

# **CHAPTER-ONE**

## **INTRODUCTION**

This study is concerned with the “Teachers views on Teaching Chants and Rhymes at Primary Level”. In this study, the researcher has attempted to explore teachers’ views on chants and rhymes at the primary level in terms of techniques, materials and the vocabulary. This chapter consists of general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 General Background**

Literature expresses thoughts, feelings, ideas, attitudes and emotions of people in different social contexts. It reflects life having beauty and ugliness, and sorrow and happiness. The term literature has been defined differently by different literary figures. Lazar (2009) defines as “Literature is the use of language to evoke a personal response in the reader or listener.” Likewise, Grace Paley, (1974) opines as “Literature, fiction, poetry, whatever, makes justice in the world. That is why it is almost always on the side of the underdog” ( as cited in Lazar (2009). According to Carter and Long (1991) “Literature is a legitimate and valuable resource for language teaching. Through artistic language, universal human emotions and feelings are expressed in literature. The readers get encountered with the world that is likely to have been experienced or likely to be experienced. It means they discover a new world that is different from the real world yet it has some similarities.

Literature is considered to be very important subject because it is taught and learned in any educational institution to teach language and provide pleasure to the students. It is also taught in different levels of education in Nepal.

Literature incorporates essay, poetry, drama and fiction. Reading fiction is

beneficial mostly because vocabulary and structure can be enriched. Similarly, reading essay helps to develop comprehensive power. Poetry and drama familiarize the readers with the unfamiliar use of language.

Poetry is the art of producing pleasure by the expression of imaginations, thoughts and feelings in metrical language. Poetry is a composition in metrical form characterized by qualities of imagination, emotions, significant meaning and appropriate language. Poetry maybe written in rhyme, blank verse or a combination of the two but the expression is usually rhythmical and destined to give aesthetic and emotional pleasure. Poetry has been defined in various ways. Willam Wordsworth, a romantic poet defined poetry as “The spontaneous overflow of the powerful feelings that is recollected in tranquility.” T.S.Eloit, a 20<sup>th</sup> century modern poet defined poetry as, “Poetry is not the turning loose of emotions but an escape from emotions.” Poetry becomes rich by the use of different poetic devices like allegory, irony, metaphor, simile, personification, symbol, onomatopoeia and prosodic features like rhyme, rhythm, meter, alliteration and assonance.

There are many benefits of using literature in the EFL classroom. Apart from offering a distinct literary world which can widen learners’ understanding of their own and other cultures, it can create opportunities for personal expression as well as to reinforce learners’ knowledge of lexical and grammatical structure. Moreover, an integrated approach to the use of literature offers learning strategies to analyze and interpret language in context in order to recognize not only how language is manipulated but also why. An integrated approach to the use of literature in the language classroom offers foreign language learners the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types. The use of literary texts in the language classroom can be a potentially powerful pedagogic tool. Lazar (2009) says “Literature should be used with the students because it is motivating, stimulus for language acquisition, students enjoy it and it is a fun.” Literature, a convenient source of content for

a course in foreign language, provides motivating and communicating materials for language teaching.

Education in Nepal is structured as school education and higher education. School education includes primary level of grades 1–5, lower secondary and secondary levels of grades 6–8 and 9–10 respectively. Pre-primary level of education is available in some areas. Six years old is the prescribed age for admission into grade one. The structure of school level education in Nepal has been changed time over time due to the various movements in the past. The primary level education has been made 1-8 which is not in practiced but is planned to implement.

Teaching chants and rhymes at the primary level is really not a simple task rather it is a complicated and challenging job. Most of the English language teachers teaching at primary level are not familiar with the type of language used in poetry. Poetry may differ linguistically from more usual or standard form of English. It may ignore syntax, invent its own vocabulary, freely mix registers and create its own pronunciation.

There are multiple techniques of teaching poetry suggested by various scholars. According to Lazar (2009, p.129-130), there are three types of activities to be done for teaching poetry. They are:

- ) pre-reading activities
- ) while –reading activities
- ) post-reading activities

Songs and rhymes occupy important place in language teaching particularly in teaching young students because they love songs. Like other aids, they help to motivate, create interest and break the monotony of the class. However, teachers should be careful in selecting songs: they must be appropriate to the age and language level of the students. Rai (2055), explains as “The important thing is the students are pronouncing the words and using the language in a

lively unconscious way. In the early days of language learning, they help students to be familiar with the sounds of the target language unconsciously and without boredom. For this purpose, even the non-sensical songs or rhymes are all right. He further explains that later, they are used for developing pronunciation, vocabulary, listening and speaking. They also help students to know and understand the culture of the native speakers. Thus, songs and rhymes can be used for several different purposes.”

## **1.2 Statement of the Problem**

English has been a key subject in school curriculum throughout the country. In our country it has been taught from primary level to campus level as a compulsory subject and also as a major subject. Most of the teachers are facing different kinds of problems in teaching poetry at primary level such as English being L2 the teachers themselves cannot grasp the information from the poetry. The deviated form of language, the rhetoric use of language in poetry, the complex vocabularies, due to lack of knowledge regarding the foot, meter, rhythm, assonance, alliteration etc, the students are not getting the knowledge as per their necessity from the poetry as they should have to learn by pleasure from the teachers. The most surprising thing is, the teachers do not have idea to apply the appropriate methods, techniques and strategies while teaching the poetry. Moreover, they do have the problems in using materials to teach chants and rhymes in context. There are many reasons and cases behind the above mentioned problems. The study seeks to find out existing situation of the aforementioned problems so the problem selected for the study is teachers' views in teaching poetry at primary level.

## **1.3 Rationale of the Study**

A rationale is required before beginning any sort of research project. A rationale is the researcher's reason for conducting the research in the first place. The research study is a pedagogic study to be carried out to explore the

teachers' views on teaching chants and rhymes at the primary level. The researcher selected this study mainly to find out what techniques and methods do the teachers use to teach chants and rhymes, what sort of materials are used and how are tough words taught at primary level. Several researches have been carried out related to teaching poetry on different topic but still now also no one has found that "What are the teachers' views in teaching chants and rhymes at primary level"? Therefore, it is believed that the present study could find out how to overcome challenges of teaching poetry at primary level.

#### **1.4 Objectives of the Study**

No research work can be carried out without its clear objectives. So, the objectives of this study are as follows:

- i. To explore the teachers views in teaching chants and rhymes at the primary level in terms of techniques materials and the vocabulary.
- ii. To suggest some pedagogical implications.

#### **1.5 Research Questions**

The research questions of this study are as follows:

- i. What are the teachers' views in teaching chants and rhymes at primary level?
- ii. Which techniques/ strategies are used to teach chants and rhymes at primary level?
- iii. What sorts of materials can be used while teaching poetry?
- iv. How the deviated form of language is described?

#### **1.6 Significance of the Study**

Some researches have been carried out in the field of teaching literature in the Department of English Education. However, no research is done on the "Teachers' views in teaching chants and rhymes at primary level" till now so,

the present study will provide a new flavour in the literature of research since it would be significant. This study will be beneficial to the teachers, students and to all who are enthusiastic to find out the challenges in teaching chants and rhymes. The findings and recommendations of this study will be beneficial to the syllabus designers, textbook writers, subject experts, language trainers and those who are related to teaching and learning English language literature. Furthermore, this study will also open the door to do research in the field of teaching chants and rhymes at primary level.

### **1.7 Delimitations of the study**

The study had the following delimitations;

- ) The research was held in Kathmandu district only.
- ) Data was collected only from the teachers teaching at primary level.
- ) The respondents were 40 for this research study.
- ) This study covered the problems in teaching chants and rhymes at primary level in terms of techniques, materials and the vocabulary.
- ) The questionnaire was used as the tool for the data collection.
- ) This study was limited to teaching chants and rhymes at the primary level in private schools.
- ) Purposive non-random sampling was used for selecting population.
- ) A study was limited to survey research design.

### **1.8 Operational Definitions of the Key Terms**

- ) **Challenges**- facing with the difficulties and problems to carry out the action effectively and freely.
- ) **Poetry** - a form of literary art which uses aesthetic and rhythmic qualities of language
- ) **Strategies** - the process of planning sometime or putting a plan in to operation in a skillful way.

) **Primary Level** – an elementary level in which the children between six to ten belong to grade one to five

) **Teaching Poetry**- teaching a set of collection of poems

) **Chants**- words or phrases that a group of people sing again and again

) **Rhymes**- a word that has the same sound or ends with the same sound as another word

## **CHAPTER- TWO**

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

This chapter consists the details of reviewed studies and their implications for the study. Furthermore, the theoretical and conceptual framework also is included under this unit.

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

A theoretical framework is a theoretical perspective of something. It can simply be a theory, but it can also be more general or a basic approach to understanding something. A theoretical framework refers to a collection of interrelated concepts. Theoretical framework is a structure that is used for supporting a theory of any research work. It explains the theory of why the research is necessary. A theoretical framework is a compilation of thoughts and theories on a research topic. (www.ehow.com)

Out of the literature review we need to develop the theoretical framework for the research study. Primarily this should revolve around the theories that are related to the research study. Literature occupies an important place in the language classroom. A language teacher presents the literary text from linguistic point of view. Literature, which accepts language as its raw material, is not only the mode of expression, vehicle for thoughts but also useful and effective resource of language teaching and helps the learners in fostering their language skill. Jha(1983)writes ,“There is no other way of acquiring a sophisticated command of language except through assiduous study of its literature." The theories related to teaching poetry by different scholars are mentioned in detail.



### **2.1.1 Teaching of Literature**

Literature is the writing in poetry and prose of recognized excellence, valued for their intense, personal and imaginative expression of life. Moreover, literature helps to increase the stock of vocabulary and enhance the comprehensive power. According to Regmi (2003), says literary texts as useful resources provide effective materials to language teaching. Literature can be multi-purposed discipline through which different items of language can be taught apart from the expressed thought. Different aspects of language teaching: phonology, grammar, vocabulary can also be taught some texts of literature. Hence, literature is a valuable source that provides effective and reliable materials to language teaching. Literature is the authentic text for the language teachers and learners. 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 parts 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, thoughts, vision etc. which are put into word." He has given the following reasons for using literature in the language classroom.

- It is very motivating.
- It is authentic material.
- 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 student to talk about their opinions and feelings.

Likewise Collie, J. and S,Slater (1990) 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 skill 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 sample 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.

#### **i. The Cultural Model**

This model represents the traditional approach to teaching literature. Such a model requires learners to explore and interpret the social, political, literary and historical context of a specific text. By using such a model to teach literature we not only reveal the universality of such thoughts and ideas but encourage learners to understand different cultures and ideologies in relation to their own. This model is largely rejected by those in TEFL since not only does it tend to be teacher centered but there is little opportunity for extended language work.

## **ii. The Linguistic Model**

The most common approach to literature in EFL classroom is what Carter and Long (1991) refer to as the 'language – based approach'. Such an approach enables learners to access a text in a systematic and methodical way in order to exemplify specific linguistic features e.g. literal and figurative language, direct and indirect speech. This approach lends itself well to the repertoire of strategies used in language teaching – cloze procedure, prediction exercises, jumbled sentences, summary writing, creative writing and role play – which all form part of the repertoire of EFL activities used by the teachers to deconstruct literary texts in order to serve specific linguistic goals. Carter and MaRae (1996) describe this model as taking a 'reductive' approach to literature. These activities are disconnected from the literary goals of the specific text in that they can be applied to any text. There is little engagement of the learner with the text other than for purely linguistic practice; literature is used in a rather purposeless and mechanistic way in order to provide for a series of language activities orchestrated by the teacher.

## **iii. The Personal Growth Model**

This model attempts to bring the cultural model and language model by focusing in the particular use of language in a text, as well as placing it in a specific cultural context. Learners are encouraged to express their opinions, feelings and make connections between their own personal and cultural expression and those expressed in the text. Another aspect of this model is that it helps learners develop knowledge of ideas and language -content and formal schemata through different themes and topics.

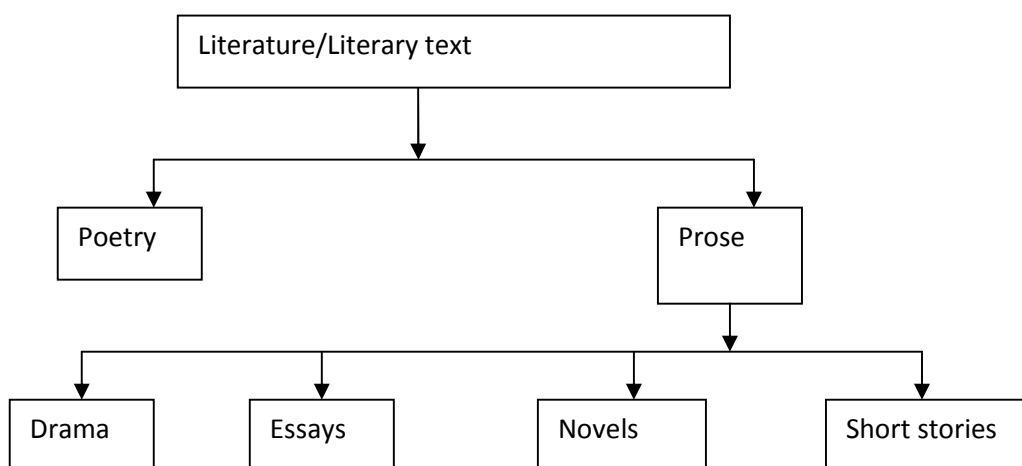
These three approaches of teaching literature differ in terms of their focus on text. Firstly the text is seen as a cultural as a cultural artifact; secondly the text is used as focus for grammatical and structural analysis; and thirdly, the text is the stimulus for growth activities. What is needed is an approach to teaching

literature in EFL classroom which attempts to integrate these elements in a way that makes literature accessible to learners and beneficial for their linguistic development.

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 fun” (P.19). Collie & Slater (1987,P.s) express the similar view saying .....literature provides the 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.

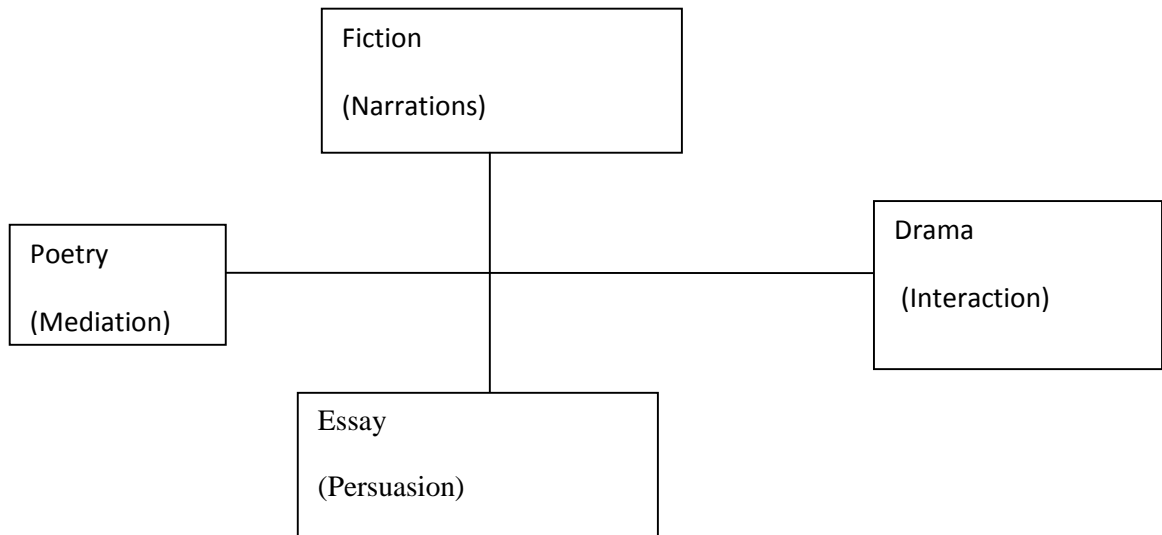
### 2.1.2 Genres of Literature

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



(Adapted from : Regmi, 2003)

The shown above all forms come under literature. In other words, the above are not only the boarder form literature but also literary texts. They are different fields under literary studies. But according to Scholes et al.(1997), literature can be broadly divided into four genres



(Adapted from : Scholes, et al, 1997)

These four genres are described briefly as below.

### **2.1.2.1 Fiction**

Fiction is a work of prose narrative invented by the writer in which characters and event are imaginary. The description of event in a fiction is shaped by a narrator and the language is used in the highly self conscious way in order to convey particular effect. Abrams (2004, p.24) define fiction as “fiction is any literary narrative whether in prose or verse, which is invited instead of being an account of events that in fact happened”. It is an extended piece of prose fiction, there is no consensus among writers and critics as to its length. Cuddon (1991) writes “the theme of a work is not its subject but rather it is central idea which may be state directly or indirectly.” (as cited in Awasthi et al. 2010,p.281)

### **2.1.2.2 Poetry**

Poetry is a form of imaginative literary expression that makes its effect by the sound and imagery of its language. Poetry (the word is often used synonymously with the term verse) is essentially rhythmic and usually metrical, and it frequently has a stanza structure. It is essentially a game with artificial rules and it takes two- a writer and a reader to play it. Poetry is based on creativity and imaginative power of mind. In this connection, Scholes et al. (1997,p.525)say "poetry exercises a valuable though perhaps unsound side of the mind :imagination ". Poetry has its own linguistic rules or poetic diction.

### **2.1.2.3 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. Abrams (2004,p.69)says“ The forms of composition designed for performance in the theatre in which actors take the roles of character, perform the indicated action and utter the written dialogue”. According to the Jacobus (2001,p.1) “Drama is the art of representing the pleasure of others' events that happened or that we imagine happening” (as cited in Awasthi et al. 2010,p.67).

### **2.1.2.4 Essay**

Essays are one of the genres of literature nearly always written in prose and which are moderate in length. In this connection, Abrams (2005, p.87) says, an essay is “any short composition in prose that undertakes to discuss a matter express a point of view, persuade us to accept a thesis on any subject, or simply entertain”. Francis Bacon is known as the father of modern English essays. But the origin of this literary genre dates back to the days of the ancient Greeks Bacon rightly says, “the word essay is late but the thing is ancient (ibid).The essential quality of essay is that of persuasion. Essays are systematically organized, factually detailed, closely reasoned and plainly written.

After observing the above mentioned genres of literature, we have come to know about the fact that any literary text is composed either in the poetic or the prosaic form. Prose and poetry are thus the two sides of the same coin, the coin being literature.

### **2.1.3. Poetry and its Different Forms**

Poetry is a verbal art. Different scholars have viewed poetry in different ways. Steven calls it “a revelation in words by means of words” (ibid). Poetry for Eliot is not “the assertion that something is true, but the making of that truth more fully real to us” (ibid). To quote Cunningham, “...the body of linguistic constructions that mean usually refer to as poems ” (ibid). Similarly Wordsworth calls poetry “the spontaneous overflow of powerful feelings... recollected in tranquility”.

Likewise, different scholars have viewed poetry in different ways. It has again different forms. Form as a general idea, is the design of a thing as a whole, the configuration of all its parts. No poem can escape having same kind of form. In other words, if we were to listen to a poem read aloud in a language unknown to us, or if we saw the poem printed in that foreign language, what even in the poem we could see or hear would be the forms of it (Kennedy 1983, p.557). Kennedy (1983) talks about two forms of poetry: closed form and open form. Writing in closed form, a poet follows some sort of pattern and on a page poems in closed forms tend to look regular and symmetrical. Most poetry in the past is in closed forms. Writing in open form on the other hand, seeks no final click. Nowadays, many poets prefer open form to close. Poem in open form therefore, has neither a rhyme scheme nor a basic meter informing the whole of it. Poetry in an open form are usually called free verses. Simply put, poetry can be divided into two categories: subjective poetry and objective poetry. The poem in which the poet expresses his or her personal autobiographical feelings, emotions and experiences towards life, is subjective poem. Elegy, lyric, sonnet and ode fall in this category. The poems in which the poet does not present his

own autobiographical elements are called objective poetry. Ballad and epic are the examples of objective poems. The following are the most common forms of poetry which may fall under either of the above.

### **i. Epic**

An epic is also called a heroic poem. It refers to “a long verse narrative on a serious subject told in a formal and elevated style, and centered on a heroic or quasi-divine figure on whose action depends the fate of the tribe, a nation, or the human race” (Abrams, 2005, p.81). A long narrative poem, on a grand scale, about the deeds of warriors and heroes is an epic. It is a polygonal, ‘heroic’ story incorporating myth, legend, folktale and history. An epic is majestic both in theme and style. We can distinguish two kinds of epics;

a) Primary and traditional epic.

b) Secondary and literary epic.

### **ii. Lyric**

This is another form of poetry which refers to “any fairly short poem, uttered by a single speaker, who expresses a state of mind or a process of perception, thought and feelings” (Abrams, 2005, p.153). Lyrics involve various mood of expression. It may be simply a brief expression of a mood or state of feeling. As its Greek name suggests, a lyric originally was sung to the music of lyre. Often a lyric is written in the first person, but not always (Kennedy, 1983, p.400). There are the lyrics of love, patriotism and of religious emotion. It includes the sonnet, the ode, the carol, the elegy and the folk songs (Bhattarai, p.20). In a lyric, the poet is preoccupied with his own emotions. This personal poetry is unlimited in its range and variety.



### **iii. Elegy**

The elegy is a poem or song of sorrow especially for someone death. It is “a formal and sustained lament in verse for the death of particular person, usually ending in a consolation” (Abrams, 2005, p.77). In Greek and Roman time, “elegy” denoted any poem written in elegiac meter (ibid). It is characterized by conventional language expressing with dignity and decorum a formal grief. Generally, it is a poem of sorrow or mourning for the dead; also a poem in a solemn or sorrowful mood (pokhral, 2007, p.15).

### **iv. Ballad**

A ballad as defined by Abrams (1993) is “a strong, transmitted orally, which tells a story” (as cited in Awasthi et al.2010, p.6). In its loose sense, a ballad is a narrative folk song that anonymous in its origin and is handed down for one generation to another orally. According to Regmi (2003, p.8) “Ballads are simple songs or poems specially that tell stories of unhappy love affairs; domestic tragedies, specially family murders; popular out laws and rebels, historical events like battles, ship wrecks and mine disasters and occupational heroes .” They are called folk ballads too. They are anonymous, transmitted orally from generation to generation an share the feature like dealing with the common people.

### **V. Ode**

An ode is a long lyric poem that is serious in subject and treatment, elevated in style, and elaborated in its stanzaic structure (Abram, 2005, p. 206) . The ode was originally a song in praise of gods, heroes, or furious athletes and in the hands of Greek poet Pindor (522-433BC) is laid out in intricate stanzas, bound by formal rules (Kennedy, 1985, p.732).This is what we call Pandaric ode. The Pandaric ode was modeled on the songs by the chorus in Greek drama. His complex stanzas were patterned in sets of three; moving in a dance rhythm to the left, the chorus chanted the strophe, moving to the right, the antistrophe;

then standing still the epode (Abrams, 2005, p.206). The Pandaric ode is also called the regular ode. For the nineteenth century English romantic poets- Keats, Wordsworth and Shelley- the ode is a less rule bound, more personal thing in general, a lyric poem of a page or more, with a serious lofty tone, in which the poet sets forth a thoughtful meditation (Kennedy, 1983, p.732). This type of ode, introduced in 1656 by Abraham Cowley is called the irregular ode.

## **Vi. Sonnet**

A lyric poem of 14 lines, a sonnet usually is in iambic penta-meter with considerable variations in the rhyme scheme (Awasthi, et al. 2010, p.3). There are two major patterns of rhyme in sonnet written in English language. The Italian or Petrarchan sonnet and in the English or Shakespearean sonnet. The Italian sonnet follows the rhyme scheme abbaabba in the first eight lines, the octave and then adds new rhyme scheme in the last six lines, the sestet. The sestet may rhyme cdecde or cdcdcd. In the octave the poet may state a problem, and then in the sestet, may offer a resolution (Kennedy, 1983, p. 566). The English sonnet, developed in the sixteenth century, falls into three quatrains and a concluding couplet: abab cdcd efef gg (Abrams, 2005, p. 299). In this connection Kennedy (1983, p.565) says, “Within its form, a poet may pursue one idea throughout the three quatrains and then in the couplet and with a surprise”.

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

Generally, poetry is a collection of different sorts of poems. Poetry is a conventional form of art where one can find aesthetic pleasure and knowledge expressed in beautiful language through form, emotion and rhythm. Although poetry and meter are closely related. Meter is not indispensable vehicle of poetic expression because there are many beautiful poems composed without using metrical device. Like in other genres of literature in poetry also there are

some essential elements such as simile, metaphor, symbol, sound and form of poetry.

Poetry employs the figurative use of language. Different sorts of figure of speech can be found in the language of poetry such as simile, metaphor, symbol, sound etc. The language of poetry is thus connotative and figurative. There are different forms of poem like blank verse, free verse, ballad, sonnet, epic, lyric, elegy, and ode. In conclusion, poetry is an important genre of literature, which is essentially a game with artificial rules and it talks about two players; a writer and a reader to play it.

### 2.1.5 Differences Between Poetry and Prose

This distinction between poetry and prose is not always clear cut. The most obvious difference is simply that they look quite different on the printed page. Poetry is presented in lines of arbitrary length, often arranged in tightly structured stanza patterns, prose appears in a more or less continuous flow, interrupted only occasionally by paragraph division. The differences between prose and poetry have been shown as follow.

S.N	Poetry	Prose
1	Poetry is written in rhythmic flow: the rise and fall accent.	Prose is written in the form of plain and straight forward language in paragraph.
2	Poetry is written in metrical form.	Prose is not written in metrical form.
3	Poetry contains prosodic features like rhyme, rhythm, meter and foot etc.	Prose has only rhetoric features not prosodic features.
4	Poetry is written in elevated style.	Prose is written in plain style.
5	Poetry contains connotative meaning more than denotative meaning.	Prose contains denotative meaning as it is based on reality
6	Poetry conveys the sense of pleasure.	Prose contains the sense of information only interrupted by Paragraphic division
7	Poetry is meant to be recited and heard.	Prose is meant to read

### 2.1.6 Approaches to Teaching Literature

Teaching literature in language classroom is a difficult job. It requires a great skill on the part of teachers who use literature in the language classroom. The teacher should be very much careful about the needs, interests, competence level and behavior of the students. According to Collie & Slater (1987) 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 the students explore their own responses to literature. (P.8-10).

Lazar (1993) proposes the three approaches to using literature with the language learners. They are;

- ) A language based approach
- ) Literature as content
- ) Literature for personal enrichment.

Literature as a source of language learning and teaching materials has a long history. English literature has dominated the teaching and learning of English as a second language (ESL) as well as English as a foreign language (EFL) almost everywhere in the world for the last one and half century. A large number of reports and articles appeared worldwide presenting opposition against the use of literature which one governed language teaching methodology. There was a sharp rise in such as opposition in 1970s with the increasing number of English language teaching (ELT) textbooks, resource books and materials etc. Nepal, where English is compulsory and taught and learned as a foreign language right from the school level to college level could not remain untouched of the controversy. It has in fact, generated a great

dealt of debate and argument among the teachers of English which may be termed as literature first school and is usually led by the English teachers of the faculty of humanities and social science.

### **2.1.7 Teaching Strategies**

Generally, strategy refers to a plan that is made to achieve some purpose. Oxford advanced learners Dictionary defines strategy is also a process of planning or something carrying out a plan in skilful way. Penny (1996, p.307-310) has classified teaching strategies into two class. They are;

#### **a. Compulsory plus optional strategies**

The compulsory plus optional strategy means that the class is given material or task and told that a certain minimal component of it has to be learned or done by everyone, the rest only by the some. The basic attainment requested should be accessible to all including the slowest, but provision should be made for more and more advance work by those for whom it is appropriate.

#### **b. Open-ending teaching strategies**

Open ending technique strategy means the provision of cues or learning task which does not have single predetermined right answer, but potentially ultimate number of acceptable responses. Opened cues offer students opportunity for responses as various levels. The more advance 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.

Marton talks about four overall teaching strategies .They are as follows (as cited in Cook, 1992:131)

) **Receptive strategy:**

Receptive strategy relies primarily on listening.

) **Communicative strategy:**

It focuses that students learn by attempting to communicate.

) **Reconstructive strategy:**

In this strategy, students participate in reconstructive activities based on text.

) **Eclectic strategy:**

It combines two or more of others. All the above mentioned strategies suggested by Matron and Penny form a theoretical base for teaching language.

### **2.1.8 Common Strategies used in Teaching Literature**

In this modern period, the main objective of language teaching is to foster students' communicative ability. Modern approaches viewed language as a means of communication. Modern linguists viewed that the meaning of a text is determined by the negotiation between readers and text like developing communicative competence: the ability to negotiate meaning, literature like other forms of discourse, displays the language function; emotive, connotative, poetic, meta lingual phatic and referential. 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 yourself, simulation, role play etc. which help to perform different exercises; summarizing, unscrambling, comprehending, completing, creative writing etc.

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

### **2.1.9 Strategies of Teaching Poetry**

There might be various strategies in teaching poetry, because strategies might be varied according to the individual. Poems offer a rich, varied repertoire and are a much source of enjoyment for teachers and learners alike. There is an initial advantage of length many poems are well, suited to a single classroom lesson. Then again, they often explore themes of universal concern and embody life experiences, observations and the feelings evoked by them. Poetry has been characterized as deviating from the norms of language (Widdowson, 1984, p.146). It has been argued that poetry frequently breaks the rules of language, but by so doing it communicates with us in a fresh, original way. Reading poetry enables the learners to experience the power of language outside the strait-jacket of 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 readers, and this memorable intensity motivates further reading of poetry in foreign language (Collie & Slater, p.126).

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

- Simile
  
- Metaphor
  
- Symbol
  
- The sound of poetry
  
- The form of poetry

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

Although there are number of ways which we can exploit poems in the classroom. Lazer (1993) gives the following activities and tasks for teaching poetry.

- a. Pre-reading activities
- b. While-reading activities
- c. Post-reading activities
- d. Further follow –up activities

#### **a. Pre-reading activities**

This is the first activity for teaching poetry. In this stage, teacher stimulates students’ interest saying to predict the theme of the poem from its title, discuss or describe pictures or photographs relevant to the theme of the poem etc and provides the necessary historical or cultural background.



### **b. While reading activities**

This is the second stage of teaching poetry. In this stage, students are given a jumbled version of the poem and asked to put in together again. Certain words are removed from the poem and students have to fill in the gaps, students answer comprehension questions about the meaning of certain words or phrases in the poem etc.

### **c. Post –reading activities**

This is the third stage of teaching poetry. In this stage, students are given a series of statement about the possible underlying meaning of the poem. Students are given two or three brief interpretations of the poem and they decide which one they think is the most plausible or appropriate. Advanced students can be asked to compare a poem with two different translations of it in their own language. Students practice reading the poem aloud and decided what mime or gestures would accompany a choral reading.

### **d. Further follow -up activities**

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

He further suggests to use the following strategies for teaching poems at lower levels.

- ) Providing examples of activities
- ) Giving the students task for matching pictures with the words given.

- ) Asking the students to match some given definitions with pictures and words.
- ) Giving the students guess work for that you are doing.
- ) Getting the students to read out very simple poems.
- ) Asking students to put sentence about someone in right order.

Above task based strategies 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' imaginative writing.

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

- ) Providing the students to the background of the poem.
- ) Explaining the language of a poem.
- ) Motivating and involving students
- ) Reading the poem aloud for students.

#### **2.1.10 Problems in Teaching Poetry**

Poetry has been characterized as deviating from the norms of language (Widdoson, 1984, p. 146). It has been argued that poetry frequently breaks the rules of language, but so by doing it communicates with us in a fresh and original way. Poetry is the most difficult genre of literature according to the previous research or it is proved that from the previous research, poetry is the most complicated genre to teach in the class room. Teachers feel difficult to teach poetry in the classroom in comparison to other genre of literature. There may be different reasons behind it. Bhugai (2013) in his thesis has shown main problems / difficulties of teaching poetry which can be listed as follows:

- ) Understanding individual words in a poem.

- ) Understanding the metaphorical / symbolic meaning behind phrases or lines in the poem.
- ) Understanding the historical context which forms background to the text.
- ) Understanding the poet's attitude to what he sees around him.
- ) Feeling threatened or intimidated by the apparent level of difficulty of the poem.
- ) Understanding the background of the poem.
- ) Understanding the language of the poem.
- ) Problems in motivating and involving students etc.

The aforementioned problems on teaching poetry are common. Furthermore, there can be other problems in teaching poetry which cannot be easily seen, will be attained from the present study.

## **2.2 Review of Related Empirical Literature**

The researcher needs to draw knowledge from the previous studies since they provide foundation to the present studies. Very little research has been carried out on the challenges of teaching poetry. However, some researchers in the Department of English Education have carried out research about techniques, and strategies in language teaching and literature as well. Some of them are as follows.

Timsina (2007) carried out research study on the title 'A study on teaching poetry in higher secondary level'. His objectives of the study were to analyze the strategies and complexities of teaching poetry in higher secondary level and to find out the contribution of poetry in developing language skills and aspects. He used questionnaire and classroom observation as tools for data collection. He randomly selected seven higher secondary schools from Udayapur district for his study. He, in his research, concluded that teaching learning processes were completely teacher-centered and majority of teachers taught vocabularies,

described the title and explained the pictures used in the poem. He also concluded that teaching poetry was an essential way of developing creativity on the students.

Adhikari (2008) carried out research study on title “Techniques used in teaching poetry”. The objectives of his study were to find out the techniques used in teaching poetry in grade XII and to compare the teaching techniques in the urban and rural areas of the Panchthar district. The teachers and students from four higher secondary schools were used as primary sources of data collection. He used questionnaire and classroom observation as tools for data collection. From his study it was concluded that majority of the teachers had interests in teaching poetry and the teachers read the poem aloud and ask the students to follow in pre-teaching stage. He further recommended that learning process should be used as a medium of instruction and teaching learning should be learner centered.

Bhattarai (2010) conducted research entitled “Teaching Poetry through interaction”. The objective of the study was to find out the effectiveness of interaction technique in teaching poetry. In his study, the primary sources of data were the students of grade nine studying at Bhu.Pu.Sainik Rising School at Palpa district. The primary data for this study were collected by administering the pre-test and post test. The pre-test was administered before the classroom teaching so as to identify the actual level of performance before teaching and the post test was administered after teaching. The main tool for his study was questionnaire. From his study, he found out that teaching poetry through interaction was relatively more effective than the conversational way of teaching poetry. The result showed that the students belonging to the experimental group performed better than the students belonging to the control group.

Neupane (2010) conducted research entitled "A study on teaching poetry at grade eight ". The objective was to identify activities and problems of teaching

poetry in grade eight and to find out the relevance of teaching poetry in grade eight. He used questionnaire and classroom observation as main tools for data collection. English language teachers teaching compulsory English course book of grade eight and the students of grade eight were the primary sources of data collection for his study. He concluded that teachers have obvious skills to teach poetry. There was some relevance in poetry teaching although they were facing many problems.

Bhugai (2012) carried out research study on “Challenges of teaching poetry in the B.ED compulsory English course”. The main objective of his research study was to identify the challenges related to teaching poetry in B.Ed compulsory course. He used classroom observation and questionnaire as main tools for data collection. English teachers teaching poetry in the compulsory English at B.Ed level and the students from the same level were used as the primary sources of data collection. He found that most of the teachers were found motivating the students while teaching poetry. Similarly, majority of teachers were found clarifying the expression while teaching poetry.

Apart from these, the researcher consulted different books, journals and research reports carried out in the Department of English Education T.U. Kirtipur, Kathmandu. Since the researcher found no exactly related research done before to his research topic. The researcher was very much enthusiastic to conduct research on the completed topic.

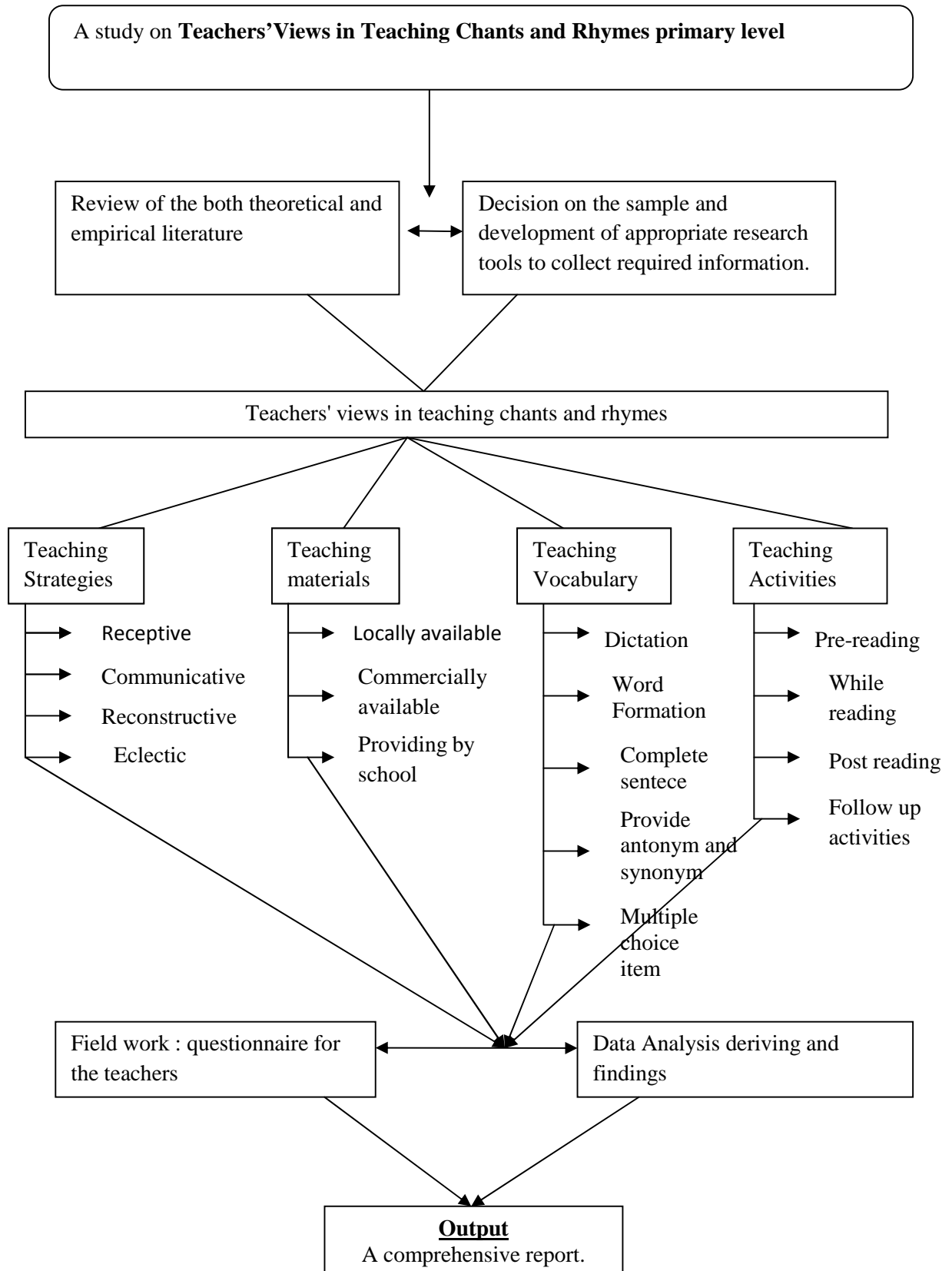
### **2.3 Implications of the Review for the Study**

Many research works are carried out about the strategy, activity and challenges etc. in teaching poetry. Among these, the researcher reviewed some of them to enable him to work confidently and freely. These studies were to some extent related to the present study. After reviewing these works the researcher got lots of ideas regarding challenges in teaching poetry. Specifically, he got information about the challenges in teaching poetry in B.Ed compulsory course

from the study Bhugai (2012). In order to conduct those research they have used survey research design and the researcher will also follow the same i.e. survey research design. Therefore, after reviewing those research works, the researcher has got adequate ideas on the process of survey research design. Likewise, they have used questionnaire and observation as tools of data collection and the researcher will also use the same tools for the data collection therefore, from this they are quite similar with his study. The research works by Adhikari(2008), Bhattarai (2010), Timsina (2007) and Neupane (2010), which the researcher reviewed has provided insights and information about challenges in teaching poetry which help to explore the theoretical concepts on his study.

## 2.4 Conceptual framework

The study on “Teachers’ Views in Teaching Chants and Rhymes at primary level” was based on the following conceptual framework.



## **CHAPTER-THREE**

### **METHOD AND PROCEDURE OF THE STUDY**

The following methodology was adopted to fulfill the above mentioned objectives.

#### **3.1 Design of the Study**

The present research work was based on survey design. Survey is the research design that has to be carried out in a large scale. Survey, as a new technique, is widely employed in social and educational researches. To be specific, it is conducted in a large number of population in order to find out the current attitudes, beliefs or trends and behaviors of particular targeted group of people or an individual as well. It is cross-sectional in nature and mostly useful to generalize the findings in a large number of population. In this type of research, researcher visits different fields to find out the existing area. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

In this regard, Cohen and Manion (1985, as cited in Nunan, 2010, p.140) say:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes as events at a single point in time.

Likewise Nunan (2010, p.140) states “Surveys are widely used for collecting data in most areas of social inquiry from politics to sociology, from educational to linguistics”.



From the aforementioned definitions, we can come to the conclusion that survey research can be carried out in education sectors.

In nutshell, survey research is conducted to eliminate important educational issues and data are collected from population. Then those answers which are given by the sample are thought that whole group has given same type of information. It means, researchers generalize the result obtained from the sample to the whole population. It may scope from a large investigation like census to a small scale study like school improvement plan (SIP) or even a small class room study.

Research is a systematic process of investigation. We cannot conduct research haphazardly. Instead to conduct the research, researcher has to follow the systematic process. Otherwise, there might be possibility of obtaining a fake data. As a result all the effort made by the researcher goes in vain.

So far as the research tradition and procedure followed by the Department of English Education, T.U. is concerned, we can put forward the following 14 steps research procedure to address the survey research process. These research processes are equally applicable to all the education surveys out of the department as well.

1. Identifying the problems.
2. Specifying the objectives.
3. Constructing the hypothesis
4. Expanding the theoretical knowledge.
5. Writing research proposal and preparing the research tools.
6. Piloting the research tools.
7. Field visit.

8. Contracting the selected institutions and authorities to establish rapport with them.
9. Requesting the authority for the permission to conduct research.
10. Requesting for the list of informants, if permission is granted.
11. Sampling the required number of informants.
12. Fixing the time for data collection.
13. Eliciting the required data.
14. Analysis, interpretation and presentation of data.

Finally, after analyzing the data we have to prepare the report of our research.

### **3.2 Population and Sample**

The teachers teaching at primary level in Kathmandu district were the population of the study. Forty primary level English teachers were the sample of the study. There were altogether eleven private boarding schools from where the researcher collected the data.

### **3.3 Sampling procedure**

The researcher used purposive non-random sampling procedure to select the sample for the study.

### **3.4 Data Collection Tools**

The researcher used the questionnaire as a tool for data collection.

### **3.5 Data Collection Procedure**

The researcher followed the following stepwise process of data collection.

- ) The researcher went to the field, i.e, Kathmandu district.
- ) He sampled the teachers teaching at primary level.
- ) He visited each of the schools and establish the rapport to the school authority and subject teacher.
- ) He also explained the purpose of his study and requested the subject teacher to fill up the questionnaire.
- ) He identified the strategies adopted by the teacher and problems of teaching poetry and questionnaires were given to teachers.
- ) He collected the questionnaires from the teachers after they filled up their views and attitudes.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Results

On the basis of the analysis and interpretation of the information obtained, the following findings have been drawn:

- ) While teaching chants and rhymes the majority of the teachers were said to be adopting student centered techniques and very few adopting teacher centered technique.
- ) The teachers argued that they needed to use translation technique to teach chants and rhymes for the junior level students for their pleasure.
- ) Talking about the figurative meaning of the underlying word found in the text, 50% of them always wrote their meaning and 50% of them wrote only sometime.
- ) Most of the teachers argued that they always did brainstorming about the title of the poem before teaching it.
- ) Almost all teachers were responded to read the whole text first and then explained in Nepali.
- ) The majority of the teachers were provided the critical appreciation of the poem to the students.
- ) Most of the teachers argued that they always gave the central idea of the poem at the end of the lesson.
- ) The majority of the teachers they responded that they always read the poems aloud for the students and let their students follow them.
- ) The majority of the teachers were responded using the materials to teach chants and rhymes.
- ) Most of the teachers were argued using the materials which are locally available.

- ) The majority of the teachers responded that their school administration provided materials for them to teach chants and rhymes.
- ) Most of the teachers felt difficulty to teach pre-teaching activities and while-teaching activities and very few of them in post-teaching activities.
- ) Most of the teachers gave the background information of the poem and author before entering to the text.
- ) The majority of the teachers they enjoyed during the while teaching activities.
- ) Most of the teachers they often adopted communicative strategies while teaching chants and rhymes.
- ) The majority of the respondents opined that student were given the background information of the poet and text before starting the poem.
- ) The teachers had the problems with the structures and language of the poetry being deviated in form.
- ) The majority of the teachers involved their students in group discussion while teaching poetry.
- ) All the teachers opined that students really loved to learn chants and rhymes.
- ) All the respondents they argued that they normally used gestures to teach chants and rhyme effectively.
- ) All the teachers responded that they consulted their senior teachers with the problems they faced.
- ) The teachers responded that chants and rhymes help to develop linguistic and communicative competence in learners.
- ) The teachers suggested other teachers to adopt student centered technique and communicative strategy, create friendly environment, engage students in group activities, etc to teach chants and rhymes effectively.

## **4.2 Discussions**

This chapter is mainly concerned with the analysis and interpretation of the collected data. The data were collected by using the questionnaire i.e. close-ended questions and open-ended questions. The researcher mainly used descriptive approach to analyze and interpret the data. Besides, the data are presented analytically by using Para-orthographic text such as tables as well.

While carrying out this research, the researcher collected the required data from 40 teachers who had been teaching for many years in private primary boarding schools. In this study, the respondents were selected by using purposive non-random sampling procedure. The responses of the teachers are analyzed under the following two headings;

- ) Responses of the teachers collected from close-ended questions
- ) Responses of the teachers collected from open-ended questions

### **4.1 Responses of the teachers collected from close-ended questions**

Under this heading, the responses of the teachers regarding the “Teachers views in teaching Chants and Rhymes at Primary Level” in 23 close-ended questions. The close-ended questions have been analyzed using simple statistic tools along with their descriptions.

#### **4.2.1 Techniques used by the Teachers in teaching Chants and Rhymes**

The teachers were asked which techniques they adopted in teaching chants and rhymes. The following table presents the responses on its regard as below.

**Table No.1**

**Techniques used by the Teacher**

Student centered techniques	Teacher centered techniques
82.5%	17.5%

The above table shows that 82.5% teachers adopted students' centered technique and other 17.5% teachers were found to adopt teacher centered technique respectively to teach chants and rhymes.

**4.2.2 Following Translating text in Nepali**

The teachers were asked whether they translate the text or not. If so, how often they did always, sometimes or never. The table below presents the following responses of the teachers.

**Table No. 2**

**Following Translating Technique**

Always	20%
Sometimes	80%
Never	-

The above table shows that 20% of teachers always used translation technique to teach chants and rhymes and 80% of them sometimes only used translation technique. The data above shows that the majority of using translation techniques to teach chants and rhymes is high English being L2.

### **4.2.3 Whether the teachers write the underlying meaning of the figurative words on the board**

The teachers were asked whether they write the figurative words on the board or not. They gave their responses differently which the table represents as below.

**Table No. 3**

#### **Writing the underlying meaning of the figurative words**

Always	50%
Sometimes	50%
Never	-

The above table represents that 50% of the teachers always wrote the underlying meaning of the figurative words and 50% of the others teachers were found to write the underlying meaning of the figurative words sometimes only.

### **4.2.4. Whether the teachers brainstorm about the title of the poem before teaching it or not**

Regarding the questions related to brainstorm about the title of the poem before teaching, the responses of the teachers were found different which the table below depicts clearly.



**Table No. 4**

**The teachers doing brainstorm about the title of the poem**

Always	77.5%
Sometimes	15%
Never	7.5%

The above table depicts that 77.5% of teachers always did brainstorming, 15% of them sometimes and 7.5% of them never did brainstorming about the title of the poem before teaching it.

**4.2.5. Whether the teachers read the whole text first and explain in Nepali or not**

The Teachers were asked whether they read the whole text first and then explain in Nepali. In this regard, they responded differently which the table below shows as follows.

**Table No. 5**

**The teachers reading the whole text first and explain in Nepali**

Always	12.5%
Sometimes	65%
Never	22.5%

The above data presents that 12.5% of the teachers were found always to read the whole text first and then explain in Nepali, 65% of them sometimes and 22.5% of them they never did that activity.

#### **4.2.6 Whether they gave critical appreciation of the poem to the students or not**

In this regard, the teachers were asked whether they gave critical appreciation of the poem to the students and they responded in this way.

**Table No. 6**

#### **Giving critical appreciation of the poem to the students**

Always	65%
Sometimes	25%
Never	10%

The above table shows that 65% of the teachers they always gave critical appreciation of the poem to the students, 25% of them they sometimes and rest of others they never did that activity to teach the poem.

#### **4.2.7 Whether they give the central idea of the poem**

The teachers were asked whether they give the central idea of the poem at the end of the lesson. Their responses were as follows

**Table No. 7**

#### **Giving the central idea of the poem**

Always	85%
Sometimes	15%
Never	-

The above table explains that 85% of the teachers they always give the central idea of the poem and 15% of them sometimes only give. That means all the teachers normally give the central idea of the poem at the end of the lesson.

#### **4.2.8 Whether they read the poem aloud for the students or not**

The question regarding whether they read the poem aloud for the students or not and the responses from them were as follows.

**Table No. 8**

##### **Reading the poem aloud for the students**

Always	70%
Sometimes	22.5%
Never	7.5%

The above table shows that 70% of the teachers they always read the poem aloud for the students, 22.5% of them sometimes and 7.5% of them they never read the poem aloud for the students.

#### **4.2.9. Whether they use materials to teach chants and rhymes**

The teachers were asked whether they used materials while teaching chants and rhymes in the classroom. The responses from the teachers were as follows.

**Table No.9**

##### **Using materials to teach chants and rhymes**

Yes	92.5%
No	7.5%

The above table manifests that 92.5% of the teachers they use materials and rest of others 7.5% of them they do not use materials to teach chants and rhymes.

#### **4.2.10. Sorts of materials that the teachers use to teach chants and rhymes**

The teachers were asked what sorts of materials did they use to teach chants and rhymes i.e. locally available materials or commercial materials. They responded in a different way which the table below shows vividly.

**Table No. 10**

##### **Materials that the teachers used**

Locally available materials	Commercial materials
90%	10%

The above table represents that 90% of the teachers they used locally available materials and 10% of them they use commercial materials.

#### **4.2.11. Whether the school administration provide materials or not**

The teachers were asked whether their school administration provides materials to teach chants or rhymes in the classroom. In this regard they responded their views which the table below represents as follow.

**Table No. 11**

##### **The school administration providing materials**

Yes	55%
No	45%

The table above represents that 55% of the teachers are provided adequate materials by their school administration and 45% of the teachers are not getting sufficient materials to teach chants and rhymes.

#### **4.2.12. The most difficult activities to teach poems**

The teachers were asked which activities they feel difficult to teach poems. In this regard their views were found different to each other which the table below makes us clear.

**Table No. 12**

#### **Difficult activities to teach poems**

Pre-teaching activities	45%
While-teaching activities	35%
Post-teaching activities	15%
Follow up activities	5%

The above table depicts that 45% of the teachers the feel difficult to teach pre-teaching activities, 35% while-teaching activities, 15% post-teaching activities and 5% of them feel difficult to teach follow up activities.

#### **4.2.13. The activities that the teachers enjoy most to teach**

The teachers were asked which of the following activities do they enjoy most to teach poetry and their views were as follow which the table below shows.

**Table No. 13**

#### **The activities that the teachers enjoy most**

Pre-teaching activities	32.5%
While-teaching activities	45%
Post-teaching activities	17.5%
Follow up activities	5%

The above table depicts that most of the teachers they enjoy with the while-teaching activities in teaching chants and rhymes. Such respondents were 18 in

number. It is 45% of the total population sampled. Similarly, 13 respondents (32.5%) responded they enjoy with the pre-teaching activities, 7 respondents (17.5%) they enjoy with the post-teaching activities and very few of them they enjoy with the follow up activities.

Above interpretation helps us to conclude that most of the teachers they enjoy with the while-teaching activities and very few of them they enjoy with the other activities.

#### **4.2.14 Initiation of the poetry lesson**

No matter, teachers start the poetry class in different ways. To find out how they start their poetry class, they were asked to respond the question “How do you start poetry class?” The responses obtained from them are presented in the table below:

**Table No 14**

#### **Initiation of the poetry lesson**

Eliciting your opinion	5%
Directly starting the text	5%
Giving the background of the poem	70%
Explain the title of the poetry	20%

The above table shows that, 28 respondents (70%) responded that they started their poetry class by giving the background of the poem and text. Likewise, 8 respondents (20%) they explain the title of the poetry, 2 respondents (5%) they elicit their opinion and 2 respondents (5%) they directly start the poetry lesson.

On the basis of the data obtained, we can conclude that, most of the teachers they give the background of the poem and author before entering to the text.

### **1.2.15. Use of techniques /strategies**

To teach any item only one method is not possible. For that we need to adopt different techniques according to the situation and learning environment.

Respondents were asked the question “Which techniques / strategies do you apply most often while teaching poetry?” The responses obtained from them are presented as below:

**Table No. 15**

#### **Use of techniques /strategies**

Lecture	20%
Audio-lingual	15%
Communicative	52.5%
Translation	12.5%

The above table presents that most of the teachers they apply communicative strategies most often while teaching poetry. 21 respondents (52.5%) they adopt communicative approach. Similarly, 8 respondents (20%) they adopt lecture method, 6 respondents (15%) adopt audio-lingual method and the least number of respondents they apply translation method which was 12.5% of all.

From the aforementioned interpretation we can conclude that the majority of the teachers these day apply communicative approach to teach poetry. There are other teachers who use other methods.

### **4.2.16 The most important part of the poem before starting poetry class**

To find out the fact that the question regarding teaching poetry was asked which part of the poem is most important before starting the lesson. The responses from them are presented in the table below:

**Table No. 16**

**The most important part of the poem before starting poetry**

Explaining the title of the poem	10%
Describing the pictures of the poem	17.5%
Giving the background information of the poet and text	55%
Vocabulary teaching	17.5%

The above table manifests that 22 respondents (55%) opine that students should be given the background information of the poet and text before starting poetry teaching. Similarly, 4 respondents (10%) teachers view the teachers should explain the title of the poem, 7 (17.5%) teachers believe that the teachers should describe the picture of poem and 7 (17.5%) teachers they view that the teachers should teach vocabulary item before teaching poetry.

Above interpretation helps us to conclude that most of the teachers they first give the background information of the poet and text.

**4.2.17. The major problem in teaching poetry**

Really teaching poetry is not a simple task rather it is a complicated task. There are problems with vocabulary, language, structure and spelling. In this regard the teachers were asked what the most difficult problem is in teaching poetry for them. The responses obtained from them are present below



**Table No. 17**

**The major problem in teaching poetry**

Complicated vocabulary	20%
Complicated language	27.5%
Complicated structure	45%
Complicated spelling	3%

The above figure shows that most of the teachers they have the problem with the complicated structure of the poetry. They were 12 in number. It is 45% of the total population. Other 11 responded that they have the problem with the complicated language. It is 27.5% of the total. Similarly, 8 respondents have the problem with the complicated vocabulary. It is 20% of the total population. The rest of others they have the problem with the complicated spelling.

From the above data we can conclude that most of the teachers they have the problem with complicated structure and language of the poetry. Because the language used in poetry is in deviated form and not straightforward.

**4.2.18 The activities in which the students involve in the poetry class**

To find out the perception of the teachers they were asked the question “In which of the activities do you involve your students in the poetry class?” The responses obtained from them are as follows:

**Table No. 18**

**The activities in which the students involved**

Group discussion	52.5%
Pair work	22.5%
Individual work	25%

The above table depicts that 21 (52.5%) teachers involved their students in group discussion while teaching poetry. Similarly, 10 (25%) teachers involve their students in individual work. Rest of others 9 (22.5%) of teachers they involve their students in pair work.

From the above data we can conclude that the majority of the teachers they involve their students in group discussion while teaching poetry.

#### **4.2.19. Whether the students pay their attention in the poetry lesson or not**

Generally, the students they love poetry because of the rhyming pattern, its theme and other features. In this regard, the teachers were asked whether the students pay their attention in poetry lesson. The responses from them are presented as follows.

**Table No. 19**

#### **Students' paying their attention towards poetry lesson**

Yes	No
100%	-

The above table shows that all 40 (100%) teachers they responded that all the students they paid their keen attention toward poetry lesson. There were not any teachers responding 'No' as their response.

From the above interpretation it can be concluded that students pay their attention in the poetry lesson.

#### **4.2.20. Translate the poem in students' mother tongue**

English being second language to Nepali learners sometimes the teachers need to do translation for the clarification and students' better understanding in the students' mother tongue in the poetry lesson. The teachers were asked whether

they translate the poem in the students' mother tongue. The responses obtained from them are presented as below:

**Table No. 20**

**Translating the poem in students' mother tongue**

Yes	No
67.5%	32.5%

The above table presents that a large number of teachers they translated the poem in students' mother tongue. Such teachers were 27 in numbers out of 40. It is 67.5 percent of the total sampled population. Similarly, a very few number of teachers responded that they do not translate the poem in students, mother tongue. They were 13 in number and it is 32.5 per cent of the total sampled population.

From the above mentioned data it is concluded that the majority of the teachers translate the poems in students' mother tongue being complexity of the language of the poems.

**4.2.21. Whether the students love to learn chants and rhymes or not**

No doubt, chants and rhymes are the powerful medium to teach for the younger learners with joy and happiness. The students are easily motivated in learning chants and rhymes. In this regard the teachers were the question as "Do students love to learn the chants and rhymes?" The responses obtained are follows:

**Table No. 21**

**The students preferring to learn chants and rhymes**

Yes	No
100%	-

The above data shows that all the respondents 40 (100%) they responded that students really love to learn the chants and rhymes. There were not any responses for 'No' option as the students do not love chants and rhymes.

From the above data we can conclude that students really love to learn chants and rhymes.

**4.2.22. Whether the students are active in learning chants and rhymes**

Generally, chants and rhymes create the lovely and lively environment in the classroom. To make the students equally participated the teacher has to create such situations. The questions regarding this matter the teacher were asked as "Are the students found active in learning chants and rhymes?" The responses obtained from them are presented as follows.

**Table No. 22**

**The students found active in learning chants and rhymes**

Yes	No
87.5%	12.5%

Interpreting the above presented data we can say that there is a huge number of respondents they responded that the students are found active in learning chants and rhymes. They were 35 in number which is 87.5% of the total sampled population. Similarly, 5 respondents they viewed as the students are not found active in learning chants and rhymes. It is 12.5% of the total sampled population.

From the aforementioned data we can conclude that the students are found active in learning chants and rhymes in the classroom.

#### **4.2.23 Using gestures to teach chants and rhymes**

The teachers need to use gestures to teach chants and rhymes especially to make the students motivated in the learning. The teachers were asked the question as “Do you use gestures to teach chants and rhymes?” The responses obtained from them are presented as follows.

**Table No. 23**

#### **Use of gestures to teach chants and rhymes**

Yes	No
100%	-

The above data shows that all the teachers they use gestures to teach chants and rhymes. Among 40 respondents (100%) of them they use gestures and there were not any teachers found for the ‘No’ option as they do not use gestures.

From the above interpreted data we can conclude that all the teachers normally use gestures to teach chants and rhymes to make the teaching learning activities effective.

#### **4.3 Responses of the Teachers collected from Open-ended Questions**

This topic deals with the opinions collected from open ended questions. The teachers were asked 14 open-ended questions to collect the information about their views in teaching chants and rhymes at primary level. Different teachers responded differently regarding the questions employed. But the majority of the responses were of similar type. The responses of the teachers are presented in the descriptive way as follows:

#### **4.3.1. Chants and rhymes suitable for younger learners**

The teachers were asked the question as why chants and rhymes are suitable to teach for the younger learners. The responses of the teachers are listed in a bullet form as below:

- ) Chants and rhymes are more interesting as well as effective for the younger learners to stimulate them towards the teaching of vocabulary, structures and meaning since they are musical in nature.
- ) Chants and rhymes attract student attention in learning.
- ) Chants and rhyme are the elements of literature. Literature makes them active for their creativity and the students enjoy a lot.
- ) The students enjoy singing and dancing in a group.
- ) Chants and rhymes are easy to understand and the student can learnt with joy.
- ) The students love chants and rhymes.
- ) Chants and rhyme encouraged and motivated towards language learning.
- ) They create fun and merriment in the classroom.
- ) Students are active in the learning process and help to develop students' pronunciation and spelling.
- ) Chants and rhyme develop the learners' oral skills imaginative power and creativity.
- ) They encourage the students to participate in communication and group discussion.
- ) They help to break monotonous and boredom and create funny environment.
- ) They give pleasure for the younger learners
- ) Chants and rhymes help to make their mind active, refresh and creative and make the students perfect use of language.

#### **4.3.2. Problems faced while teaching poetry**

The teachers were asked the questions as what problems they faced while teaching poetry. The responses from the teachers are as follows.

- ) Problem of being not familiar with the rhyming pattern.
- ) Hard to get real meaning and literal meaning.
- ) Problems regarding language, structures and vocabulary.
- ) Understand the main idea of the poem.
- ) Difficult to explain the depth feeling of the poem.
- ) Cultural and intellectual problem.
- ) The problem of providing background knowledge and gist of the poem.

#### **4.3.3. The materials used while teaching poetry**

The teachers were asked the question as what sort of material do they used while teaching poetry. They responded as bellow:

- ) Text book, pocket chart cards with difficult words and their meanings.
- ) Raw materials provided by the school.
- ) Relias, audio-recorder audio video materials, locally available materials and commercial materials.
- ) Selected poem from news paper and magazine.

#### **4.3.4 The most difficult factor while teaching poetry**

Teaching poetry is really a complicated task. There are many problems to be faced by the teachers while teaching poetry. In this regard the teachers were asked the questions as “Which one is the most difficult factor you face while teaching poem? The responses obtained from them are as follows:

- ) Single line of the poem may have various meanings but we may not get the real one.

- ) Language structure because it is difficult to generate the correct meaning and context.
- ) Feel difficulty in its actual translation into Nepali, because we are up brought in Nepali society and culture.
- ) Linguistic factor because the language is in deviated form.
- ) During the time of explanation.
- ) Complicate vocabulary and deviated forms of language because without sound knowledge of these things we cannot perceive the intended meaning.
- ) To tell the main theme of the poem.
- ) Management of the classroom.
- ) Giving background information.

#### **4.3.5 Teaching poetry more difficult than prose**

Comparatively, teaching poetry is more difficult to teach than prose because of the language forms, structures vocabulary and other features. The teachers were asked the question as “What do you think poetry is more difficult to teach than prose?” The responses obtained from them are presented as follows:

- ) The poems are more sentimental than prose.
- ) Figurative words are used more in poetry.
- ) Poetry is difficult to explain and understand than prose.
- ) Because the poetry does not have straight meaning.
- ) The subjective judgment of the poetry is different from person to person.
- ) Poetry uses figurative words and supra-segmental features which make poetry teaching more difficult than prose.



#### **4.3.6. Strategy adopted for students motivation**

The teachers were asked the question as when the students are not motivated while teaching poetry in the classroom what strategy they adopted for students motivation. The responses are as follows

- ) Adopt student centered techniques which evoke students' motivation.
- ) Telling jokes and stories depending upon the text.
- ) Engage students in group work, pair-work and individual work.
- ) Reciting poem in a funny ways.
- ) Create friendly environment.
- ) Use communicative strategy or group discussion among students and teachers.

#### **4.3.7. Teachers consulting their senior teachers**

The teachers were asked the question whether they consulted their senior teachers while they face the problems and how they help them. The responses given by them are as follows.

- ) Help by giving appropriate guide lines
- ) Helping by providing different kinds of resources materials and teaching strategies.
- ) Anticipating the causes behind all these problems
- ) Describing the techniques of teaching.
- ) Senior teachers' guidance becomes the backbone for solving the problem.
- ) They provide appropriate methods and ideas to teach in an artistic way.
- ) They share the past experience, knowledge of appropriate technique and methods which enable to tackle with the problems.
- ) They provide constructive suggestions.
- ) They help to present materials and the lesson.

#### **4.3.8. Students responding in teaching chants and rhymes**

The teachers were asked the questions as how their students responded them while teaching chants and rhymes. The responses obtained from the teachers are presented as follows.

- ) They response positively.
- ) They are well motivated and very excited in learning.
- ) They seem to be happy and enjoy a lot.
- ) Feel pleasure and become closed to teacher
- ) They are highly encouraged and pay proper attention.
- ) They take part actively in the activities.

#### **4.3.9. Role of materials**

Actually, the materials play a vital role to make teaching learning activities effective. They are more powerful and useful to teach any subject matter, not exception in poetry as well. In this regard the teachers were asked to mention the role of materials to teach chants and rhymes effectively. The teachers responded as follows.

- ) Teaching materials motivate students towards learning.
- ) A single material speaks more than a thousand words.
- ) They make the class lovely and lively.
- ) Teaching material make the teacher easier to make the students clear in complex situations.
- ) They save time.
- ) They make concrete which is abstract in nature.
- ) They help to contextualize the theme and facilitate in teaching vocabulary and structure of the poetry.
- ) Without any materials, teaching in the primary level is similar to beauty of humanness without cloths.

- ) Teaching is impossible and unpredictable.
- ) They help to break monotonous and boredom etc.

#### **4.3.10. Differences between poetry and prose**

The teachers were asked the question as how they differentiated poetry from prose. They responded as follows.

- ) Poetry is musical where as prose is not musical in nature.
- ) Poetry contains prosodic features but prose has only rhetoric features.
- ) Poetry is more emotional and imaginative where as prose is argumentative and intellectual.
- ) The poetry has complex language structure and vocabulary where as prose has simple language structure and vocabulary.
- ) Poetry is in metrical form where as prose is not in a metrical form.
- ) Musicality, meter, alliteration and other crucial elements of the poetry make different from prose.
- ) Poetry is different in terms of length, design and stanza to prose.

#### **4.3.11. Chants and rhymes enhancing language learning**

The teachers were asked the question as how chants and rhymes enhanced to learn English language. They responded their views as follows

- ) Chants and rhyme help the students to develop communicative and linguistic competence in a pleasant environment.
- ) They help to develop students' pronunciation and fluency.
- ) The students get the knowledge of cultural background and develop the oral and creative skills.
- ) The students learn vocabulary, structure and grammar as a result students get command over the English language.

- ) Chants and rhymes are taught to the students to inspire them in learning language in an interesting way because the language is simple and the students can easily understand.

#### **4.3.12. Teaching tough words**

The teachers were asked the question as how they taught tough words that are found in chants and rhymes. The responses given by them are presented as follows.

- ) By giving their meanings in a simple language with the examples.
- ) By translating into mother tongue because it is adjustable in primary level.
- ) By teaching with correct pronunciation.
- ) By using materials.
- ) Matching the words with their meaning.
- ) Providing antonym and synonym.
- ) Word-formation
- ) By using dictionary.
- ) By making the students search the meanings of the words and use them in their own sentences.
- ) Dictation
- ) Underlying the tough words and repeat for many times until they cannot pronounce.

#### **4.3.13. Suggesting other teachers to teach chants and rhymes**

The teachers were asked the question as how they suggested other teachers to teach chants and rhyme effectively. Their views regarding this question are presented as follows.

- ) By using effective teaching materials with students' participation.
- ) Be well prepared in the lesson.

- ) Giving freedom for the learners to explore their ideas.
- ) Engage the students in group activities.
- ) Use communicative and other student centered methods
- ) Sing aloud and let the students follow you.
- ) Create friendly environment.
- ) Be acquainted with the musicality of the chants and rhyme.
- ) Teach for the improvement of the language with fun not for the sake of knowledge.
- ) Make the students involved in group work, pair work and other similar activities

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND IMPLICATIONS

On the basis of the analysis and interpretation of the information obtained, the following findings have been drawn. The findings are followed by the recommendations for pedagogical implications

#### 5.1 Summary

The main objective of this research was to explore the teachers' views in teaching chants and rhymes at primary level in terms of techniques, materials and the vocabulary. The researcher conducted his research in Kathmandu district and sampled forty teachers from eleven private boarding schools. The researcher used purposive non-random sampling procedure to select the sample population. He used questionnaire as a tool for data collection. The present research report consists of five chapters dealing with the various stages of the study.

The first chapter consists of general background of the study, statement of the problems, rationale of the study, objectives of the study, research questions, significance and delimitations of the study and operational definitions of the key terms used in the report etc.

Similarly, the second chapter contains the review of both theoretical and empirical literature and their brief account. Firstly, it consists of different theories related to poetry and poetry teaching. Furthermore, different studies carried under the similar topics are also reviewed under this chapter. At last, a clear figurative presentation of the concept, context, process and result of the study has been done under the heading conceptual framework.

The third chapter, being technical, includes the design on which this study resides. The way of sampling and a brief account of the total population is also presented in this chapter. Detailed account of data collection tools easy using

questionnaire. Moreover, it consists of the stepwise procedure which the researcher followed during the collection of the data. Lastly, the way the researcher analyzed and interpreted the facts e.g. using qualitative and quantitative method has been mentioned.

The fourth chapter is one which consists of the detailed discussion of the items included during the data collection. The first part of the chapter deals with the results of the study. Similarly, the second section is the overall discussion where item wise analysis has been made. To present the number of respondents tables are used and the percentages used to describe them. The Last chapter consists of summary, conclusion and implication of the entire research study.

## **5.2 Conclusion**

From the above discussion, it is concluded that the teachers adopted student centered method to teach chants and rhymes. They used translation technique and brainstorm about the title of the poem before teaching it. The teachers used different materials and read the poem aloud for their students and gave the central idea of the poem at the end of the lesson. The teachers thought that chants and rhymes are the powerful means to learn English language with enjoyment. They created fun and merriment in the classroom. The teachers normally face the problems with language structure, vocabulary and with the abstract thing. They used different materials such as daily used classroom materials word cards, relies, audio materials, audio-video materials and locally and commercial materials while teaching poetry. The teachers felt difficulties in linguistic, social, intellectual and cultural. The teachers differentiate prose from poetry in terms of language, style, length and use of different prosodic features. The teachers adopted student center technique, use of communicative strategy. The senior teachers helped the junior teachers by providing different kinds of teaching materials, teaching strategies, methodologies and constructive suggestion.

Chants and rhymes for the students of primary level are effective and artistic to make the learning environment lovely and lively breaking monotonous and boredom. Chants and rhymes help in students to develop linguistic and communicative competence. The teachers use tough words by giving their meanings, translating into the mother tongue, and providing antonyms and synonyms. The teachers suggested other teachers to adopt communicative strategy, student center technique; use of sufficient materials creating friendly environment and students should be involved in group work.

### **5.3 Implications**

Finally, the implications of the study are recommended for the following level:

#### **5.3.1 Policy level**

The findings and recommendations of this study will be beneficial to the syllabus designers, text book writers, subject experts, language trainers and those who are related to teaching and learning English language literature. This thesis will also be equally beneficial to those who are in the policy making level.

#### **5.3.2 Practice level**

The research will be applied in the day to day practice by teachers in teaching chants and rhymes at primary level. The teachers teaching at primary level will be highly benefited with teaching strategies and methodology, effective use of teaching materials, assistance from their senior teachers, well motivation and proper management of student and classroom where the teachers can practice for the effective and artistic teaching and learning activities.

#### **5.3.3 Further research**

Present research will be very helpful for those who want to carry out further researches in the similar topics. They will be benefited by followings ways.



- ) It will be a good secondary source for them.
- ) It will provide new areas of study.
- ) It will help new researchers to make hypothesis.
- ) It will help to find out the new research areas.

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## Appendix-I

### Questionnaire to be used for this study

Dear sir /madam

As a part of my study, I am conducting a survey research entitled “ Teachers Views in teaching Chants and Rhymes at primary level” in partial fulfillment for Master degree in English education under the guidance of professor Dr. Chandreshwor Mishra PH.D, Department of English Education TU. I would be grateful to you if you could kindly fill in the following questionnaire. I would like to assure you that your identity will be kept highly confidential and your response will be used only academic purpose only.

Shri Ram Belbase

M.Ed. English (Thesis year)

University campus ,TU, Kirtipur

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Name of Respondent:

Name of Institution:

1. Which technique do you adopt to teach chants and rhymes?

a). Students centered method b). Teacher centered method

2. Do you translate the whole text in Nepali or only difficulty words?

a). Always                      b). Sometimes                      c). Never

3. Do you write the underlying meaning of figurative words on the board?

- a). Always                      b). Sometimes                      c). Never

4. Do you brainstorm about the title of the poem before teaching it?

- a). Always                      b). Sometimes                      c). Never

5. Do you read the whole text first and then explain in Nepali?

- a). Always                      b). Sometimes                      c). Never

6. Do you give critical appreciation of the poem to the student?

- a). Always                      b). Sometimes                      c). Never

7. DO you give the central idea and the summary of the poem at the end of lesson?

- a). Always                      b). Sometimes                      c). Never

8. Do you read the poem aloud for the student?

- a). Always                      b). Sometimes                      c). Never

9. Do you use materials to teach chants and rhymes?

- a). Yes                              b). No

10. What sorts of materials do you use more to teach chants and rhymes?

- a). Locally available materials    b). Commercial materials

11. Does your school administration provide adequate materials?

- a). Yes                              b). No

12. Which of the following activities is most difficult for you?

- a. Pre-teaching activities
- b. While-teaching activities
- c. Post-teaching activities
- d. Follow up activities

13. Which of the following activities do you enjoy most?

- a. Pre-teaching activities
- b. While-teaching activities
- c. Post-teaching activities
- d. Follow up activities

14. How do you start poetry class?

- a. Eliciting your opinion.
- b. Directly starting the text.
- c. Giving background of the poem and text.
- d. Explain the title of the poetry.

15. Which techniques /strategies do you apply most often while teaching poetry?

- a. Lecture
- b. Audio-lingual
- c. Communicative
- d. Translation

16. Which part of the poem is most important before starting your poetry class?

- a. Explaining the title of poem
- b. Describing the pictures of the poem.
- c. Giving background information of the poet and the text.
- d. Vocabulary teaching.

17. What in your opinion is the major problem in teaching poetry?

- a. Complicated vocabulary.
- b. Complicated language.
- c. Complicated structure.
- d. Complicated spelling.

18. In which of the activities do you involve your student in poetry class?

- a. Group discussion
- b. Pair work
- c. Individual work.

19. Do your students pay their attention to the poetry lesson?

- a. Yes
- b. No

20. Do you translate the poem in the students' mother tongue?

- a. Yes
- b. No

21. Do students love to learn chants and rhymes?

- a. Yes
- b. No

22. Are the students found active in learning chants and rhymes?

- a. Yes
- b. No

23. Do you use any gestures to teach chants and rhymes?

- a. Yes
- b. No

24. Why chants and rhymes are suitable to teach for the younger learners?

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25. What problems do you face while teaching poetry?

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26. What sort of materials do you use while teaching poetry?

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27. Which one is the most difficult factor you face while teaching poem? Why?

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28. What do you think poetry is more difficult to teach than prose?

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29. When students are not motivated while teaching poetry in classroom what strategy do you adopt for the students motivation?

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30. Do you consult your senior teachers while you face the problems? How do they help you?

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31. How do your students response you while teaching chant and rhymes?

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32. Mention the role of materials to teach chants and rhymes effectively.

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33. How do you differentiate poetry from prose?

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34. How do chants and rhymes enhance to learn English language?

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35. How do you teach the tough words that are found in chants and rhymes?

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36. How you suggest other teachers to teach chants and rhymes effectively?

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**Thanks for your kind co-operation.**