

# CHAPTER ONE

## INTRODUCTION

The study is entitled **Strategies Adopted by Novice Teachers for Teaching Poetry**. This section consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background of the Study

Literature is valuable authentic material to teach language. In the wide spectrum of present academia, traditionally accepted and practiced rigid demarcation between literature and language is on the wane. It is kind of art usually written for pleasure. It is the expression of human feelings, thoughts, emotions, etc. in an artistic way using figure of speech and prosodic features of language. Literature is the spontaneous overflow of heart it is considered as the mirror of society since it reflects all the happiness in the society. Literature, in this sense, is a powerful medium to express human emotions, sadness, happiness, pleasure, pain, love, hate, fear, disgust, etc.

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

Teaching as a profession is very challenging as well as a risky job. It is a daunting endeavour for both expert and novice teachers. In teaching and learning activities there are two kinds of teachers. They are novice and experienced teachers. Novice teachers are those teachers who are newly appointed in teaching profession.

There are number of ways through which poems can be presented. Some teachers are still adopting teacher centered method but they are not successful

to handle the problem in the classroom. So the very divergence situation can be found in teachers in terms of the use of strategies. In the case of novice teachers the name itself is challenging one for him/her. This is due to the different factors such as lack of training and skills, problem with physical environment, overcrowded classroom and motive of the teacher so on.

Moreover, there is not any clear cut formula to teach poetry as such but generally poetry can be presented through following three stages:

- pre-reading activities
- while-reading activities
- post-reading activities

Different teachers can use different strategies for teaching poetry. In the same way novices can have distinct set of strategies to teach poetry. I am particularly interested to find out the novice teachers' strategies in teaching poetry because no study is there regarding novices' strategies.

## **1.2 Statement of the Problems**

Teachers use different tasks, techniques, activities and ways for teaching poetry, that are known as teaching strategies. Strategy refers to a plan that is made to achieve some purpose. Wright (1979, p. 68) says, "strategies are goal directed and consciously controllable process that facilitate performance." We can say that teaching strategy is a complex amalgam of belief, attitudes, techniques, motivation personality and control they would employ and encourage students to work in pairs and group. Supporting this view we can also declare that the objective of teaching is to help learners to learn it.

Teaching, therefore needs to be geared to facilitating learning on the part of the learner's.

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

Teaching poetry has seen to be complex than other genre of literature. ELT teachers have problems regarding the figurative language of poetry and strategies. So we do not have the practice of teaching poetry including all the activities and strategies suggested to teach poetry. Most of the teachers do not care about activities of teaching poetry. This type of teaching has not good effect in learning. Thus it is necessary to study what kind of strategies are used in teaching poetry in the classroom. Therefore, this study entitled **Strategies Adopted by Novice Teachers for Teaching Poetry** makes an attempt to find out the strategies adopted by novice teacher for teaching poetry in secondary level.

### **1.3 Objectives of the Study**

The objectives of this study were as follows:

- i. To find out the strategies of teaching poetry adopted by novice teachers in secondary level, and
- ii. To suggest some pedagogical implications based on the findings of the study.

### **1.4 Research Questions**

The following were the research questions for this study:

- a) What are the strategies used by novice teachers to teach poetry in their classroom?
- b) What are the strategies that the novice teachers prefers while teaching poetry?

## **1.5 Significance of the Study**

This study is useful for those who are involving in the field of teaching poem in secondary schools of Nepal. It is a difficult task because it requires so many teaching qualities, strategies and techniques so as to stimulate students towards learning sentence structure, rhyme, rhythm and vocabularies.

So far as some research works are carried out in the field of teaching literature in the Department of English Education, no research is done on the Strategies Adopted by Novice Teachers for Teaching Poetry till now. Firstly novice or experienced teacher can be benefited. They can adopt their teaching methods. Moreover they can change their maxim of teaching based on the finding of the study. Similarly this study can be very significant for the students who want to know about different learning strategies. In the same way, this study can also be equally important for the researchers who want to carryout further research work related to strategies to teaching. In sum, this study can be beneficial for those who are directly, or indirectly involved in teaching and learning activities, like policy maker and curriculum designers.

## **1.6 Delimitations of the Study**

This study had following limitations:

- The study was limited only to the study of strategies used by novice English teacher while teaching poetry to the students.
- The data was collected from Kathmandu district only.
- It was limited to fourteen secondary level school teachers only.
- It was limited to questionnaire and observation as tools for data collection.

## 1.7 Operational Definitions of the Key Terms

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

**Novice Teacher:** A teacher who has less than three years of teaching experiences and a new comer to the teaching profession.

**Strategies:** Activities used to teach poetry in classroom.

**Poetry:** The poems included in the text book of grade eight, nine and ten.

## **CHAPTER TWO**

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

This section includes the review of the theoretical and empirical literature, implications of the review for the study and conceptual framework.

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

Theoretical literature is the theory related to the study. They are reviewed to develop the theoretical backup of the study. It also provides the clear-cut concept to conduct this study. The theory of this study has included the discussion of teaching literature, strategies for teaching literature and so on.

##### **2.1.1 Language Teaching**

Language teaching is a matter of pedagogy. It is an art, as well as a skill. It is a way of spreading the skills, abilities and proficiencies in language use whereas language is a scientific discipline. Linguistics has made a great contribution to the study of several fields in many ways and language teaching is one of them. It is also noted that language teaching receives implications not only from linguistics but also from other disciplines, such as psychology, sociology, pedagogy. In the past, when the term 'Applied Linguistics' was coined, it meant for language teaching only i.e. applied linguistics and language teaching are the same. But today because of the inclusion of several other fields of study under applied linguistics, these two are not treated as the same concepts. Although language is the common point between the two, the approaches, aims, objectives, strategies and procedures are different. As a result, they are pre-occupied with different kinds of activities.

On the other hand, the main aim of language teaching is to impart linguistic skills to the language learners. That is to say to help the learners to acquire competence in language use. In other words, teaching means creating

appropriate environment that highly facilitates learning by helping the language learners to learn (Hedge, 2008). Language learning involves learning the different aspects of language like pronunciation, spelling, vocabulary, grammar and language functions.

### **2.1.2 Teaching of Literature**

A literary text is quite different from other sorts of texts. It is not because it uses totally different language but because it exploits figurative language that requires a great endeavor and creativity on the part of both teachers and learners to understand it well. In this connection, Lazar (1993, p.1) says "Literature is a world of fantasy, horrors, feelings and thoughts vision which are put into words". It presents past remembers, stories of supernatural being and human happiness and sadness. He has given the following reasons for using literature in the language classroom:

- It is very motivating
- It is authentic materials
- It has general educational value.
- It is found in many syllabuses.
- It develops students' interpretive abilities
- It helps students to understand another culture
- It is a stimulus for language acquisition
- Students enjoy it and it is a fun
- It is highly valued and has a high status.
- It expands students' language awareness.
- It encourages students to talk about their opinions and feelings.

All the teachers, linguists, ELT experts and students are in favor of the importance of literary texts in the classroom. Literature stresses student imagination, widen their insights, deepen their experiences and enlighten their awareness. Therefore it can be said that literature is vesicle for carrying various

conceptual features, syntactic structures, various communicative activities and language used in a variety of cultural setting. Thus, using literature in language teaching assists the learners to learn both language use and language use creating language awareness.

Likewise, Collie and Slater (1990) have identified it as the record of human spirit and history of human race. Moreover, literature also provides context for teaching vocabulary, grammar and other aspects and skills of language. And literature stretches students' imaginations, widens their insights, deepens their experiences and creates awareness in them. A language learner is not regarded as a competent learner unless he/she knows the culture and literature of the native speakers. Therefore, a language learner must learn the target language literature. Teaching of literature, in fact, provides ample opportunities for the learners to know about foreign culture and also to encourage them to carry out various communicative activities.

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

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

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

Literature provides a rich context in which individual lexical or syntactical items are made more memorable. The formation and function of sentences, the variety of possible structures and



different ways of connecting ideas . . . a literary genre can serve as an excellent prompt for oral work.

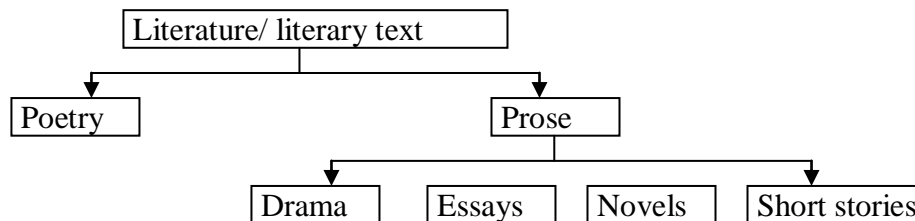
Literature is good source of all linguistic and non linguistic features. Through literature we can learn form, function of language and features of language. It enhances fluency of learners.

Strategies are specified methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment or day to day or year to year. Strategies vary intra - individuality, each of us has whole host of possible way to solve a particular problem and we choose one or several of those in sequence for a given problem. Further, he say strategies are those specific attacks that we make on a give problem. They are moment by moment techniques that we employ to solve problems (Brown, 1994, pp. 104-14).

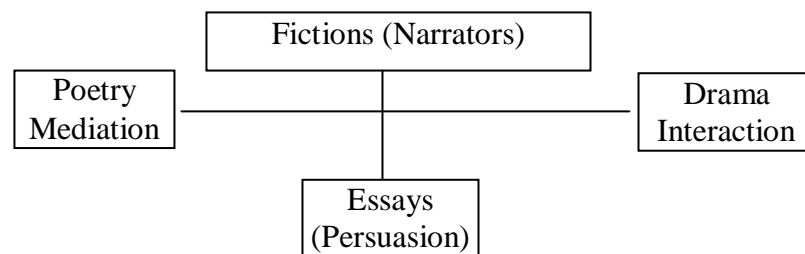
The above information about strategies shows that they are personal and much more specific. They differ from individual to individual because they are individual tricks adopted to solve certain problems.

### 2.1.3 Genres of Literature

Broadly speaking, literature displays two forms: poetry and prose. These two forms are different in structure and subject matter. They can be classified into different genres as follows:



The above shown forms come under literature. In other words, they can be said as different fields under literary studies. But Scholes (1997), suggests the following four genres of Literature



#### a. Fictions

Fiction is a work of prose narrative invented by the writer in which characters and events are imaginary. The description of event in a fiction is shaped by a narrator and the language is used in a highly self-conscious way in order to convey a particular effect. Abrams (2004, p. 94) defines fiction as "any literary narrative whether in prose or verse, which is invented instead of being an account of events that in fact happened".

#### b. Poetry

Poetry is essentially a game with artificial rules and it takes two- a writer and a reader to play it. Poetry is based on the creativity and imaginative power of mind. In this connection, Scholes (1997, p. 525) says "Poetry exercises a

valuable thought perhaps unsound side of the mind: imagination". Poetry has its own linguistic rules or poetic diction.

### **c. Drama**

Drama is also one of the literary genres. It is different from the rest due to the fact that the actors perform the given roles on the stage. In this connection, Abrams (2004, p. 69) says " The form of composition designed for performance in the theater in which actors take the roles of the characters, perform the indicated action and utter the written dialogue".

### **d. Essay**

Essay is another form of literature . The essayist uses words to establish ideas that are addressed directly to the reader. It may be dramatic, narrative or poetic in form. Abrams (2004, p. 82) writes "essay is a short composition in prose that undertakes to discuss a matter".

## **2.1.4 Poetry: A Genre of Literature**

Poetry is a collection of different sorts of poems. Like in other genres of literature, there are also some essential elements in poetry such as simile, metaphor, symbol, sound and form of poetry. It is different from other genres simply because of the fact that the language used in poetry is quite figurative in the sense that it uses metaphor, simile and symbols. There are different forms of poem like blank verse, free verse, ballad, and sonnet. Poetry is essentially a game with artificial rules.

## **2.1.5 Types of Poetry**

Poetry originally comes from Greek root 'poicin' which has the meaning 'to make'. A poet is a creator and poetry is a creation. Poetry is a kind of verbal art. The poets of each generation have their own definition of poetry, their own stage of what poetry is and what poetry does. Eliot (The scared of wood, 1920) says, "Poetry is not a turning loose of emotion, but as escape from emotion; it

is not the expression of personality but an escape from personality" (as cited in Oxford Dictionary of Quotation and Proverbs, 2008, p.210). Frost says, "Poetry provides the one permissible way of saying one thing and meaning another" (as cited in Exploration in English, P.7). Poe says, "Poetry is the rhythmic creation of beauty" (ibid).

Poetry is regarded as the oldest genre. Poetry is the automatic outcome of human mind. It means poetry is the expression of emotion and immigration. The language of poetry is different from prose. It follows the prosodic features of language. There are different forms of poetry on the basis of their nature. They are described as follows:

### **Epic**

An epic is a heroic story consisting of myths, legends, folk tales, historical events of great wars and significant changes. Abrams (2005, P.82) argues that for any literary works to be called an epic, it has to meet the following criteria:-

- a) It is a long narrative poem on a great and serious subject.
- b) It is related in an elevated style.
- c) It is centered on a heroic or quasi- heroic figure on whose actions depend the fate of a tribe, a nation or the human race "paradise lost" by Milton.

"Illiad, and Odyssey" by Homer," The Mahabharat", "The Ramayan" are the examples of an epic.

### **Ballad**

The term ballad has been derived from the Late Latin and Italian term 'ballare' meaning to dance. Primarily a ballad is a song that tells a story and originally it had a musical accompaniment to a dance. Cuddon (1991, p.77) has distinguished the following characteristics common to large number of ballads (as cited in Awasthi et.al 2008) :

- a) The beginning is often abrupt
- b) The language is simple
- c) The story is told through dialogue in action
- d) The theme is often tragic
- e) It often deals with a single episode
- f) There is a strong dramatic element
- g) The narrator is impersonal

Ballads can be divided into two broad types: the folk or traditional ballad and the literary ballad.

### **Elegy**

An elegy is a mournful poem lamenting some one's death. The term 'elegy' denotes "a formal and sustained lament in verse for the death of a particular person, usually ending in a consolation" (Abrams, 2005, PP.76-77). An elegy expresses the song of death, mourning of someone and separation of lovers and beloved. Examples of elegies are Milton's *Lycidas* (1637), Shelley's *Adonais* (1821), Arnold's *Thyrsis* (1867), Ghimre's *Gauri* etc.

### **Ode**

An ode is defined as a dignified and elaborately structured poem. An elaborate stanza structure, a serious in subject and treatment and lofty sentiments and thoughts are some of the principle features of odes. We can distinguish two types of odes: the, public and the private. The public odes are written for ceremonial occasions such as funerals and state events, while the private odes are intense, private, meditative and reflective. The Greek poet Pindar (522-422) is best remembered for his public odes which were written to praise and glorify the visitors in the Olympic game.

Keats' ode to a Nightingale, Wordsworth's ode on Intimation of Immortality. Johnson's ode to the Immortal memory are the examples of odes.

## **Lyric**

The lyric is another form of poetry which refers to "any fairly short poem, uttered by a single speaker, who expresses of mind or a process of perception, thought and feeling"(Abrams 2005, p. 153). The word 'lyric' literally means a song to be sung or recited to the accompaniment of the lyre.

Burn's "Oh, My Love Is Like a Red, Red Rose," Shelley's "To Night", Andrew Marvell's "To his coy Mistress are examples of lyrics.

## **Sonnet**

The word 'Sonnet' is derived from the Italian word 'Sonnetto'; which literally means a 'little sound' or 'song'. The Sonnet is short, self- contained lyric poem of 14 iambic pentameter lines with a definite rhyme scheme. There are two basic types of sonnets:

- a). The Petrarchan or Italian sonnet
- b) The English or Shakespearean sonnet

The Italian sonnet has two parts: an octave (an eight line stanza) and a sestet (a six line stanza). The octave rhymes abbaabba and the sestet rhymes cdecde or cdcdcd.

Sir Thomas Wyatt and Earl of Surrey introduced Sonnet into England. English sonnet is also called Shakespearean sonnet. The Shakespearean sonnet has three quatrains followed by a couplet but vary in rhyming scheme (abab, bcbc, cdcd, cc)

## **Romance**

A romance is a verse narrative which was popular in the middle ages (5<sup>th</sup> century to 15<sup>th</sup> century). A romance is mainly about legendary, supernatural or amorous subjects and characters. The romance is a form of entertainment. The

characters of the romance are from the courtly world. The plot of the romance resolves around the elements of fantasy, improbability, extravagance and the mythic.

### **Narrative Verse**

A narrative verse is a poem that tells a story. Ballad and epic belong to this category of literary genre. The narrative verse exists in all literature.

Character's Canterbury Tales (1385- 1400), Spenser's The Faerie Queene (1589-1576), Milton's Paradise lost (1667), Eliot's The Journey of the Magi (1930) are some of the outstanding narrative verses in English.

### **Teaching Poetry**

Poetry is one of the literary text in which the words are used specially to express the writer's emotions, feelings and thoughts. Linguistics 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. It recognizes syntax, invents its own vocabulary, freely mixed registers and creates its own punctuation. Definitely, the language of poetry makes student aware of the fact that language is not always governed by the rigid body of rules. It develops student's interpretative abilities and creativity

Teaching poem encourages the learners to read the poem in a poetic way.

Teaching of poetry follows a systematic way of classroom activities like stimulating student's cultural and historical background of the poem, helping students towards the interpretation of the poem and follow up activities. The learners should understand the rhythm used in the poem, they should be able to read the poem properly and do the activities related to the poems based on a particularly theme, Poetry is the highest form of the literature expression. It appeals to the emotion,. It has an aesthetic effect on human mind.

Poetry is different from prose. Prose is for information and poetry is for appreciation. It gives details and facts in a beautiful form. It is highly rhythmic in character. Each and every poem is a piece of literature. Every teacher should develop a taste for poetry. While teaching poems, the teacher should appeal to the emotion of the student's. In poetry class, a student enters a different world. The student must feel that it is experiencing a new joy.

### **2.1.6 Language of Poetry**

Poetry is a genre of literature. It is a creative piece of writing generally composed in verse. In the past, poetry is written in the verse but now it is written in verse as well as non-verse.

Poetry is created for pleasure. The aesthetic satisfaction is related to poetry. The language of poetry is special and different that to the language of any tests, or daily use of the language. The poetic language consist 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 Lazar (1993). 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 Lazar (1993). It patterns sounds and order 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 pedagogical 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.

### **2.1.7 Features of Poetry**

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

#### **Rhythm**

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

#### **Rhyming Scheme**

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

#### **Deviation of Linguistic Norm**

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

#### **Diction**

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

## **Music and Tune**

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

## **Assonance and Alliteration**

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

## **Use of Figurative Language**

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

## **Meditation**

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

## **Imagination**

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

### **2.1.8 Approaches to Teaching Literature**

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

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

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

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

- a. A language based approach.
- b. Literature as content
- c. Literature for personal enrichment

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

These approaches are given detail as following.

### **a. A Language Based Approach**

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

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

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

### **b. Literature as Content**

This approach to using literature with the language learners focuses on all the aspects of the text whether it is a poem or story. Under this approach texts are

selected for their importance as part of a literary canon. Regarding this Lazar (1993) writes:

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

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

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

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

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

- a. Stylistics: an approach that analyzes the language format of the text, and
- b. Reader- Response: an approach that concerned itself with the reader's interaction with the text. Besides these aforementioned approaches,

there are two more approaches to teaching poetry. They are textual approach and non textual approach.

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

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

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

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

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

### **2.1.9 Teaching Strategies**

Teaching strategies are the activities or task that teacher designed to involve student in learning. They are of different types some of them are:

## **I. Compulsory plus Optional Teaching Strategies**

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

### **ii. Open- Ending Teaching Strategies**

Open ending teaching strategy means the provision of cues or learning task which do not have single predetermined right answers, but potentially ultimate number of acceptable responses. Opened cues offer students opportunities for responses at various levels. The more advanced learners can make up more sophisticated and longer answers. The less advanced can listen to other learners’ response and use them as models before volunteering simpler ideas of their own.

Cook, (1992, p. 131) talks about four overall teaching strategies. They are as follows

- a) **Receptive Strategy:** Receptive strategy relies primarily on listening.
- b) **Communicative Strategy :** It focuses that students learn by attempting to communicate
- c) **Reconstructive Strategy:** In this strategy students participate in reconstructive activities based on a text.
- d) **Eclectic Strategy:** It combines two or more of others. All the above mentioned strategies suggested by Marton and Penny form a theoretical base for teaching language.

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

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

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

### **2.1.11 Strategies or Activities for Teaching Poetry at School Level**

Poems offer a rich, varied repertoire and are a source of much enjoyment for teacher and learner. There is the initial advantage of length- many poems are well- suited to a single classroom lesson. Then again, they often explore themes of universal concern and life experiences, observations and the feelings evoked by them. Their brilliant concisions and strong imagery combine to powerful overall effect. Moreover, poems are sensitively tuned to what; for language learners, are the vital areas of stress, rhythm and similarities of sound. Reading poetry enables the learner to experience the power of language outside the strategies of more standard written sentence structure and lexis. In the



classroom, using poetry can lead naturally on to freer, creative written expression. Indeed, poems are capable of producing strong response from the reader, and this memorable intensity motivates further reading of poetry in foreign language (Collie and Slater, p 126).

Poetry has been defined differently by different scholars. Since poems are full of figurative language, a language teacher must be careful for not misinforming the learners. Poetry is characterized as deviating form of the norms of language in general. Lohani (1990, p. 4) states the following features of poetry.

- i) Simile
- ii) Metaphor
- iii) Symbol
- iv) The sound of poetry
- v) The form of poetry

The strategies that are normally exploited to teach poetry at secondary or higher secondary level are not suitable for the learners belonging to lower secondary level or lower level. In this connection Lazar (1993) says "Teachers need to ensure that they choose poems suitable graded to the level of the students and that the students are given as much help as possible in understanding the language of the poem".

Although there are a number of ways with which we can use to teach poem in the classroom. Lazar (1993, pp. 129-30) has given the following activities and task for teaching poetry:

#### **a. Pre-reading Activities**

Before talking about content, language, style and all detail about poem, teacher should talk about background of poem, poet, brainstorm about topic and motivating rising curiosity students. Some of the pre -reading are given below:

- a. Students discuss or describe the photographs or pictures relevant to the theme of the poem.
- b. Students predict the theme of the poem from its titles or a few key words and phrases on the poem.
- c. Students are given different lines of poem and asked to suggest the theme of the poem.
- d. Students are asked what they would do, and how would they respond if they were in similar situation?
- e. Providing necessary historical and cultural background
- f. Students read or listen the historical and cultural background related to the poem.
- g. Students read and listen the text about author's life which may deepen their understanding about the theme of the poem.
- h. Students discuss what are appropriate behaviours or feelings in their culture and society in particular situation
- i. . Give information about genre, literary movement etc. help students with language of poem metaphorical, symbolic, usual, deviated, connotative meaning of words phrases, grammatical construction, etc.

**b. While-reading Activities**

After rising curiosity on student, teachers should assign student with different activities like giving jumbled version of the poem, reading aloud. Some of them are given below:

- a. Students are given a jumbled version of the poem and are asked to put together.
- b. Removes certain words from the poem and ask students to fill in the gap.
- c. Teacher asks students to read one verse at a time and try to predict what is coming next.

- d. Student underling key words and then speculates the metaphorical or symbolic meaning.
- e. Students answer comprehension questions about the meaning of certain words or phrases of the poem.

**c. Post-reading Activities**

Beside while reading activities, they also engage strategy in post reading activities. It includes selection of theme of the poem, interpretation, evaluation are included under post reading activities. Some of the activities are as below:

- a) Students are given a series of statements about the possible underlying meaning of the poem and they decide which one is true and false.
- b) Give three interpretations and ask them to choose best one.

Moreover, Lazar (1993) further suggests using the following strategies for teaching poem at secondary level:

1. Providing examples
2. Giving the students task for matching pictures with the words given.
3. Asking the students to match some given definitions with pictures and words
4. Giving the students guess work for what you are doing.
5. Getting the students to read out very simple poem
6. Asking students to put sentence about someone in right order.

Above strategies are useful to teach some basic vocabulary, encourage students to decode a simple poem and sensitize students that non-standard forms exist in English. Both the nursery rhyme and the poem can then be used to provide models for students own imaginative writing.

In addition to the above mentioned strategies, there are some other strategies of teaching poetry like:

1. Providing the students the background of the poem.
2. Explaining language of the poem.
3. Motivating and involving students and
4. Reading the poem aloud for the students. .

### **2.1.12 Novice English Language Teachers**

Novice teacher signifies to those teacher who are new to the field of teaching. A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies and teaching context. They may not know the expected classroom problems and solutions. A novice teacher sometimes called newly qualified teachers (NATs) are usually defined as teachers who have completed their teacher education program (including the practicum) and have just commenced teaching in an educational institution (Burns and Richards, 2009, p.182). More than any other time in their career they are involved in the process of learning to teach for the novice teacher, the first year of teaching has been called an unpredictable idiosyncratic activity. During this first year, as Head (1992, p.143) has remarked, the novice becomes socialized into a professional culture with certain goal, shared values and standards of first time, has already accumulated an array of tacitly held prior assumptions, beliefs and knowledge about teaching and learning. Learning to teach in the first year is thus interesting seen as a complex process for novice teacher in the stage novice teachers are mostly concern about their own survival as a teacher. 'Novice teachers' idealized concerned is abruptly replaced by challenges of survival in the classroom. They are also concerned about class control, classroom management and the content of instruction. In the latter stage, novice teachers become more aching concerned about their teaching performance and this includes noticing their perceived imitations and frustration of the teaching context.

Thus, it is important for language teacher education programs to be able to explore, Identify and address the various influences and challenges that novice

teachers face during their first year so that they can be directly incorporated into the curriculum and thus assist novice to socialize successfully into the profession.

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

To complete this study I reviewed some related literature. The previous, study related to teaching poetry and strategies have been reviewed here in this section, I have not found any study on strategies adopted by novice teachers for teaching poetry. However, some researchers in the department of English education have carried out their studies on techniques and strategies in language teaching and literature as well. Some of them are as follows.

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

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

Phuyal (2011) carried out a research study on the title “Activities used in teaching poetry: A case of New Generation English of B.Ed. 1<sup>st</sup> year”. The

objective of his study was to explore the activities used while teaching poetry in New Generation English. He selected the eight colleges of Kathmandu district as primary sources of data. He used observation checklist and questionnaire as the research tools. He found that most of the teachers used appropriate activities like stimulating their students, gave background information of the poem in pre reading activities where most of the students were satisfied with these activities performed by the teacher.

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

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

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

taken to the parents. He concluded that the parents and the teachers are the slowly responsible factors behinds the student's poor performance followed by the students.

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

Karki (2016) carried out a study on "Teachers practice for teaching poetry of using different activities for teaching poetry". The objective of this study was to find out the teachers practice of using different activities for teaching poetry. The total sampling populations for this study were thirty teachers from ten colleges. The researcher used purposive non-random sampling procedure to select the institutions and respondents Questionnaire, observation and interview were used as the tools for this study. He found that ELT teacher adopted different techniques while teaching poems to facilitate teaching and understanding of the poems on the part of the students.

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

Apart from these, I consulted different books, journals and researcher reports carried out in central Department of English: faculty of Education. Since I found no exactly related researches done before to my research topic I became very much enthusiastic to carry out the present research.

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

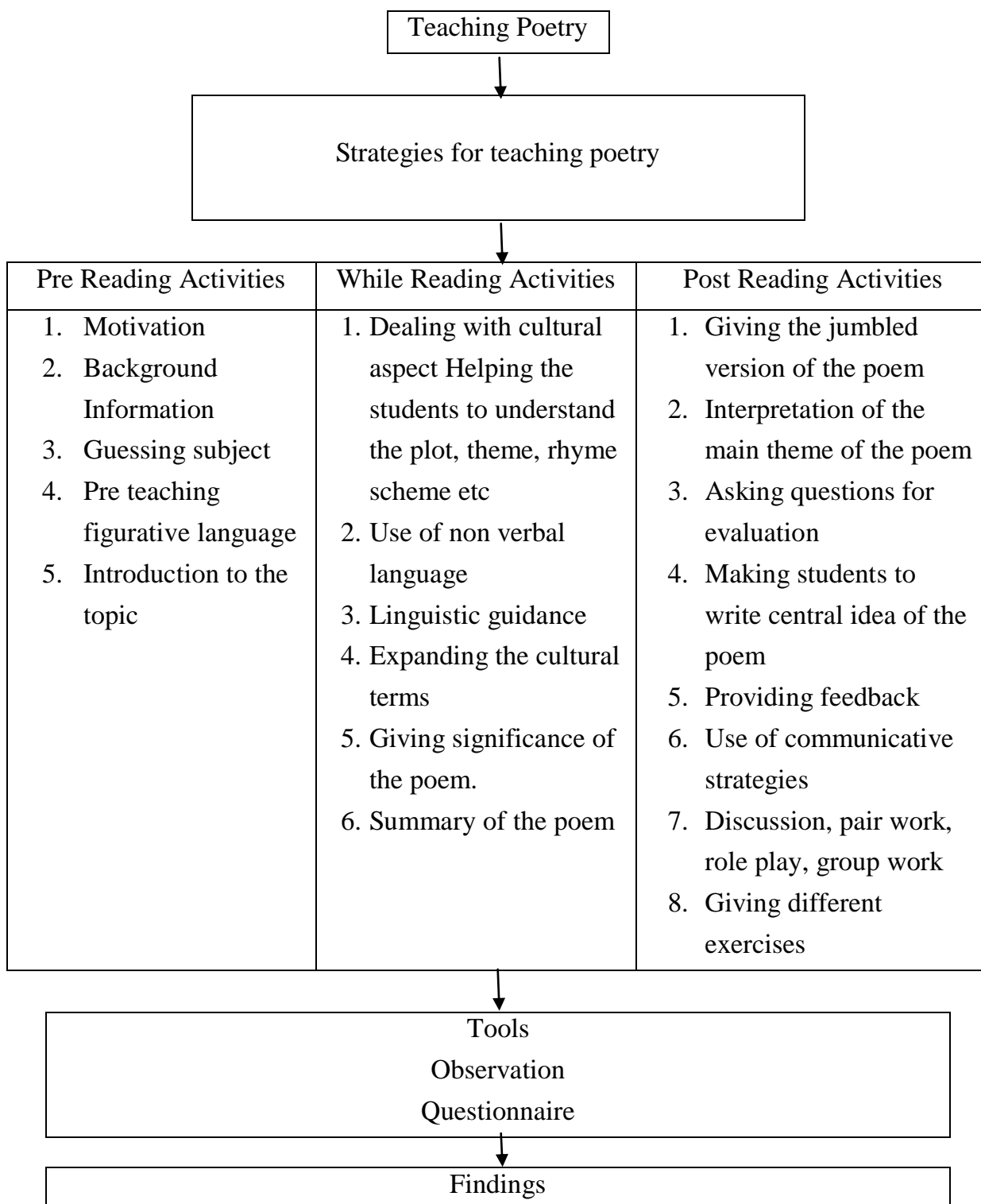
One of the important parts of any research study is reviewing the related literature. I give the research necessary theoretical backup related to this study. And it leads me to go ahead in right path while reviewing the literature review. I have gone through the various theoretical research studies. They all are related to literature, teaching poetry. Furthermore, from the empirical research studies I got information about the various procedures need to conduct this, research study. Regarding sampling strategy, use of tools and analysis and interpretation procedure were made clear to guide on these area to the purposed study. I have gained valuable information from these research works. All these theoretical & empirical studies will be helpful to me during my whole research work. They will be the milestone to make my task more informative and reliable.

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



## 2.4 Conceptual Framework

The following conceptual framework has been made to conduct this study.



## **CHAPTER THREE**

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

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

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

This study was based on survey design. To find out the strategies of teaching poetry adopted by novice teacher, I followed quantitative research design in general and the survey research design in particular. In this type of research, I visited the determined field/area to find out existing data. Survey research study selected because this is carried out to address the large population by selecting sample population. Sample population is representative of the study population as a whole. According to Cohen and Manion (1985) as cited in Nunan, 2010 p.140), "survey area the most commonly used descriptive methods in educational research and may vary in scope from large scale government investigation through to small scale studies carried out by a single researcher."

Generally, there is single time data collection into survey research and conducted in natural setting. It is cross-sectional in nature. In survey research data are collected from relatively large number of population using sampling procedure where the whole population for data collection is not possible. Survey research has high external validity because the finding can be generalized to large population from which the sampling has been taken. Survey research deals with clearly define problem and objectives. It is also

taken as the basis for decision for the improvement Cohen Manion and Morrison (2010, p. 208) present the following characteristic of survey research:

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

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

### **3.2 Population, Sample and Sampling Strategy**

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

Among the total population, fourteen novice teachers are selected as the sample of the study in order to make it short and cheap. For this, fourteen schools of Kathmandu district were purposively selected. I used non-random method while selecting the teachers for good judgement and an appropriate strategy of novice teachers as my need.

### **3.3 Study Area/Field**

My study area is about the strategies of novice teachers for teaching poetry, who are teaching in secondary level in Kathmandu valley. Fourteen teachers were the informants for my study.

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

The tools for data collection used in the study were questionnaire and observation checklist. A set of questionnaire was given to novice teachers and observation was done by researcher himself. And the format of set of observation checklist and questionnaire are given in appendices.

### **3.5 Data Collection Procedures**

I adopted the following processes for data collection:

#### **In Phase-I**

- At first, I visited the selected school with covering letters for permission.
- Then, I asked for permission from the authority, then, I established good rapport with the teachers and request them to help.
- Then, I passed the set of questionnaire to the selected teachers.
- After that, I collected answer sheets from the teachers.

#### **In phase-II**

- I visited the selected teachers with consent letters.
- I got permission to get in class for observation
- I observed class and fill up check list.
- I thanked the teacher for his/her cooperation and take leave.

### **3.6 Data Analysis and Interpretation Procedures**

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

## **CHAPTER FOUR**

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

This chapter is about analysis and interpretations of the study. As the purposes of the study is to find out strategies of teaching poetry adopted by novice teacher. I collected the data related to the strategies and presented here in this section. The collected data have been analyzed, interpreted and findings have been derived. So this chapter includes the analysis of data and interpretation of results.

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

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

4.1.1 Analysis of Data Collected from Teachers Responses to the Questionnaire

4.1.2 Analysis of Data Collected from Classroom Observation Checklist.

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

This section deals with the analysis and interpretation of the collected data related to the strategies to be used while teaching poetry at secondary level. I distributed the questionnaire to the novice teachers and collected the required data through close-ended items. (See appendix-I). The following sub-sections present the analysis of responses obtained from questionnaire:

#### 4.1.1.1 Pre-teaching Strategies for Teaching Poetry

This is the first stage of teaching poetry. In this stage, students become physically and mentally ready to know about poetry. Teachers do different activities under this stage to make his/her teaching successful. The table shows novice teachers responses.

**Table 1**  
**Pre-teaching Strategies for Teaching Poetry**

S.N.	Strategies	Always		Sometimes		Never	
		Freq.	%	Freq.	%	Freq.	%
1.	Providing background information	3	21	-	-	11	79
2.	Providing the Background of the Poem and Poet	2	14	11	79	1	7
3.	Writing underlying meanings of figurative words	7	50	7	50	-	-
4.	Brainstorming on the title	4	28	5	36	5	36
5.	Translating the Poetry in Nepali Language	4	28	5	36	5	36

Table one is about the pre teaching activities for teaching poetry. As it is shown in the table, the first item was given background information of the teaching poetry; in response to this item 11 (79%) teachers responded that they never give background information of the poem to the students. But 3 (21%) of them responded that they always provide background information to the students. It was found that most of the teachers never give background information of poem. So it is concluded that giving background information of poem should be done always.

Similarly second item was given background of poem and poet. Their responses show that 2 (14%) teachers always started teaching poem with the background of both the poet and his/her poem, whereas 11 (79%) teachers replied Sometimes. Similarly, 1 (7%) teacher replied that they never provided the background information. It was found that most of the teachers sometimes give background information of both poem and poet. So it is concluded that giving background information of poem and poet should be adopted always.

Since poetry exploits figures of speech, it is most necessary for a teacher to write underlying meanings of figurative words or phrases on the board. Regarding this, 7(50%) teacher responded that they always write underlying meaning of figurative words on the whiteboard, whereas 7 (50%) teachers do so sometimes. It was found that half of the teachers always write underlying meaning of figurative words on the whiteboard.

Similarly item four was brainstorming on the title, in response of it 4 (28%) of the teachers always brainstorm their students about the title of the text whereas 5 (36%) teachers do so sometimes. In the same way, 5(36%) secondary English teachers never brainstorm their students about the title of the text. It was found that nearly half of the teachers sometime brainstorm their students about the title of the text. So it is concluded that



brainstorming their students about the title of the text is done always as it is strategies of teaching poetry.

The fifth item was about translating the poetry in Nepali language, in regard of this view 4 (28%) teachers responded that they always translate the whole text in Nepali. But 5(36%) teachers responded that they sometime translate poetry in Nepali. Similarly, 5 (36%) teachers responded that they translate central theme and summary respectively. It was found that nearly half of the teachers translate central theme and summary respectively. So it is concluded that translate central theme and summary is done always.

#### **4.1.1.2 While-teaching Strategies for Teaching Poetry**

While-teaching stage is an actual stage for performing some kind of activities to teach poetry. Under this stage, the students read the poetry silently and answer the questions or perform the task specified. The teacher is required to watch students and evaluate their activities being silent but attentive. The following table shows the activities adopted by novice teachers', on the basis of teachers' responses:

**Table 2**  
**While-teaching Strategies for Teaching Poetry**

S.N.	Strategies	Always		Sometimes		Never	
		Freq	%	Freq	%	Freq.	%
6.	Giving critical appreciation of the poem	3	21	8	57	3	21
7.	Giving central idea and summary of the poem	10	72	3	21	1	7
8.	Reading the poem aloud for the student	7	50	4	28	3	21
9.	Using the Student centered technique	5	36	3	21	6	43
10.	Helping students to understand the plot	8	57	5	36	1	7

Table 2 shows teachers responses on while-teaching strategies. The first item was giving critical appreciation of the poem, regarding this, 3 (21%) of the teachers provide critical appreciation to their students always, 8 (57%) teachers provide critical appreciation sometimes and 3(21%) teachers never provide critical appreciation to their students. It was found that nearly most of the teachers sometime. It was found that most of the teachers sometime give critical appreciation. So it is concluded that critical appreciation of poetry is given always.

Giving central idea and summary of the poem after teaching, is an unavoidable part for a teacher. It is because providing summary and central idea helps students apprehend the text clearly. In this regard, 10 (72%) teachers replied that they always provide summary and central idea of the poem at the end of the lesson, whereas 3 (21%) teachers do so sometimes and 1(7%) teachers never do so. It was found that most of the teachers always provide summary and central idea of the poem at the end of the lesson.

Since reading the poem aloud basically for students is highly helpful in making them understand the rhythm and rhyme, in response of it 7 (50%) teachers replied that they always read the poem aloud for the students and 4 (28%) teachers read the poem aloud sometimes only and 3(21%) teachers never do so. It was found that most of the teachers always read the poem aloud for the students.

The item 9 was given using the student centered technique, in response of this 5 (36%) teachers responded that they use Student centered technique whereas 3(21%) teachers responded that they use teacher centered techniques similarly, 6 (43%) teachers responded that they use both methods. It was found that nearly half percent teachers use sometime both methods. So it is concluded that student centered method should be used always.

Helping the student to understand the plot is main role of teachers to make his/her teaching effective, in regard of it 8 (57%) teachers responded that they always help students to understand the plot, whereas 5 (36%) teachers responded they sometime help students to understand the plot similarly, 1 (7%) teacher responded that they never help students to understand the plot. It was found that most of the teachers always help students to understand the plot.

### 4.1.1.3 Post-teaching Strategies for Teaching Poetry

Post teaching strategy is done after the completion of pre-teaching and while-teaching stage. Teachers give some brief introduction of poem and give students a series of statements about the possible underlying meaning of poem understanding of students; ask questions to check their responses. In other words students' answers are monitored by the teacher directly and indirectly. The responses given by novice teachers are presented in following table:

**Table 3**

**Post-teaching Strategies for Teaching Poetry**

S.N.	Strategies	Always		Sometimes		Never	
		Freq.	%	Freq.	%	Freq.	%
11.	Giving students some brief introduction of poem	4	28	9	65	1	7
12.	Giving students a series of statements about the possible underlying meaning of poem	5	36	5	36	4	28

The table 3 shows that out of selected teachers 4 (28%) of them responded that they always give students brief introduction of poem, whereas 9 (65%) teachers sometime give students brief introduction of poem. Similarly, 1 (7%) teacher replied that they never give students brief introduction of poem. It was found that most of the teacher teachers give sometime students brief introduction of poem. So it is concluded that brief introduction of poem is given always.

The next item of table 3 was giving underlying meaning of the poem, in regard of this 5(36%) teachers replied that they always give possible underlying meaning of poetry, similarly 5(36%) teachers sometimes give it and remaining 4(28%) never give it. It was concluded that nearly half percent of the teachers give possible underlying meaning.

#### **4.1.1.4 Further Follow-up teaching Strategies for Teaching Poetry**

Further follow up stage is a stage of creativity, curricular and extra- curricular boost for the students. Under this stage, the teachers assign to students to write poem in different form, read more poem of same writer. My study shows the following strategies adopted by novice teacher:

**Table 4**

**Further Follow- up Strategies for Teaching Poetry**

S.N.	Strategies	Always		Sometimes		Never	
		Fre q.	%	Freq.	%	Freq.	%
13.	Giving students to rewrite the Poem as different form of discourse	3	21	5	36	6	43
14.	Assigning Students to read other poems	3	21	5	36	6	43

The table 4 shows that out of the fourteen teachers, 3 (21%) of them responded that they always give students to rewrite the poem as different form of discourse. whereas 5(36%) teachers replied they do it Sometime. Similarly, 6 (43%) teacher responded that they never give students to rewrite the poem as different of discourse. It was found that most of the teachers never give students to rewrite poem in different form of discourse. So it was concluded that giving students to rewrite the poem as different form of discourse should be done always.

The table 4 shows that 3 (21%) teachers responded that they always assign students to read other poems, whereas 5 (36%) teachers responded they do it sometime. Similarly, 6 (43%) teachers replied that they never do it. It was found that most of the teachers never assign students to read other poems. So it is concluded that they should always assign students to read other poems.

#### **4.1.2 Analysis of Data Collected from Classroom Observation Checklist**

In this stage, I observed fourteen classes of secondary English novice teachers while each teacher was teaching poem to the grade 10 students with the help of class observation form (See appendix II).

With the purpose of finding whether the teachers really use the strategies and activities they responded to the questionnaire given to them. The strategies and activities applied by the teachers were minutely observed. The observed data have been carefully analyzed and interpreted using simple statistical tool of percentage and presented in the following tables grouping all activities into pre- teaching, while-teaching, and post- teaching activities.

##### **4.1.2.1 Pre Teaching Activities**

In this stage of teaching poetry, students become physically and mentally ready to know about poetry. Teachers do different activities

under this stage to make his/her teaching successful. The table shows the activities that I found in novice teachers classroom:

**Table 5**  
**Pre-teaching Activities**

S.N.	Strategies/ Activities	Used		Not Used	
		Freq.	%	Freq.	%
1	Motivation	11	79	3	21
2	Introduction to topic	10	71	4	29
3	Background of the text	4	29	10	71
4	Prediction; guessing subject matter from the title	6	43	8	57
5	Pre teaching figurative language	2	14	12	86

The table 5 shows the pre teaching activities of secondary novice English teachers. According to the information given in first item, 11 (79%) teacher motivated their students and aroused interest in them. whereas 3 (21%) teachers were not motivated their student. From the data it was found that 11 (79%) teachers use motivation as pre teaching activities.

Introducing the students to the topic of the poem is a most necessary task for the teachers who teach English to secondary level's students. Regarding this, in class observation I found 10 (71%) teachers introducing the topic of the poem. Remaining 4 (29%) were not introducing topic. It was found that most of the teachers used introducing to topic

The third item of table 5 shows 4 (29%) teacher were found giving background information. 10 (71) teacher were not found giving background of text. This shows that most of the teachers neglect background information of the poem and also lack motivational power. In conclusion giving background information should be used in classroom.

Regarding the prediction of subject matter, 6 (43%) teachers were found using guessing subject matter from the title. Likewise, 8 (57%) teachers were found not using guessing subject matter from the title. It was found most of teachers were not using guessing subject matter from the title. So it was concluded that guessing subject matter from the title should be used.

Pre-teaching figurative language is important to understand poem. 2 (14%) teachers used pre teaching figurative language, and 12(86%) teachers were not used pre teaching figurative language. It was found that most of the teachers were not used pre teaching figurative language. So it was concluded that pre teaching figurative language should be used.

#### 4.1.2.2 While Teaching Activities Used in Classroom Practice

This stage is an actual stage for performing some kind of activities to teach poetry. Under this stage, the students read the poetry silently and answer the questions or perform the task specified. The teacher is required to watch students and evaluate their activities being silent but attentive. The following table shows the activities adopted by novice teachers', on the basis of my observation:

**Table 6**  
**While-Teaching Activities**

S.N.	Strategies/ Activities	Used		Not Used	
		Freq.	%	Freq.	%
1	Helping students to understand the plot theme and rhyme scheme	5	36	9	64
2	Linguistic guidance	7	50	7	50
3	students participation in comprehensive exercises on the text	4	28	10	72
4	Explaining the cultural terms	4	28	10	72
5	Giving critical appreciation and summary of the poem	2	14	12	86



The table 6 shows that regarding helping students to understand the plot, theme, rhyme scheme, 5 (36%) teachers were found helping to student and 9 (64%) teachers were not found helping student. This also proves that majority of the teachers were not helping the students to deal with these aspects. So it was concluded helping students to understand the plot, theme, rhyme scheme should be adopted.

Dealing with style and linguistics guidance, I found 7 (50%) teachers did it and 7 (50%) of the teachers were found that they did not guide student. Although the linguistic guidance and style helps the students to understand the poem, half of the teachers were found focusing this aspect.

Among of 14 teachers 4 (28%) of them used Students participation in comprehensive exercises on the text and similarly 10 (86%) did not use. It was found that most of the teacher did not use students' participation in comprehensive exercises on the text. So it was concluded that Students participation in comprehensive exercises on the text should be used.

Regarding explaining the cultural terms, 4 (28%) teachers dealt with the cultural aspect of the poem properly whereas 10 (72%) teachers did not use. It was found most of teachers did not use explaining cultural terms. So it was concluded that Students participation in comprehensive exercises on the text should be used.

So far as providing the summary and critical appreciation is concerned, 9(64%) teachers were found giving summary of the poem, but they did not give critical appreciation which is necessary for secondary level's students. Similarly, 5 (36%) teachers were found not giving summary. It was found that most of the teachers used giving summary.

#### 4.1.2.3 Post teaching Activities used in classroom Practice

This is the evaluation activity which is done after the completion of pre-teaching and while-teaching stage. Teachers evaluate the understanding of students; ask questions to check their responses. In other words students' answers are monitored by the teacher directly and indirectly. The strategies adopted by novice teachers are presented in following table, on the basis of my study:

**Table 7**  
**Post-Teaching Activities**

S.No.	Strategies/Activities	Used		Not Used	
		Freq.	%	Freq.	%
1	Discussion and debate on the theme, plot characters, setting	3	21	11	79
2	Interpretation of the theme, world view of the values narrative point of the view	3	21	11	79
3	Writing activities on stylistic features, point of view and central idea and paraphrasing	4	29	10	71

The table 7 shows that 3 (21%) teachers used discussion and debate on the theme, plot, characters, setting whereas 11 (79%) teachers did not use this activity. From the analysis It was found that most of the teachers did not use the activity. In conclusion discussion and debate on the theme, plot, characters, setting should be used.

Regarding the interpretation of the main theme of the poem, 3 (21%) did not interpret the main theme of the poem. 11 (79%) teachers were providing interpretation.

Writing activities on stylistic features, point of view and central idea and paraphrasing is used by 4(28%) teachers and 10(71%) were not used. In conclusion writing activities on stylistic features, point of view and central idea and paraphrasing is used for teaching poetry.

#### 4.1.2.4 Further Follow- up teaching Activities used in classroom Practice

Further follow up stage is a stage of creativity, curricular and extra-curricular boost for the students. Under this stage, the Teachers assign to students to write poem in different form, read more poem of same writer. My study shows the following strategies adopted by novice teacher:

**Table 8**  
**Further Follow-up Activities**

S.No.	Strategies/Activities	Used		Not Used	
		Freq.	%	Freq.	%
1	Futher Follow-up activities: Review of the poem	6	43	8	57
2	Overall evaluation : Technique and Strategies(group work, pair work, role play, discussion ,elicitation, explanation, prediction)	2	14	12	86

Table 8 shows that 6(43%) teachers used further follow-up activities: Review of the poem and remaining 8(57%) did not use the activity. From the analysis it was found most of the teachers neglect review of the poem but it must be done in classroom activities.

Overall evaluation: Technique and Strategies s(group work, pair work, role play, discussion ,elicitation, explanation, prediction) was used by 2 (14%) teachers and 12 (86%) teachers were not used it. From the data, it was found that most of the teachers did not use the overall evaluation. So it was concluded that overall evaluation should be used.

## **4.2 Summary/of Findings**

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

### **A. Teachers Responses on the Strategies for Teaching Poetry**

The strategies used by teachers obtained from their responses while teaching poetry at secondary level are stated as follows:

#### **1. Pre-Teaching Strategies**

Out of fourteen responses of teachers, it was found that 11 (79%) teachers never provide background information about the poems and the poets, 7 (50%) sometimes write underlying meanings of figurative words, 5(36%) teachers never brainstorm about the topic, and 4 (29%) teachers always translated difficult words into the Nepali language.

#### **2. While-Teaching Strategies.**

From analyzed data it was found that regarding the techniques, 3 (21%) teachers always use teacher-centered methods, 8 (57%) teachers sometimes provided critical appreciation of the poem, 3 (21%) teachers never read the poem aloud for the students, and regarding understanding the plot, 5(36%) teachers sometime help students to understand the plot.

### **3. Post-Teaching Strategies**

From novice teachers responses of was found that most of the teachers 9(65%) sometime give students some brief introduction of poem, and regarding possible underlying meaning of poem, 5 (36%) teachers always give students a series of statements about the possible underlying meaning of poem.

### **4. Further Follow-up Strategies**

Nearly half percent of the teachers, 6(36%) never gave students to rewrite the Poem as different form of discourse.

## **B. Classroom Observation Based Strategies**

As I prepared observation checklist, I observed the classes and got data those were analyzed and made following findings:

### **1. Pre-Teaching Strategies**

Most of the teachers 11(79 %) were not found providing background information, more than half percent of the teachers 8(57%) were not found encouraging students to guess what will come next in the poem, and almost all teachers, 12(86%) were found using pre teaching vocabulary in the class.

### **2. While-Teaching Strategies.**

Majority of the teachers i.e. 10 (72%) did not dealt with the cultural aspects of the poem, more than half of the teachers, 9(64%) were not found helping students to understand the rhyme scheme of the poem, and almost all 12(86%) teachers were not found giving summary of the poem.

### **3. Post-Teaching Strategies**

Most of the teachers 11(79%) did not use discussion and debate on the theme, majority of teachers 11(79%) did not use interpretation of the

theme, and most of the teachers 10(71%) did not write activities on Stylistic feature point of view.

#### **4. Further Follow-up Strategies**

About half percent of the teachers 6(43%) did not review the poem and almost all teachers 12(86%) did not use group work pair work and role play technique.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

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

#### **5.1 Conclusions**

Strategies are tasks, activities of teachers used to teach poetry. There are pre teaching activities, while teaching activities, post teaching activities and further follow up activities. Novice teachers are not experienced about teaching poetry so to be up to date they should study strategies. Most of the teacher teaches poetry as traditional way. They do not adopt the strategies of teaching poetry by Lazar, pre-teaching activities, while-teaching activities, post-teaching activities and further follow up activities. Strategies of teaching poetry by Lazar are effective. However, due to perception, practice and implementation it is being less effective than that of exception. So to make this more effective concerned authorized body should be made responsible to make it more fruitful

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

By the data analysis of my study it was found that 11 (79%) teachers never provide background information about the poems and the poets, 8 (57%) teachers sometimes provided critical appreciation of the poem, 9(65%) sometime give students some brief introduction of poem. and, 6(36%)never give students to rewrite the Poem as different form of discourse.

In conclusion it shows that teachers are not much aware about strategies of teaching poetry. So it is concluded that teachers should provide background information about the poems and the poets, likewise they should provide critical appreciation of the poem, in the same way they should encourage students to rewrite the poem as different form of discourse. And finally teachers should teach poetry on the basis of pre, while, and post teaching strategies to make teaching learning easy and effective.

## **5.2 Recommendations**

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

### **5.2.1 Policy Related**

On the basis of findings following recommendations can be given:

1. One of the finding of my study was, 11 (79%) teachers never provide background information about the poems and the poets because it is difficult to find, so policy maker should design teachers handbook for teachers.
2. Similarly, 8 (57%) teachers sometimes provide critical appreciation of the poem, so the policy maker should manage training to train its importance in teaching poetry.
3. Likewise 9(65%) teachers sometime give students some brief introduction of poem .So policy makers should include brief introduction of poem in each and every poem of text book of secondary level school.
4. And, 6(36%) never give students to rewrite the Poem as different form of discourse. So policy makers should keep paraphrasing under exercise and a exam question also should be asked out of it then all teachers compulsorily adopted the strategy.



### **5.2.2 Practice Related**

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

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

### **5.2.3 Further Research Related**

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

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