Sometimes	16	53%	R ₁ : Lack of time. R ₂ : Hard to implement in classroom because of classroom setting as they planned.
Never	-	-	-

Question No.. 6 was “ a) How often do you make lesson plan and teaching materials to teach poetry? i. Always ii. Sometimes iii. Never b) Why?” In response 47% teachers wrote ‘always’ and 53% teachers wrote ‘sometimes’. They reasoned that daily lesson plan helps to, teach confidently, saves time, makes teacher more active and helps to find out exact theme of the poem. It provides road map for teaching. Teaching materials motivate and makes interested the learners to the topic. On the other hand teachers are unable make the lesson plan daily because they have to teach more than six periods. To make lesson plan and teaching material daily is time consuming. So, the teachers do not always make lesson plan and teaching materials to teach poetry. Most of the teachers make lesson plan and teaching materials sometimes to teach poetry.

4.1.1.4 Attitude towards the Evaluation of Poetry

In this section, teachers, responses were elicited to find out attitudes towards existing evaluation system regarding to poetry. The responses have been analyzed and interpreted as below:

Table 17
Satisfaction with evaluation system

Response	Number	Percent	Reasons
Yes	18	60%	R ₁ : It is relevance in terms of level of students. R ₂ : As curriculum envisioned evaluation is appropriate. R ₃ : The evaluation helps for the higher study.
No idea	1	3%	-
No	11	37%	R ₁ :Very limited comprehensive questions are asked. R ₂ : Evaluation does not enhance creative aspect of students. R ₃ : It has ignored listening and speaking skill of students regarding poetry.

Question No. 1 was” a) Are you satisfied with the evaluation system of secondary level in relation to poetry? i. Yes ii. No idea iii. No b) Give some reasons.” In response 60% teachers wrote Yes, 3% wrote No idea and 37% wrote No. They reasoned that it is relevant in terms of level of students and it is successful to achieve the goal of curriculum. It evaluates intensive reading skill of the students. On the other hands poetry is evaluated in terms of reading and writing skills only but not in terms of other two skills. Very limited exercises have been asked in examination. Therefore, teachers satisfied with the evaluation system of secondary level in relation to poetry.

Table 18
Needs to change evaluation System

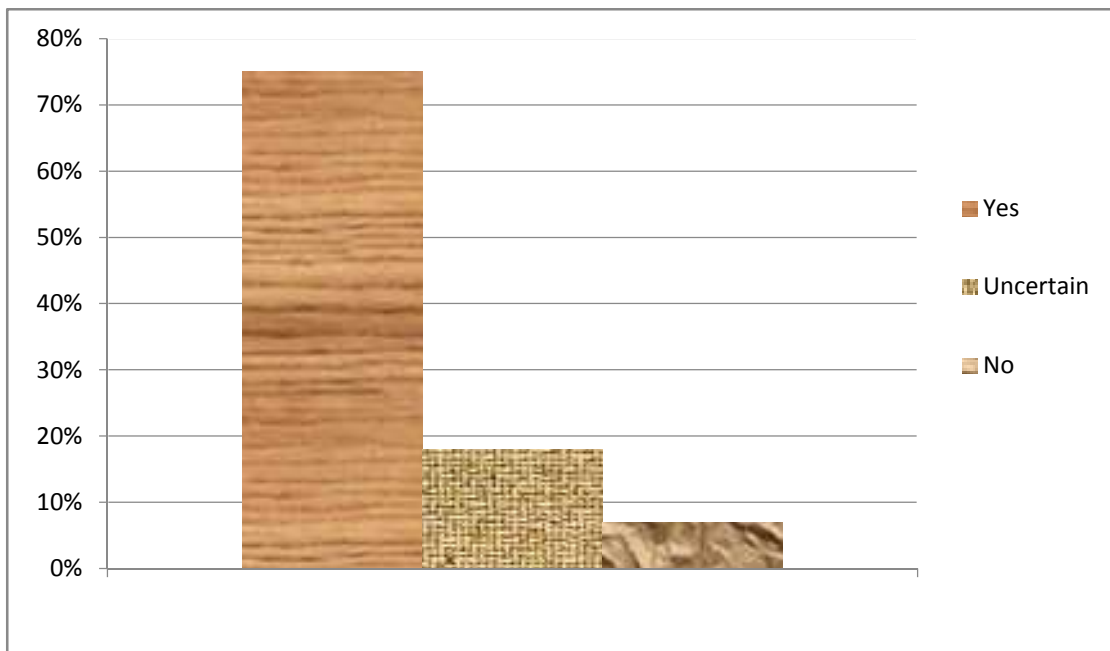
Response	Number	Percent	Reasons
Yes	20	67%	R ₁ : It has neglected creative skill of the students. R ₂ : Just comprehensive questions are designed. R ₃ : It does not address listening and speaking skill.
No idea	2	7%	-
No	8	26%	R ₁ : It is relevance in terms of level of students.

Question No. 2 was “a) Do you think the present evaluation system needs some change? i. Yes ii. No idea iii. No b) Why do you think so?” In response 67% teachers wrote Yes, 7% teachers wrote No idea and 26% wrote No. they reasoned that in examination the poetry does not focus on listening and speaking skills. In examination just comprehensive question are asked from poetry but some creative questions should be added. Contrary to this, it needs no change because it is relevant in terms of level of students and according to the objectives of curriculum it is successful to find out and achieve goal of curriculum. So, teachers think that the present evaluation system needs some change.

4.1.1.5 Attitudes towards the Expected Changes of Poetry in Textbook

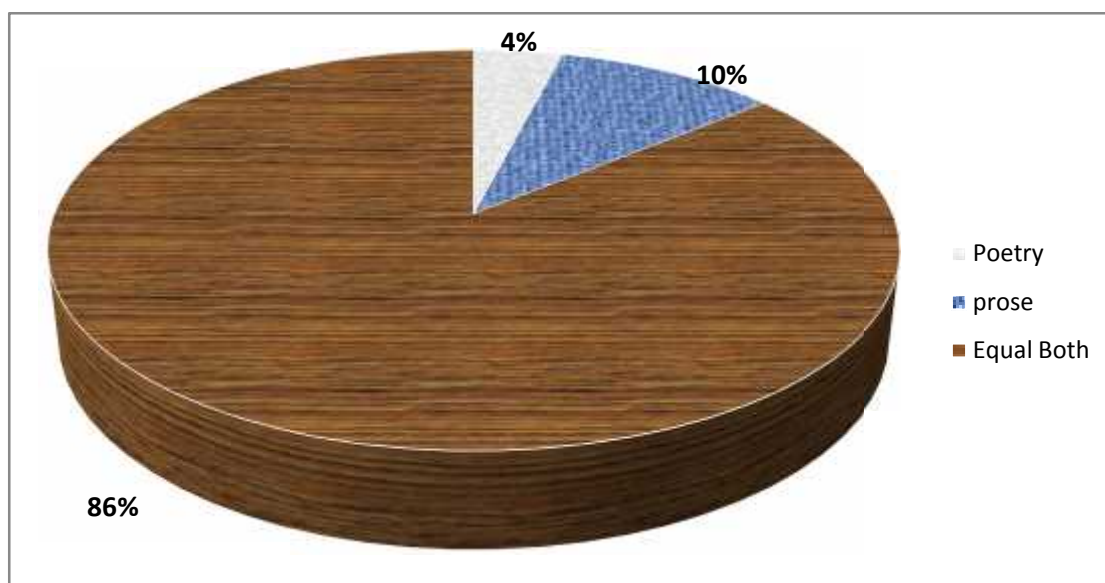
In this section, teachers’ attitudes were tried to find out towards the expected changes of poetry in textbook to be made existing textbook more effective and qualitative. For this purpose, altogether three questions were asked. The data are analyzed and interpreted below:

Figure No. 4
Regarding need of changing textbook



Question No. 1 was “a) Do you think the present English textbooks of secondary level regarding poetry need some changes? i. Yes ii. Uncertain iii. No b) If no, suggest some possible direction for improvement.” In response 75% teachers wrote Yes 18% teachers wrote No idea and 7% teachers wrote No. They opined that the poems included in secondary level textbook are composed by foreign writers in foreign setting. It would be better if some poems included composed by Nepali writers in textbook. Some poems are more difficult i.e. ‘Patriotism’ ‘Stopping by woods on a snowing evening’ and some are easier i.e. ‘Madam and her madam’ so that it is necessary to include the poems according to the level of students. On the other hand some teachers argued that it is not necessary to change the textbook in relation to poetry because they are useful to develop language awareness and communicative competence as well as they are relevant in terms of level of students. So, secondary level English teachers need some changes of textbook regarding poetry.

Figure No. 5
Teachers' Preference to Prose and Poetry



Question No. 2 was “a) If you are asked to revise the textbook of secondary level which genre of literature do you emphasize? i. Poetry ii. Prose iii. Equal both b) Why? Give some reasons.” The data shows that 4% teachers wrote Poetry, 10% wrote prose and 86% wrote equal both. To develop the language skills poetry and prose are equally necessary. Poetry develops the linguistic awareness, analytical knowledge and critical thinking. On the other hand Prose develops students grammatical awareness so both are equally importance. So, teachers equally emphasize on prose and poetry.

Question No. 3 was “What are the shortcomings of secondary level English textbooks with reference to poetry?” In response teachers opined that:

1. There are no pronunciation activities except finding rhyming words.
2. Dearth of games and fun activities
3. No background of poems
4. Limited exercises
5. Some poems are vague
6. Not clear pictures

To conclude teachers pointed out that there are no pronunciation activities except finding rhyming words, no background of poems, limited exercises etc.

4.2 Summary of Findings

On the basis of the analysis and interpretation of the data, the following findings have been derived:

1. Teachers have positive attitudes towards teaching poetry at secondary level.
2. It has been found the deviant form of language used in poems helps to develop communicative competence.
3. The poems included in secondary level textbook are relevant in terms of level of students.
4. It has been found that 55% teachers satisfy with the exercises and activities designed in the textbook for poems. The exercises are relevant in terms of level of students and different types of questions are included e.g. multiple choice, vocabulary and short questions.
5. It has been found that poetry can be interpreted and analyzed from multiple point of view. So, poetry increases the interpretive and analytic skill of the students.
6. Teaching poetry helps to develop the intensive and extensive reading skill of the students.
7. It has been found that English teachers prefer teaching poetry at secondary level.
8. The poems included in textbook of secondary level are helpful in day to day communication and sufficient to impart the cultural knowledge of native English speaker.
9. It has been found that teaching poetry has the following advantages:
 - Motivates the students.
 - Develops vocabulary power.
 - Gives fun and pleasure.

- Gives knowledge of poetic elements.
- Gives knowledge of deviated language.
- Gives access to cultural background.
- Gives historical knowledge of life style of foreigners and poet's writing style.
- For intensive and extensive reading poem of the students.
- Develops language skills.
- Helps learn more content through small text.
- Develops the creativity of the students.
- Develops the interpretative ability and analytic power.
- Expands students' language awareness.

10. It has been found that there is no any practice of teaching poetry creatively.

11. Students are found very enthusiastic to read poetry but feel difficulty to understand and interpret because of literary terms, figures of speech and different symbols.

12. The teachers rarely use the teaching materials while teaching poetry. It has been found that there is no trend of daily using teaching materials.

13. It has been found that teachers satisfy to the exposure given to the English poetry.

14. Teachers are sure that poetry provides moral lesson and pleasure.

15. Deviant form of language is most influencing factor that makes students participated in classroom activities while teaching poetry.

16. Students feel difficult to interpret the poems because of figurative meaning, low level of students and deviant form of language.

17. Most of the teachers follow pre reading activities, while reading activities and post reading activities while teaching poems at secondary level.

18. Most of the teachers feel difficult to teach poetry than prose because of deviant form of language, figurative meaning, historical background and to make the interpretation of the poem.

19. It has been found that teachers satisfy with the methods and techniques that they use while teaching poetry.
20. It has been found that students are well motivated and curious when teachers teach poetry in language class.
21. It has been found that the teachers think that figurative meanings of the poetry make the students difficult interpret the poems.
22. It has been found that figurative meaning of the poem is the most influencing factor that makes teachers difficult to teach poems.
23. Most of the teachers satisfy with the evaluation system of secondary level in relation to poetry because it is in accordance with objectives of curriculum and level of students.
24. It has been found that both poetry and prose are equally important to get mastery over language.
25. In the existing textbook there is no inclusion of following items: no pronunciation activities, no background of the poet, not clear pictures, not varieties on exercises as a result teachers find it difficult to teach.
26. It has been found that poems included at secondary are only composed by foreign poets so that students feel difficult to interpret poems.

CHAPTER FIVE

ONCLUSION AND RECOMMENDATIONS

On the basis of the findings obtained from the analysis and interpretation of the collected data, some pedagogical implications with some recommendation have been suggested as follows:

5.1 Conclusion

On the basis of findings and data interpretation it is concluded that hundred percent teachers have positive attitude towards teaching poetry. Teachers are well familiar with the importance and advantage of teaching poetry. It has been found that the majority of teachers opine poetry teaching makes students familiar with the deviated form of language. Poetry is genre of literature. The language of poetry is different from other genre of literature because of deviation of linguistic norms, rhyme, rhythm, meter, etc. So, the teachers feel difficult to teach poetry than prose. Teachers satisfy with the activities and exercises designed in textbook for the poetry. Moreover teachers also opined that exercises are not sufficient in its varieties and number. Poetry teaching is one of the important part of language teaching teachers are sure that poetry develops students' analytic and interpretive skill because a poem may have more than two possible interpretation. It has also been found that there is no any formal practice of using teaching methods, techniques and teaching material creatively. The poems are introduced from secondary level. So, that it is new genre for the students as a result it makes teaching poetry complex. Teaching poetry helps to develop literary competence, language awareness, expand vocabulary power, analytical knowledge and arouses motivation. The poems included at secondary level are not sufficient to impart cultural message of native speaker. It has been found that students feel difficulties to interpret poems because of deviant form of language, figurative meaning of poetry and cultural awareness. The poems included in textbook some are too complex and some are too easy. The system of evaluation somehow appropriate however,

more varieties of questions need to be included to evaluate students' ability regarding poetry.

5.2 Recommendations

On the basis of the findings from the analysis and interpretation of data, some recommendations have been made. The recommendations of this research have been divided into three levels, like: Policy level, Practice level and further research related level. They are briefly discussed in the following sub headings:

5.2.1 Policy Level

1. Secondary level English teachers have positive attitude towards teaching poetry. So, the syllabus designers and experts should include poetry in the English textbook.
2. Students feel difficult to interpret poems because of background of poem. So, textbook writers should include poets' biography and historical background of the poem.
3. The exercises designed for the poems are not sufficient so more varieties of exercises should be added in textbook.
4. Some of the poems are more difficult i.e. 'Patriotism' (Grade 10) 'Touch' (Grade 9) and some of the poems are easier 'Madam and her Madam' (Grade 9) so the level of difficult should be maintained.
5. Teachers feel difficulty to teach poetry than prose. So, teacher trainer should focus on teaching poetry while designing training session.
6. The system of evaluation should not be only comprehensive. It also should be creative.
7. Students should be exposed with poetry from lower level rather than exposing them from secondary level. So, syllabus designer should include poetry from lower level.
8. Syllabus designer should include poem written in English and Nepalese culture.

9. The teachers' manuals, textbooks and other reference books should be easily available in the market.

5.2.2 Practice Level

The recommendations made by the researcher are as follows:

1. It has been found that 53% teachers sometimes prepare lesson plan teaching materials so, teachers should always prepare lesson plan and teaching materials to teach poetry.
2. The teachers should discuss about the figure of speech, deviated language and rhyming pattern of the poem.
3. The school administration should manage the relevant number of students so that teachers can provide equal care to each and every student.
4. The teachers should use different types of relevant teaching materials while teaching poetry in the classroom.
5. The teachers should apply student-centered method i.e. group work, pair work etc. They should play the role of facilitator but not the dictator and the English should be used as a medium of instruction and teaching process should be fun.

5.2.2 Further Research Related Level

Teachers' attitude is one of the important variable to determine students' achievement. In this study I tried to find out attitudes of teachers' towards teaching poetry at secondary level. My study was limited to Surkhet district only. The researcher recommends further researcher to conduct such type of attitudinal study in other area of ELT i.e. drama, vocabulary, novel, grammar etc. by selecting large sample.

References

- Abrams, M.H. (1993). *Glossary and literary terms*. USA: Harcourt.
- Awasthi, J.R. (1979). *A study of attitude of different groups of people towards the English language in secondary schools of Kathmandu district*. An unpublished thesis of M.Ed., T.U., Kathmandu.
- Awasthi, J.R., Bhattarai, G.R. and Khaniya, T.R.(2011). *Explorations in English*. Kathmandu: Ratna Pustak Bhandar.
- Best, J. & Kahn, J. R. (2007). *Research in education*. New Jersey: Prentice Hall.
- Bhattarai, A. (2001). Writing a research proposal. *Journal of NELTA*, 6, 45-51.
- Brown, H. D. (1994). *Principles of language learning and teaching*. New-Jersey: Prentice Hall.
- Brumfit, C.J. & Carter, R.A. (Eds.). (1986). *Literature and language teaching*. Oxford: OUP.
- Carter, R. & Long, M. (1991). *Teaching literature*. London: Longman.
- C. D. C. (2008). *English book: grade 9*. Kathmandu: JEMC.
- C. D. C. (2008). *English book: grade 10*. Kathmandu: JEMC.
- C. D. C. (2008). *Secondary level curriculum(part-I)*. Kathmandu: JEMC.
- Collie, J. & Slater, S. (1987). *Literature in language classroom*. Cambridge: CUP.
- Crystal, D. (1997). *Encyclopedia of language*. Cambridge: CUP.
- Devkota, H. P. (2006). *Learning strategies used in studying literary texts: An attitudinal study*. An unpublished thesis of M.Ed., T.U., Kathmandu.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: OUP.

- Karki, M. (1989). *Attitudes of campus students towards English language*. An unpublished thesis of M. Ed., T.U., Kathmandu.
- Khanal, H. P. (1999). *A study of attitudes of secondary level students towards learning English*. An unpublished thesis of M. Ed., T.U. Kathmandu.
- Khatri, I. (2006). *Attitudes of students towards studying the literature*. An unpublished thesis of M. Ed., T.U. Kathmandu.
- Kumar, R. (2009). *Research methodology*. India: Pearson Education.
- Kothari, C. R.(1993). *Research methodology : Methods and techniques*. New Delhi, Wiley Eastern.
- Lazar, G. (1993). *Literature and language teaching*. Cambridge: CUP.
- Nunan, D. (1992). *Research Methods in language learning*: CUP
- Obeidat, M.M. (1997). Language vs. literature. *Teaching English FORUM*, 35, 30-36.
- Pangeni, B.C.(2014). *Teaching poetry in ELT classroom-issues and problems*. An unpublished thesis of M. Ed., T.U., Kathmandu.
- Poudel, A. R. (2006). *Attitudes of higher secondary students towards learning English*. An unpublished thesis of M. Ed., T.U., Kathmandu.
- Poudel, D. P. (2004). *A study on attitudes towards compulsory English: A case of PCL*. An unpublished thesis of M. Ed., T.U., Kathmandu.
- Pandit, D. S. (2008). *Attitudes of primary level English teachers towards teacher training*. An unpublished thesis of M. Ed., T.U., Kathmandu.
- Regmi, L. R. (2004). Teaching language through literature: Some illusions and realities. *Journal of NELTA*, 9, 36-40.
- Sapkota, Y. N. (2004). *The attitudes of teachers towards grade 10 teachers guide*. An unpublished M.Ed. Thesis, T. U., Kathmandu.

- Sharma, Y. R. (2008). *Attitude of teachers and students towards teaching literature in the faculty of education*. An unpublished thesis of M. Ed., T.U., Kathmandu.
- Stefoles, R., Comeley, M.R., Klaus, C.S. and Silverman, M. (2004). *The elements of literature*. Oxford University Press.
- Thapa, Y.R. (2008). *Attitudes of teachers and students towards teaching literature in faculty of education*. An unpublished thesis of M. Ed., T.U., Kathmandu.
- Widdowson, H.G. (1995). *Stylistics and teaching of literature*. London: Longman.

Appendix-I

Questionnaire to the English Teacher

Dear Sir/Madam,

This questionnaire is part of my research study entitled "Attitudes of Teachers towards Teaching Literature at Secondary Level" at master level under the guidance of Dr. Anjana Bhattarai, Reader and Head of the Department of English Education, T.U. Kirtipur. This questionnaire is presented to you under the assumption that practical experiences are the best clues in the implementation of a programme. The fruitfulness of the study will depend on your unbiased and accurate responses. I assure that your response will be completely anonymous.

The researcher will be grateful if you could return the questionnaire, presented here with duly filled in at your earliest convenience.

Researcher

Ganesh K.C.

T.U., Kirtipur, Kathmandu.

E-mail: kcganesh1@gmail.com

Mobile No. : 9848089854

Q. N.4 (a) Do you agree that students feel difficulties with the figurative meaning of the poetry? For example.

That man spitting into harbor
Is as old as a China
He is made of leather
And his folded face
Is like a sandbar
At low tide.

(Rickshaw Ride by John Hill)

- i) Agree ii) No idea iii) Disagree

b) Give some reasons to support your answer.

.....
.....
.....

Q.N 5. Why do students feel difficulty to interpret the poems?

.....
.....
.....

Questions related to the methodology of teaching poetry.

Q. N. 1 (a) Do you feel teaching poetry is difficult than teaching prose?

- i) Yes ii) No idea iii) No

(b) Why do you feel so?

.....
.....
.....

Q.N. 2 (a) Are you satisfied with the methods and techniques that you use for teaching poem in your language class?

- i) Yes ii) No idea iii) No

(b) Give some reasons.

.....
.....
.....

Q.N. 3 (a) Do you follow certain methodological strategies while teaching poetry?

- i) Yes ii) No idea iii) No

(b) If yes, mention methodology that you follow.

.....
.....
.....

Q.N.4 (a) How often do you use group work and pair work technique while teaching poetry?

- i) Always ii) Sometimes iii) Never

b) Give some reasons to support your idea.

.....
.....
.....

Q.N. 5 (a) Order the following points from the most influencing factor to least influencing factor that makes you difficult to teach poetry in classroom by giving numbers 1, 2, 3... in the brackets.

- () Classroom facilities.
- () Level of students.
- () Language of poetry.
- () Figurative meaning of poetry.
- () Age of learners.
- () Diction
- () Lack of cultural awareness of the learners.

Q.N. 6 a) How often do you make lesson plan and teaching materials to teach poetry?

- i) Always ii) Sometimes iii) Never

b) Why?

.....
.....
.....

Q. N. 3 What are the shortcomings of secondary level English text books with reference to poetry?

.....
.....
.....

(Please make sure that you have answered all the questions)

"Thank you for your kind co-operation."

Appendix III

Poems Included in Grade Nine Textbook

Touch!

1	2	3
When I get	I've been touched	Untouched- not quite
I am going to ask	for seven years	I can count the thing
To touch me	for seven years	that have touch me
Very gently please	I've been untouched	one: fists
And slowly	out of touch	at the beginning
Touch me	and I've learnt	fierce mad fists
I want	to know now	beating, beating
To learn again	the meaning of untouchable	till I remember
How life		screaming
		"Don't touch me,
		Please don't touch me!
4	5	
Two paws	I don't want fist and paws	
The first four years	I want	
Every day	to want to be touched	
Patting paws, searching	again	
-arms up, shoes off	and to touch	
Legs a part	I want to feel alive	
Prodding paws systematic	again	
Heavy, indifferent	I want to say when I get out	
Probing away	"Here I am.	
All privacy	please touch me"	

Hugh Lewin

Page N 15

Madam and Her Madam

I worked for a woman,	Then take care of her children
She wasn't mean-	When I got through
But she had a twelve- room.	Wash, iron and shrub
House to clean	Walk the dog around
Had to get breakfast	It was too much
Dinner and supper too,	Nearly broke me down
	I said Madam
	Can it be packed up horse.
	You Know Alberta,
	I love you so much!

I said Madam,
That may be true
But I'll be dogged
If I love you!

Hughes

Langston

Page 56

The donkey Boys

I pass them on the seashore early,
Two Spanish boys in the sun. One ten
The other six. They wave and smile at me
Then bend their ragged backs again.
To search the driftwood and sort out.
Light dry stick for bedding. Their donkey
Is smell and white. He stand there without
Moving. His eyes and ears and sleepy.
There panniers they they must heap
Up high are huge. They work steadily
Smiling as they go. As if a sleep
Their donkey follows quietly.

One morning I met them riding
Pass the school where children were at play
They boys didn't look at them, but smiling
When on gently to their work that day.

Albert Rowe

Page – 94

Leisure

What is this life? Full of care,
We have no time to stand and stare
No time to stand beneath the boughs.
And stare as long as sheep or cows.
No time to see when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in board daylight,
Stream full of stars like skies at night.
No time to turn at beauty' glance,
And watch her feet, how they can dance.
No time to wait till her mouth can,
Enrich that smile her eyes began
A poor life this if full of care
We have no time to stand and stare –

WH Davies

Page 123

The Rivals

I heard a bird at dawn
Singing sweetly on the tree.
That the dew was on the lawn
And the wind was on the lea.
But I, didn't listen to him
For he didn't sing for me

I didn't listen to him,
For he didn't sing to me
That the dew was on the lawn

And the wind was on the lea!
I was singing at the time,
Just as prettily as he!
I was singing at the time,

As prettily as he
About the dew upon the lawn
And the wind up on the lea!
So I didn't listen to him
As he sang upon the tree

Rickshaw Ride

1

That man by the harbor
Spitting into the water
Is as old as a China
He is made of leather
And his folded face
Is like a sandbar
At low tide.
Will you take a ride?
On his rickshaw?

2

He will not thank you
for your dollar
He knows that to you
A dollar doesn't matter
Off you go with clatter
Up to Victoria
Up the long hill
Pass the peak tramp

3

Pull! Pull!!
He leans to it.
His muscles at neck and calf and shoulder
And his dark veins that snakes
Take your eye
man?
Not what passes by?
Let his dark veins that snakes
Take your eye
Not what passes by.
Let him not break
Something for my sake,
For my dollar.

4

You went to Hong Kong
The will say
Did you take a rickshaw?
Was it Fun?
Did he run, your rickshaw
Yes, he ran
No it was not much fun

John Hill

Page 153

Rain Sizes

Rain comes in various sizes

Some rain is as small as a mist.

It tickles your face with surprise,

And tingles as if you'd been kissed

Some rain is the size of a sprinkle

And doesn't put out all the sun.

You can see the drops sparkle and twinkle,

And a rainbow comes out when it's done.

Some rain as big as a nickel

And comes with a crash and hiss.

It comes down too heavy to tickle

It's more like a splash than a kiss.

When it rains the size and you're warped in

Your rain clothes, its fun out of doors

But run home before you get trapped in

The big rain that rattles and roars

John Ciardi

Page: 162

Poems Included in Grade Ten Textbook

Weathers

This is the weather the cuckoo likes,
And so do.
When showers betumble the chestnut spikes,
And the little brown nightingale bills his best,
And they sit outside at 'The Travelers Rest',
And maids come forth spring – muslin dressed
And citizens dream of the south and west,
And so do I.

This is the weather the cuckoo shuns
And so do I.
When beeches drip in brown and
duns,
And thrash and play;
And hill- hid tides throb, throe and
throe,
And drops on gate- bars hang in row,
And rocks in families homewards go,
And so do I. -

- Thomas

Hardy

(P. 11)

Where the Mind is without Fear

Where the mind is without fear and the head is had high
Where knowledge is free
Where the world has not been broken up into fragments by narrow domestic
walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way into the dreary desert sand
of dead habit;
Where the mind is led forward by thee into ever- widening thought and
action.....
Into the heaven of freedom, my father,
let my country awake

- Rabindranath Tagore

(p.42)

Knowledge

Your mind is a meadow	Of stars and snow;
To plant for your needs	The science of number,
You are the farmer	The stories of time,
With knowledge of seeds,	The magic of music
Don't leave your meadow.	The secrets of rhyme?
Unplanted are bare	Don't be a know- nothing!
Sow it with knowledge	Plant in the spring,
And tend it with care.	And in the spring,
Who'd be a know – nothing	And see what harvest
When he might grow.	The summer will bring
The seeds of knowledge	

- Eleanor Farjeon(P.52)

Patriotism

Breathes there the man, with soul so dead,

Who never to himself hath said?

"This is my own, my native land!"

Whose heart hath never within him buried?

As home his steps he hath turn'd.

From wandering on a foreign strand!

If such there breathe, go mark him well;

For him no minstrel raptures swell,

High though his title, proud his name,

Boundless his wealth as wish can claim,

Despite those titles power, and pelf.

The wretch concentrated all in self.

Living shall forfeit fair renown,

And doubly dying shall go down,

To the vile dust from where he sprung.

Unwept, unhonour'd and unsung.

– **Sir Walter Scott**

(p. 102)

Where the Rainbow Ends!

Where the rainbow ends
There's going to be a place, brother
Where the world can sing all sorts of songs
And we're going to sing together, brother
You and I though you're white and I'm not.
It's going to be a sad song, brother
Because we don't know the tune,
And it's a difficult tune to learn
But we can teach, brother, you and I.
There's no such tune as a black tune.
There's no such tune as a white tune.
There's only music, brother,
Where the rainbow ends.

-Richard Rime

(P.110)

Stopping by Woods 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 sounds the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promised to keep,
And miles to go before I sleep,
And miles to go before I sleep

- **Robert Frost**
(P. 153)

Exile

My shade is striped

My air is barred

(As it was before;

Only here the bars

trees

Do not bend with the wind.)

My breath is short

My claws are blunt

With long pacing on stone ground

All day I smell

Zebra Gazelle

But I am full of easy meat

I have no appetite.

Only at dusk-

When the monkeys mock from stone

And the buck (soft noses sniffing the air

For the scent they no longer fear)

Only at dusk I dare to dream

Eyes half closed, bending the bars

Against the sun

And plotting my return.

– Alan Duff

(P.164)