CHAPTER ONE

INTRODUCTION

The present study is concerned with the problems and issues in teaching poetry in the ELT classroom. In this study, I want to discuss the problems and issues faced by Lower Secondary English Teachers while teaching poetry. This topic consists of General Background, Statement of the Problem, Rational of the Study, Objective of the Study, Delimitations of the Study and Operational Definitions of the Key Terms.

1.1 General Background

The term language can be regarded as an umbrella term simply because it includes all the varieties of language available in the world language and it is also a powerful vehicle to express our ideas, desires, opinions etc. Language also shows the past, present and future of human race. The more we discover, the more mysterious and complex language appears to be. One thing seems certain, however: language is a capacity that distinguishes human beings from other creatures. Language is mainly symbolic in that the relations between the sound sequences and their meanings are conventional and have to be learned. Linguistically speaking language has been defined as voluntary vocal system of human communication.

There are many languages spoken in the world. Among them, English is one of the major languages, which has greater significance of the present world. It is developed from old English which was used by the Anglo Saxons. Soon it spread to many of the British Isles and colonies of the British Empire. English is the lingua franca of the world because it is spoken all over the world. It is the dominant language which is used greatly in various fields such as Education, Business, Sports, Medical, Law, Literature, Science, etc. In the context of Nepal, English is accepted as the language of international communication. Thus English language has been taught and learnt as a foreign language in Nepal.

Literature and language are interrelated. The literary language is a variety of language, which is the most complex but yet a popular part of language. Literature mirrors time, place, culture, society. It is true that without studying literature the language learning process is always incomplete. Lazar, (1993, p.1) defines, "literature as a world of fantasy, horrors, feelings, thoughts, visions etc. which put into words." Similarly, Collie and Slater (1987, p.3) write, "Literature is an art of writing which collects the people's imaginations and emotions systematically into words."

Literature is an important resource or tool for teaching and learning language. It is true that without studying literature the language learning process is always incomplete. Similarly, a literary text interests, stimulates and provokes the imagination of the readers.

Lazar (2009, p.14) has given the following reasons for using literature for the language learners:

i. It is motivating.

ii. It is authentic material.

iii. It has general educational value.

iv. It is found in many syllabuses.

v. It helps students to understand another culture.

vi. It is stimulus for language acquisition.

vii. It develops students' interpretation abilities.

viii. Students enjoy it and it is fun.

ix. It is highly valued and has a high status.

x. It expands students' language awareness.

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

Teaching of literature offers an extremely varied body of written materials. Without studying literature the study of language is worthless. So, teaching of literature has a great value.

In this regard, teaching of literature provides the students valuable and authentic materials. It recognizes the students about foreign language and culture.

1.2 Statement of the Problem

Poetry is a form of literature, spoken or written that emphasizes rhythm other intricate pattern of sounds and imagery and many possible ways that words can suggest meaning. It is an art of producing pleasure by the expression of imaginative thoughts and feelings and in metric language. As William Wordsworth (1991, preface) said "Poetry is the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquility". It has been argued that poetry frequently breaks the 'rules' of language but by so doing it communicates with us in a fresh, originality.

Poetry, as a genre of literature in comparison to other genres of literature, is very difficult to comprehend in the class. Students feel hard to read it. There may be different reasons behind it.

1.3   Rationale of the Study

Poetry is one of the literary texts in which the words are used specially to express the poet's emotions, feelings and thoughts. Linguistic structures are often violated in poetry.

Poetry is helpful teaching aid to enrich vocabulary in learners. Moreover, it is useful tool to develop critical, imaginative and creative thinking as well. Teaching poetry in language classroom does not mean asking the learners to recite the poem. Teaching poetry is not then seen simply as activity done for its own sake but as a way of improving the learners' language. We can teach vocabulary, structure and language functions through a piece of poetry. It should also encourage the learners to read the poem in a poetic way. Though

the teaching of poetry follows a systematic way of classroom activities like stimulating students' interest in the text, providing the necessary cultural and historical background of the poems, helping students towards the interpretation of the poems and follow up activities, many problems are faced by the teacher while teaching poetry..

If the problems of teaching poetry are identified, it will be useful for the students as well as teachers to achieve their goals.

1.4 Objectives of the Study

This study had the following objectives:

i)   To identify the issues and the problems faced by Lower Secondary English Teachers in teaching poetry,

ii)   To suggest some pedagogical implications.

1.5 Research Questions

There were some of the research questions given below:

1. What are the issues and problems faced by the teachers while teaching poetry in Lower Secondary Level?
2. Do the students appreciate reading poetry?
3. What are the difficulties for the students to read poetry?
4. What are the issues being faced by the teachers to teach poetry?

1.6 Significance of the Study

Teaching poetry is a challenging and painstaking job because poetry differs linguistically from the usual or standard form of language. It demands so many teaching qualities like stimulating students learning, knowledge of vocabulary, sentence structure, rhyme, rhythm and creativity in the teacher. Some researches have also been carried out in the field of teaching poetry. It is hoped that the students and English teachers of the lower secondary level will highly be benefited from this study.

Moreover, this study can be helpful to the subject experts, syllabus designers, textbook writers, language and literature teachers, researchers and those who are directly or indirectly involved in teaching and learning English language

1.7 Delimitations of the Study

This study had the following limitations:

i)   Research field was Nawalparasi district. Data was only collected from twenty lower secondary schools of the district.

ii)   This study covered only the issues and problems of teaching poetry faced by teachers in lower secondary level.

iii) The sample size was only forty teachers, where there were two teachers from each school from the same district.

iv)   This study was limited to the questionnaires of the teachers for data collection.

1.8 Operational Definitions of the Key Terms

Abstract: A class of things or else qualities that exist only as attributes of particular person or things.

Anglo Saxon Period: the old English period, extended from the invasion of Celtic England by Germanic tribes in the first half of the fifth century.

Ambiguity: the use of a vague or equivocal term or expression when what is wanted is precision and particularity of reference.

Figurative language: Else that standard order of word, in order to achieve some special meaning or effect.

Humor: To a comic utterance or to a comic appearance or mode of behavior.

Imagination: That is, is able to create rather than merely reassemble by dissolving the fixities and definite- the mental pictures.

Intonation: It is the variation of pitch, the rise or fall of voice melody, in the cause of an utterance.

Involvement: Concern with the actions and fortunes of one or another character represented within a work of literature.

Performance: The function of the linguist is to identify and make explicit the system of linguistic conventions and rules the speaker unknowingly puts into practice.

Stress: i.e. of relative forcefulness or loudness of a component element in an utterance.

Verse: Composition written in meter implication.

Source: Abrams, M.H., Harpham, G.G.(2012). *A Glossary of Literary Terms.* Congage Learning India Private Limited.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This topic consists of four parts. They are Review of Related Theoretical Literature, Review of Related Empirical Literature, Implication of the Review for the study and Conceptual Framework.

2.1 Review of the Related Theoretical Literature

The following theories are helpful to conduct this study on 'Teaching Poetry in the ELT classroom-issues and problems'

2.1.1 Importance of Teaching Literature

The importance of literature in language teaching is immense because without studying literature, the study of language becomes incomplete. The second language learner is not regarded as a competent language learner unless he learns the target language literature. The value of literature in language teaching is described on the following points.

i.   Literature makes language teaching lively and interesting: while studying the target language literature, the students read poems, songs, dramas, novels, one act plays, etc. which make language learning interesting and easy. When the learners become interested in learning, it becomes live and permanent.

ii.   Literature provides variety of inputs: In learning literature students come in contact with different varieties of language, cultures, life styles and styles of expressing and interpreting the literary text which enriches students' language learning ability.

iii.   Literature helps personal growth of students: The study of literature develops students' argumentative skills, skills of systematic expression,

intensive and extensive reading skills, etc. Identifying with different cultures and societies, learning different ways of expressing and interpreting the text, appreciating the text analytically, thinking creatively, etc. help students to their personal growth. Literature stretches imagination, deepens experiences and heightens their awareness.

iv. Literature develops students' language awareness: Teaching of literature identifies students with different forms of discourse in which they find breaking of usual rules, deviated syntax, collocation, breaking of cohesion etc. Similarly, they find the use of registers, style of language use etc. The learning of such things develops students' language awareness and involves them to discover different features of language than the rigidly governed language by grammatical rules and regulations.

v. Literature develops language skills in students: Literature helps to develop students' all four language skills, i.e. listening, speaking, reading and writing. While studying literature, the students automatically practice the language skills. They listen to different texts, listening cassettes, speaking more about the subject matter interestingly, reading more texts and writing appreciation, analyzing and interpreting the text. As a result language skills develop naturally.

vi. Literature provides authentic materials: Literary texts are originated from the society, culture and family background. Literature extends linguistic knowledge by giving evidence of extensive and subtle vocabulary uses and the exact syntax. So, it can be used as an authentic material.

2.1.2 Genres of Literature

Literature is a full-fledged discipline of language. It is complete in itself with its many genres. They are described as follows given by Robert Stefoles, Maney R. Comeley, Carl S. Klaus and Michael Silverman (2004, p.xvii-xxxi).

2.1.2.1 Drama

Drama is a piece of literary art which is composed to be performed on the stage and read as well. It provides so many active materials as well as entertainment to the spectators. There are six types of dramatic elements as Aristotle proposed. They are characters, spectacles, thought, action, language and music. But there are plots, settings, themes and dialogue, which are known as the elements of drama.

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

2.1.2.2 Story

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

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

2.1.2.3 Novel

Novel is a long-long narrative writing elevated in style, rich in characters and with a single plot. Novel might be fictional and non- fictional. The fictional novels are written with imaginary characters and events but non -fictional

novels narrate the true history of someone or something. There are different elements of novel i.e. plot, characters, setting, style and theme.

2.1.2.4 Essay

Essay is a short prose work which discusses either formally or informally in one or more topic. The method of writing prose Essay is persuasion. Essay is not fictional but it shows the writer's own ideas on the particular subject matter. Actually, there are two kinds of Essay which are given below: 1) formal /impersonal /objective/ intellectual i.e. treatise, monologue, biographical, scientific historical, critical, editorial book review and article.

2) Informal /personal/subjective / interest in imaginative experience i.e. characters, impressionistic, personal, playful and sketch four modes of discourse (style). a) Narrative   b) Expository

c) Descriptive   d) Persuasive

2.1.2.5 Poetry

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

2.1.3 Types of Poetry

There are different types of poetry according to their nature. They are given below by Jai Raj Awasthi, Govinda Raj Bhattarai and Tirth Raj Khniya (2010, p.3-9).

I.   Epic

The long narrative poem serious in subject, elevated in style, centered on a heroic or divine figure and the action depends on fate of a tribe or nation or human role is called epic. "The Rape of The Lock" by Alexander Pope,

"Paradise Lost" by John Milton and "Shakuntala" by L.P. Devkota are its examples.

II.   Lyric

The poem that can be sung is called a lyric. It is a non-narrative poem which presents a single character who expresses the state of mind or process of thought or feelings. 'To a Skylark' by P.B. Shelly, 'To his coy Mistress' by Andrew Marvell etc. are the example of lyrics.

III.   Ballad

A short definition of the popular ballad (known also as the folk ballad or traditional ballad") is that it is a song, transmitted orally which tells a story. Ballads are thus the narrative species of folk songs, which originate and are communicated orally among illiterate or semi-literate people. In all probability the initial version of a ballad is composed by a single author but he or she is unknown; and since each singer who learns and repeats an oral ballad is apt to introduce changes in both the text and the tune. It exists in many forms. Typically, the popular ballad is dramatic, condensed and impersonal; the narrator begins with the climatic episode, tells the story without self reference or the expression of attitude or feeling. The word ballad is extracted from the Protugese word "Balada" that means dancing song. There are different types of ballads: folk ballad, broad side ballads and literary ballads.

IV.   Odes

Odes are long lyric poem which are serious in subject and treatment, elevated in style and elaborate in its stanza structure. The Greek poet, Pindar's odes are modeled on the songs by the chorus in Greek drama. His complex stanzas are 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. There are many types of odes which are as follows:

1. Regular Ode –'The progress of poesy' by Thomas Gray.

2) Irregular ode –"Ode. Intimations of Immortality" by William Wordsworth.

3) The Horatian Ode- "Ode to the Autumn" by John Keats. These types of poems are written in praise of someone or something.

V.   Elegy

The poem which is composed for lamenting on someone's death is called an elegy. An elegy expresses the song of death, mourning of someone and separation of lovers and beloved. 'Tears Idle Tears' by Lord Tennyson, 'Gauri' by Madhav Ghimire etc. are the example of elegy which is composed in the death of friend and wife respectively.

VI.   Sonnet

Sonnet is a poem which is composed in fourteen lines usually in iambic pentameters with different rhyming scheme. Mainly there are 3 types of sonnet: i) Italian sonnet / Petrarchan sonnet - It has two parts: octave – which has eight lines and sestet – which has six lines. The rhyming scheme in this sonnet is abba abba cde cde. ii) English / Shakespearean sonnet: It has four parts: three quatrains and one couplet. The rhyming scheme is abab cdcd efef gg iii) Spenserian sonnet: It has also four parts: three quatrains and one couplet. The rhyming scheme is abab bcbc cdcd ee.

VII.   Pastoral

A pastoral is deliberately conventional poem expressing an urban poets' nostalgic image of the peace and simplicity of the life of shepherds and other rural folk in an idealized natural setting. The originator of the pastoral is the Greek poet Theocritus, who in the third century B.C. wrote poems representing the life of Sicilian Shepherds. Virgil later imitated Theocritus in his Latin Eclogues.

2.1.4 Teaching of Poetry

Poetry has a long history, dating back to the Sumerian Epic of Gilgamesh. Early poems evolved from folk songs such as the Chinese Shijing, or from a need to retell oral epics, as with the Sanskrit Vedas, Zoroastrian Gathas, and the Homeric epics, the Iliad and the Odyssey. Ancient attempts to define poetry, such as Aristotle's Poetics, focused on the uses of speech in rhetoric, drama, song and comedy.

Poetry is one of the literary text in which the words are used specially to express the writer's emotions, feelings and thoughts. Linguistic structures are often violated in poetry. It follows the metrical composition like rhythm, rhyme, meter, tone etc. It has its special rhetorical devices like, Simile, metaphor, irony, paradox and so on. It is characterized as a deviated form of the norms of language. It recognizes syntax, invents its own vocabulary, freely mixed registers and creates its own punctuation. Definitely, the language of poetry makes students aware of the fact that language is not always governed by the rigid body of rules. It develops students' interpretative abilities and creativity.

Teaching poems encourage the learners to read the poem in a poetic way. Teaching of poetry follows a systematic way of classroom activities like stimulating students' interests in the text, providing the necessary cultural and historical background of the poem, helping students towards the interpretation of the poem and follow up activities. The learners should understand the rhythm used in the poem, they should be able to read the poem properly and do the activities related to the poem, after they are taught. They should even get encouragement to write poems based on a particular theme. Poetry is the highest form of literary expression. It is a work of perfect. It appeals to the

emotion. It has an aesthetic effect on human mind. Poetry is different from prose. Prose is for information and poetry is for appreciation. It gives details and facts in a beautiful form. It is highly rhythmic in character. Each and every

poem is a piece of literature. Every teacher should develop a taste for poetry. While teaching poems, the teacher should appeal to the emotions of the children. In poetry class, a child enters a different world. The child must feel that it is experiencing a new joy.

2.1.5 Features of Poetry

The features of poetry are described as follows given by Robert Stefoles, Maney R. Comeley, Carl S. Klaus and Michael Silverman (2004, p.525-563).

2.1.5.1 Deviation of linguistic norm

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

2.1.5.2 Rhyming scheme

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

2.1.5.3 Rhythm

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

2.1.5.4 Diction

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

2.1.5.5 Music and Tune

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

2.1.5.6 Assonance and alliteration

Assonance refers to the repetition of vowel sounds in the same or adjacent lines i.e. lady <u>bright</u> can be <u>right</u>. Alliteration refers to the repetition of the same consonant sounds in the beginning of the words in the same and adjacent lines i.e. I cut this <u>morning</u> <u>morning</u> minion.

2.1.5.7 Use of figurative language

The poetic language is unique and figurative. The readers only find this type of language while reading poetry. The poetic language is used neither in everyday communication nor interpreting the texts. The linguistic norm is completely deviated in poetry. Simile and metaphor, the figures of speech where simile is used to compare two different things by using 'as ' or ' like ' e.g. and ever changing, like a joyless eye and metaphor is used to compare two different things without using the words 'like' or 'as' i.e. she is a rose. She is a phantom.

2.1.6 Activities for Teaching Poetry

There are number of ways or activities with which we can exploit poems in the classroom. Lazar (1993, p.129) gives the following activities and tasks for teaching poetry.

a.   Pre-reading activities

Stimulating students interest in the text

i.   Students discuss or describe the photographs or pictures relevant to the theme of the poem.

ii.   Students predict the theme of the poem from its titles or a few key words and phrases in the poem.

iii.   Students are given different lines of poem and asked to suggest the theme of the poem.

iv.   Students are asked what they would do, and how would they respond if they were in similar situation?

Providing necessary historical and cultural background

i.   Students read or listen the historical and cultural background related to the poem.

ii.   Students read and listen the text about author's life which may deepen their understanding about the theme of the poem.

iii.   Students discuss what are appropriate behaviors or feelings in their culture and society in particular situation.

iv.   Give information about genre, literary movement etc., help students with language of poem metaphorical, symbolic, usual, deviated, connotative meaning of words phrases, grammatical construction, etc.

b.   While-reading activities

i.   Students are given a jumbled version of the poem and are asked to put together.

ii. Removes certain words from the poem and ask students to fill in the gaps.

iii. Teacher asks students to read one verse at a time and try to predict what is coming next.

iv. Students underline key words and then speculate the metaphorical or symbolic meaning.

vi. Students answer comprehension questions about the meaning of certain words or phrases of the poem.

c.   Post-reading activities

Helping students towards the interpretation of the poem.

i. Students are given a series of statements about the possible underlying meanings of the poem and they decide which ones are true and false.

ii. Give three interpretations and ask them to choose best one.

iii. Advanced learners compare the poem with two different translations of it in their own language and choose most satisfactory.

iv. Students imagine they are filming the poem. They decide what visual image they provide to each line.

d.   Follow-up activities

i. Students rewrite the poem in different forms of discourse.

ii. Students read some other poem by the same author and having similar there.

iii. Students write their own poem using original a model.

iv. Role play or discussion based on theme or subject matter.

v. Students discuss the values and world view which either implicitly or explicitly expressed in the poem and ask them whether they agree or disagree.

2.1.7 Using Different Models to Teach Poetry

Here, the researcher had attempted to present different approaches or models which we have been practicing to teach poetry. The researcher was going to discuss each of the models in brief. Given below are the three models by Carter and Long (1991, p.3-16).

The Cultural Model

This model represents the traditional approach to teaching poetry. 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 thoughts and ideas but encourage learners to understand different culture and ideologies of their own. This model is largely rejected by those in TEFL (Teaching of English as a Foreign Language), since not only does it tend to be teacher centered but there is little opportunity for extended language work.

The Language Model

The most common approach to literature in the EFL classroom is what Carter and Long (1991, p.3-6) refers to as "The language based approach". Such an approach enables learners to access a text in a systematic and methodological way in order to exemplify specific linguistic features like literal and figurative language, direct and indirect speech. This approach tends 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 teachers to deconstruct literary texts, in order to serve specific linguistic goals. Carter and McRae (as cited in Carter& Long 1991, p.5) 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 prose less and mechanistic way in order to provide for a series of language activities orchestrated by the teacher.

The Personal Growth Model

This model attempts to bridge the cultural model and the language model by focusing on 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 in order to make connection between their own personal and cultural experiences and those expressed in the text. Another aspect of this model is that it helps learners to develop knowledge of ideas and language content and formal schemata through different themes and topics. As Cadorath and Harris (as cited in Carter & Long1991, p.16-19) pointed out "Text itself has no meaning, it only provides direction for the reader to construct meaning from the reader's own experience." Thus learning is said to take place when readers are able to interpret text and construct meaning on the basis of their own experience. These three approaches to teaching literature differ in terms of their focus on the text. Firstly, the text is seen as a cultural artifact; secondly, the text is used to focus for grammatical and structural analysis; and thirdly the text is the stimulus for personal growth activities. The important pedagogical point is to reject the elevation of any one approach a methodology and recognize the necessity of treating poems in the classrooms differently according to their different demands. So, what is needed in an approach to teaching literature in EFL classroom is that which integrates these elements in a way that makes literature accessible to learners and beneficial for their linguistic development. Besides this, there are various classroom techniques such as recitals drawings and dramatization which are important amongst other reasons, because they familiarize students with the texts in a non threatening way.

After analyzing above mentioned model, It can be said that The Personal Growth Model is a very useful model in teaching poetry in lower secondary level because it bridges the gap between The Cultural Model and The Language Model by focusing on the particular use of language.

2.1.8 Problems in Teaching Poetry

Poetry is often described as the intense form of literary expression because of its condensed syntax, its appreciation of the rhythm of language and its use of selective vocabulary.

There are some of the expressions of the students as well as the teachers, which show their negative attitude towards poetry. There is no doubt that poetry is perceived by most people, including many teachers, as something difficult and obscure. That is why many students and perhaps even some teachers , associate poetry solely with tasks such as scanning counting the number of feet in a line, deciphering rhyme schemes and types of rhythm and learning terms such as assonance, alliteration, onomatopoeia etc. For some, this is pleasure, but for the others it might have a negative effect i.e. making them tune out whenever the word poetry is mentioned. Yet others may associate poetry with memorization tasks that were forced upon them by their teachers. This might be because some teachers have also had the same kind of introduction to poetry or because they associate poetry with difficult and advanced analysis. So, the teacher may hesitate to use it in their EFL classrooms. When using poetry in the classroom, we can exploit the more deviant or say unusual use of language, we find it as a basis for expanding the students' language awareness and imperative abilities- they would reach to a conclusion about the stylistic effect conveyed by the language. The activities can provide different types of language practice such as listening, communication, reading, writing, vocabulary, grammar, dictation and even memorization. So, if one is open to using poetry in language teaching, the activities may serve as a useful way of reinforcing the students' knowledge or norms of language use and the manner which they can be adapted to achieve different communicative purposes. In the lower secondary level of our country

Nepal, the students are not taught meter, rhythm, rhyme etc. first. The teacher only reads the poem at once and makes the students to read it. The students are not told about rhyming word, its type. Poetry can be sung inside the classroom but to maintain discipline there the teacher never sing the poem and does not allow the students to sing. Poetry can create a relaxed learning environment in the classroom. We can practise languages so much how the poetry offers. The students also illustrate the fact that most of the activities teachers normally do with the prose text can easily be done if the teacher is aware of the possibilities. And if the poetry is taught with various ways according to the environment of classroom, the students and teachers can take greater advantages of that. The problems included by Lazar (1993, p.109) which are generally seen at lower secondary level, given below:

➢ It is impossible to find poems in language simple enough for students at lower levels to understand.

➢ Lower level students may understand the individual meaning of each words in a poem but completely miss its deeper meaning.

➢ We can use activities similar to those we use with other kinds of texts to exploit a poem with students at lower levels.

➢ Students at lower levels may enjoy and understand the deeper meaning of a poem without actually having sufficient oral skills to discuss it.

➢ Poetry works particularly well with students who are very literate or well-educated in their own language, even if their proficiency in English is limited.

2.2 Review of Related Empirical Literature

Many books, dissertations, articles and journals had been consulted and different related web site had visited. Some researches in the Department of English Education had made about the problems of teaching poetry in literature as well which were more or less related to this study. Some of them are as follows.

Gyawali(2004) conducted a research study on title 'A study of teaching poetry at secondary level. His objective of the study was to explore the strategies and problems of teaching poetry in secondary level. The primary sources of data were English teachers of secondary level teaching the present curriculum of class nine and ten and student of the same level. He used the questionnaire and observation as main tool for data collection. He came up with a conclusion that the majority of teachers were not acquainted with the learning strategies which create a lot of problems in teaching poetry.

Adhikari(2008) carried out a research study on the title "Techniques used in Literary Text in grade XII, a case of 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 used in urban and rural areas. He selected the four higher secondary schools' grade XII of Panchthar district as primary sources of data. He used observation and checklist as the research tools. He has concluded the difference between the techniques used by the teachers in urban area and rural area of Panchthar district. He found some of the differences like the teachers teaching in the rural areas of the district didn't ask the students to consult dictionary, to explain the theme of the poem, teach the features of the poem but teachers in the urban areas of the district asked to do so and taught the feature of the poem

Magarkatti (2009) carried out a research on the topic "A Study on Teaching Poetry at Higher Secondary Level" in M.ed. of Surkhet Campus, Surkhet. The main purpose of the study was to find out the strategies, problems, and relevance of teaching poetry. He selected the primary sources of data as the English teachers of Selected Higher secondary level and the students of the same level from the Higher secondary schools of Surkhet district. He used the questionnaire and class observation as the main tools for the data collection. He found from his study the poor and faulty were strategies used by the teachers in teaching poetry. Because they were not confident and clear about what type of strategies should be used to teach poetry at higher secondary level. He also

found that the teachers face the problems of teaching literary term in the poem deviated language, finding the poets' mood or intention and almost all the students are dependent to the teachers. Some relevancies like to motivate students, to develop vocabulary power, to get didactic knowledge have been found by him.

Neupane (2010) carried out a research entitled "A Study on Teaching Poetry at Grade Eight." The main objectives of this study were to identify activities and problems of teaching poetry in grade eight. He used the questionnaire as the main tool of data collection. He selected ten English language teachers teaching compulsory English course book of Grade eight and thirty students of grade eight as the primary sources of data. From this study, he concluded that teachers have positive attitude towards students in teaching poetry at grade eight. Teachers were facing many problems, while teaching poetry. Although they were facing the problems, there was some relevance in poetry.

Phuyal (2011) carried out a research study on the title "Activities used in Teaching Poetry: A case of New Generation English of B. Ed 1st year." The objectives of his study were to explore the activities used while teaching poetry in New Generation English and to find out the students' perception or the activities employed. He selected the eight colleges of Kathmandu district as primary sources of data. He used observation checklist and questionnaire as the research tools. He found that most of the teachers used appropriate activities like stimulating their students, gave background information etc. in pre-reading activities where most of the students were satisfied with these activities performed by the teacher. But he found that most of the teacher didn't use jumbled version of the poem, didn't create group work, they only asked to gap filling, comprehensive question, asked to do activities given in the text where most of the students didn't satisfy in while teaching and post teaching activities. But most of the students had interest in reading poetry.

Many research studies have been carried out on different aspects of language and literature. Moreover, many research works have been carried out to analyze

different researches in the Faculty of English Education. So far no research has been carried out about the problems faced by the English teachers in teaching poetry especially in lower secondary level. Therefore this topic has been selected to conduct the research.
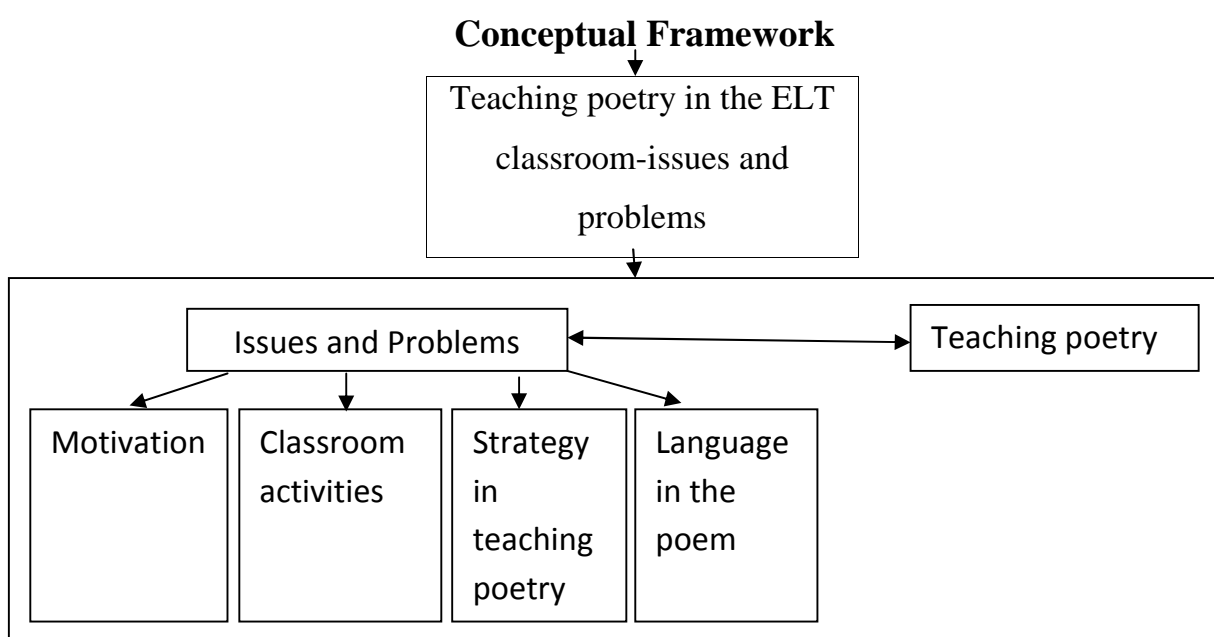
2.3 Implications of the Review for the Study

By observing the unpublished theses of the researchers mentioned above, it can be said that these researches helped the researcher effectively while doing the research under teaching English poetry in lower secondary level which are as follows:

a) They helped to recognize the problems and issues faced by lower secondary teachers while teaching poetry.
b) These theses gave theoretical basis to conduct this research.
c) The researches review mentioned above guided the researcher to conduct this study.
d) They enabled to contextualize the study.

2.4 Conceptual Framework

To conduct this study on Teaching Poetry in the ELT classroom-issues and problems, will be conceptualized in the following way:

Conceptual Framework

Teaching poetry in the ELT classroom-issues and problems

Issues and Problems ⟷ Teaching poetry

Motivation | Classroom activities | Strategy in teaching poetry | Language in the poem

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology had been adopted to achieve the set of objectives of the study.

3.1 Design of the Study

This is the survey type of research. Survey is the most commonly used method of investigation in educational research. It is a descriptive research which is widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Kerlinger (1978, p.13) defines "Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and inter-relationship of social and psychological variables." This definition conveys that one of the most important features of the survey research is that it is in favour of external validity. In survey research, the researcher selects sample of respondents from a population and administers a standardized questionnaire to them. The questionnaire can be written documents that are compiled by a person being surveyed. According to Nunan (2010, p.141) the following procedures are given for survey research:

Step 1 : Define objective

Step 2 : Identify target population

Step 3 : Literature review

Step 4 : Determine sample

Step 5 : Identify survey procedure

Step 6 : Design survey procedure

Step 7 : Identify analytical procedures

Step 8 : Determine reporting procedure

Above mentioned procedures are so useful for survey research. In this research, questionnaire tool is used where forty teachers will be provided this series of questionnaire to bring out data. Therefore, survey research design will be effective in this study which has been selected here.

3.2 Population and Sample of the Study

The forty English teachers of lower secondary level from twenty schools of Nawalparasi district were the population for this study.

3.3 Sampling Procedure

A sample of forty English teachers, two English teachers from each school, was selected using purposive non random sampling procedure.

3.4 Tools for Data Collection

As far the tools for the data collection, a questionnaire including a series of open-ended questions only were distributed to the teachers of lower secondary level to evoke the required information for this study.

3.5 Data Collection Procedure

In this research, the researcher followed the following stepwise process of data collection:

〕 At first, the researcher visited the field, i.e. Nawalparasi district.
〕 After that, the researcher explained the purpose and process of research to the authority.
〕 After getting the permission from authority, the researcher consulted the English language teachers of lower secondary level, built rapport with them and explained them the purpose of the research.

⟩ Then the researcher distributed the questionniare forms and requested to the concerned English teachers to give the answer of the open ended questions.

⟩ Then the researcher collected the questionnaire forms filled by the concerned teachers. And at last, the researcher thanked all the informants and school authority for their co-operation.

3.6 Data Analysis and Interpretation Procedure

The collected data presented, analyzed and interpreted descriptively by using different tools such as tables, lists, diagram etc.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Results

After the completion of data interpretation and analysis, it was found that,

- ❖ The majority of teachers in lower secondary level were used to teaching untitled poem to focus the words which were frequently given in the stanza of the poem to give good title in the poem.
- ❖ The largest part of the students was able to write suitable title of untitled poem in class six.
- ❖ A big number of teachers used activities like providing options, hints, or clues to facilitate the poor students in teaching untitled poem.
- ❖ Many of the teachers faced some problems in teaching such poem to make the students choose appropriate title, to concretize the title of untitled poem,
- ❖ There was no any fixed activity of poem recitation. It might differ teacher to teacher, school to school or place to place. Mostly used in Nawalparasi district was group recitation, pair recitation.
- ❖ The majority of the teachers opined that they could describe the meaning that when monkeys get hurt, there will not be any monkey remaining for jumping.
- ❖ The large numbers of the students were not able to write poem initiating with their first name. So, it is not appropriate for class six.
- ❖ It was not appropriate to compose a poem initiating with their first name and most of the students can't.
- ❖ Nearly, all the students could not compose such poem with good sense in class six.
- ❖ All teachers taught rhyming words in the poem 'What a wonderful Day'.
- ❖ Half percentage of the teachers responded it was possible to create a poem by the students like advertisement in class seven. If teacher encouraged, students would do better to create such poem.

❖ Teachers might use various activities to create such advertisement like in the poem. There was no single method to teach advertisement but most of the teachers showed the suitable advertisement's poster as sampling.

❖ The most of the students could recite the poem effectively using correct pronunciation if teacher facilitated them becoming a model.

❖ The high number of the teachers viewed that it was necessary to teach rhyme and rhythm in lower secondary level to have fun for students, to give more knowledge for the further study and to foster their speaking style and better tone in speech in this level as well.

❖ Nearly, all teachers focused on musical instruments like drum, madal, music provided by the government which was necessary too in this level for the fruitful learning.

❖ The teachers could teach about rhyming words, culture, colour, activities of holi through the poem 'Holi, Festival of Colour'.

❖ All the teachers felt difficulty, if there were not given rhyming words especially like in the poem 'Paper Boats' in lower secondary level.

❖ The teacher could follow picturization method, and method like transforming the poem into story to teach such poem.

❖ Massive number of the students could recite such poem effectively but the teacher should focus in pronunciation to be a good model.

❖ When the teachers were students their teachers were poor in effective activity to teach poem. Most of the teachers did not have any useful idea to teach poem.

❖ The teachers used to teach poetry as a memorization task when they were students.

❖ The large numbers of the students enjoyed reading poetry in lower secondary level.

❖ The most of the teachers often prepared lesson plan to teach poetry.

❖ A big size of the teachers used the activities in teaching poetry like games on vocabulary, reciting poem with rhyme and rhythm, matching

poems line with its paraphrase, picturization method, dramatization and so on as effective ways.

❖ The teachers were not practical as they responded in the questionnaire forms. Some of the teachers were poor to teach English in this level. They had some difficulties to understand the questions given in the questionnaire to respond effectively.

4.2 Discussion

It is concerned with analysis and interpretation of the collected data. The researcher collected issues and problems in teaching English poetry of lower secondary level. The data collected from the informants was based on the set of open ended questionnaire where there were 24 questions for forty English teachers of lower secondary level of Nawalparasi district to write their views in their own words.

After collecting the data using purposive non random sampling method, the researcher described the obtained responses given by the teachers. The responses to each open ended question had been collected, listed and described separately. The responses were analyzed one by one under the different heading for its better analysis and easy interpretations which are given below.

4.2.1 Teaching Untitled Poems

To find out the perception of teachers on teaching untitled poems, the teachers were asked to respond the question "How do you teach the students to give a good title in the poems?" on their own words. The responses obtained are as follows:

Table No. 1

Teaching Untitled Poem

Sn.	Responses	%
1	To explain the background of the poems	15
2	To use pictures given in the poem and asked students to guess	10
3	To use the words which are frequently used in the poem	40
4	To teach according to reference line and context	8
5	To give central idea of the poem	7
6	To give options, clues or hints	10
7	Through dramatization	10

The above table shows that fifteen per cent English teachers of lower secondary level explain the background of the poem to give good title in teaching untitled poem. On the other hand, ten per cent teachers use pictures given in the poem and ask the students to guess the title of the poem. Majority teachers i.e. forty per cent teachers make the students use the words which are frequently given in the stanza of the poem. But the few number of teachers i.e. eight per cent teachers teach according to the reference line and context of the poem. In this way, very few number of teachers i.e. seven per cent teachers teach it to give central idea of the poem. Likewise, ten per cent teachers teach to give options, clues or hints of the title on the poem. In the same way ten per cent teachers teach it through dramatization of the poem to select suitable title.

On the basis of this data obtained we can conclude that, the majority of the teachers of lower secondary level are used to teaching the students to use the words which are frequently given in the stanza of the poem to give good title in the poem.

4.2.2 Ability of Students to Select Suitable Title

To identify the ability of students to select suitable title in different schools, the teachers were asked to respond the question, "Can the students write suitable title in the poem easily?" On their own words responses obtained are tabulated as follow.

Table No. 2

Ability of Students to Select Suitable Title

Sn	Responses	%
1	Most of the students can	5
2	Few of the students can	20
3	No, the students cannot write suitable title easily	30
4	Yes, the students can write suitable title easily	45

The above table shows that very few teachers i.e. five per cent teachers said that most of the students could write suitable title in the poem easily. Similarly, twenty per cent teachers said that few of the students could write. Likewise, thirty per cent teachers said that no, the students couldn't write suitable title easily. But the majority of the teachers i.e. forty five per cent teachers said that yes, the students could write suitable title in the poem easily.

On the basis of this data we can conclude that most of the students are able to write suitable title in the poem in class six. A very few numbers were found who feel difficult to write suitable title in poem.

4.2.3 Facilitating the Poor Students

To find out the activities facilitated to the poor students if the students do not know to write suitable title in the poem the teachers were asked to respond the question "What condition is created for the poor students?" The responses obtained from them are tabulated, presented below:

Table No. 3

Facilitating the Poor Students

Sn.	Responses	%
1	Providing options, hints, clues or tips	60
2	Giving suitable picture of the poem	20
3	Providing the meaning of every stanza of the poem	10
4	Showing the words for the students which are frequently used in the poem	10

It was found that majority of teachers i.e. sixty per cent teachers said that they provided options, hints, clues or tips for the poor students to write suitable title in the poem while teaching in class six. Likewise, twenty per cent of teachers said that they gave suitable picture of the poem to choose the useful title. Similarly, few of teachers i.e. ten per cent teachers said that they provided the meaning of every stanza of the poem so that the students could choose suitable title of the poem. In this way, ten per cent teachers said that they could show the words for the students which are frequently used in the poem.

On the basis of data obtained, we can conclude that, in spite of some other activities, the majority of teachers use activities like providing options, hints, and clues or tips to facilitate the students while teaching poetry especially for the poor students.

4.2.4 Problems in Teaching Such Poems

It is said that poetry is most difficult genre of literature. In many conditions, we teachers may face difficulty while teaching poetry. A question was given to the teachers "Do you face any problem in teaching this poem?" the purpose of which was to find out the problems in teaching poem if there is not given title of the poem. The responses obtained from them are presented as below:

Table No. 4

Problems in Teaching Such Poems

Sn.	Responses	%
1	Not so particular.	20
2	Not understand the theme and meaning of the whole poem	20
3	Unable to find out suitable title of the poem.	10
4	Problem is to concretize the title of the poem.	40
5	Difficult to make them understand the meaning of the given words, phrase, clause and sentences of the poem	10

The above figure shows that twenty percent teachers said that they did not face particular problem while teaching the students to give good title in the poem. In the same way, twenty per cent teachers said that they faced the problem in understanding them and meaning of the whole poem by the students. Likewise, few teachers i.e. ten per cent teachers opined that some of the students were unable to find out suitable title of the poem. But the majority of the teachers i.e. forty per cent teachers viewed that they faced problem when the students did not concretize the title of the poem after the poem had taught. In this way, few teachers i.e. ten per cent teachers said that it was difficult to make the students understand the meaning of the given words, phrase, clause and sentences of the poem.

On the basis of data obtained, we can conclude that most of the teachers face some problems in teaching poetry to make the students choose appropriate title where there is not given title. Many teachers opined that there is the problem to concretize the title of the poem by the students.

4.2.5 Reciting the Poem 'Five Little Monkeys Jumping On The Bed'

To teach poetry effectively inside classroom, we follow various activities. Among them reciting poem is one of the effective activities. Students feel

excited and interested much if we make them recite the poem. So, to find out the views of teachers regarding the ways of teaching poem recitation, they were asked to respond the question "How can the teacher make the students recite the poem 'Five Little Monkeys Jumping On The Bed'?" Responses obtained are presented below:

Table No. 5

Activities of Poem Recitation

Sn.	Activities	%
1	Through Clapping, Dramatization	10
2	<u>Recitation</u> Group recitation Pair recitation Individual recitation Desk wise recitation Recitation by following the teacher	90

The above table shows that very few teachers i.e. ten per cent teachers viewed that they could make the students recite the poem 'Five Little Monkeys Jumping on the Bed' through clapping and dramatization. Although the teachers have not given all activities of recitation of poem but over all I have mentioned them all under recitation category. Most of the students i.e. ninety per cent teachers opined that they could use various activities of recitations like group recitation, pair recitation, individual recitation, and so on.

From the other interpretation we can conclude that there is no any fixed and appropriate activity of poem recitation. It may differ according to the environment of school, level of the class and level of the students as well. We can choose any effective activity to observe the level of students.

4.2.6   Explaining the Meaning 'No More Monkeys Jumping On The Bed'

To teach the poem effectively, the teachers have to explain the meaning of words, phrase, clause and sentence used in the poem so that the students can understand theme and the meaning of whole poem. Therefore the teachers were asked to respond the question "How do you explain the meaning 'No More Monkeys Jumping on the Bed'?" The responses obtained are presented below:

➢ By explaining the meaning with the reference of the poem and showing the result of jumping on bed.

➢ By describing the meaning that when they get hurt, there will not be any monkey remain for jumping.

➢ Students are told that this is the suggestion by the doctor.

➢ The bad activities leads to bad impact and should not carry such habit.

On the basis of the above mentioned explanation given by the respondents, I came to the conclusion that teachers can explain the meaning 'No More Monkeys Jumping on the Bed' by their own understanding. Most of the teacher opined that they could describe the meaning that when the monkeys get hurt, there will not be any monkey remaining for jumping. The view of a teacher may vary the view of another teacher but the theme of the meaning is same. Therefore, teachers explain it according to the level of the student, environment of the class and so on.

4.2.7   Composing Poems Initiating with Students' First Name

To compose a poem we can give any title to the students so that they can write appropriate poem. But in lower secondary level it can't be suitable to compose a poem by their first name. So the teachers were asked to respond the question "Is it appropriate to compose a poem using the beginning letters of students' first name in class six?" Responses obtained are given below:

Table No. 6

Composing Poems Initiating with Students' First Name

Sn.	Responses	%
1	Yes	10
2	No	90

The above picture shows that the very few number of teachers i.e. ten per cent teachers said that yes, it was appropriate to compose a poem by the students' first name. But most of the teachers i.e. ninety per cent teachers view that it was not appropriate especially in class six of lower secondary level.

On the basis of above interpretation we can conclude that, most of the students are not unable to write poem using their first name's alphabets. It is not appropriate for class six. And it will be better if this exercise removes from class six.

4.2.8 Ability on Composing Poems Initiating with Students' First Name

To find out the ability of the students whether every student can compose the poem by their first name effectively or not, the teachers were asked to respond a question "Can every student compose the poem effectively?" The responses obtained are presented below:

Table No. 7

Ability on Composing Poem Initiating with Students' First Name

Sn.	Responses	%
1	No	90
2	Yes	10

The above table shows that most of the teachers i.e. ninety per cent teachers responded that every student couldn't compose the poem effectively by their beginning letters of their first name. But only very few teachers i.e. ten per cent teachers responded that they (every student) could compose poem effectively.

On the basis of this data we can conclude that it is not appropriate to compose a poem by the students and it can't be effective in class six. A very few numbers were found the teachers who viewed that every student could compose the poem by their first name.

4.2.9 How Sensible the Poems Become?

The teacher always should focus on the creativity of students while teaching poetry inside classroom. But in the name of creativity, he/she cannot impose the students who are studying in class six to compose a poem by the alphabets of their first name. Therefore the teachers were asked to respond the question "Does poem composed by the students give good sense?" to find out the ability of the students whether they can compose sensible poem or not. The responses obtained are tabulated below:

Table No. 8

Sensible Poems Composed by the Students

Sn.	Responses	%
1	A very few of the poems give good sense.	60
2	Some of the poems only give good sense.	30
3	Most of the poems give good sense.	10

The above figure shows that the majority of teachers i.e. sixty per cent teachers responded that a very few of the poems give good sense composed by the students. Likewise, thirty per cent teachers responded that some of the poems only give good sense composed by the students. In this way, a very few numbers of teachers i.e. ten per cent teachers responded that most of the poems

give good sense composed by the students. None of the respondents responded that no any poem gives good composed by the students.

On the basis of this data we can conclude that a very few students can compose sensible poem or poem with good sense. It is so difficult and problem for the students.

4.2.10 **Teaching Rhyming Words**

It is said that teaching rhyming words enhance the students to compose poem effectively in the lower classes. To know the interest of teachers to teach rhyming words in this level they were asked to respond the question "Do you teach rhyming words in the poem 'What A Wonderful Day'?" The responses are displayed below: **Table No. 9**

Teaching Rhyming Words

Sn.	Responses	%
1	Yes	100
2	No	0

The above table shows that hundred per cent teachers responded that they all teach rhyming words in the poem 'What A Wonderful Day'. There was not any teacher who responded that he/she didn't teach rhyming word in this poem.

On the basis of this data we can conclude that all teachers teach rhyming words in lower secondary level and the students are interested to teach them as well. We can say that the teachers thought that they should teach rhyming words in this poem and so did they.

4.2.11 **Creating Poems of Advertisement**

Creating poem of advertisement is so effective in higher level than lower level. In lower secondary level very few students may create such poem or most of the students may not create this. So, to know about it, the teachers of lower

secondary level were asked to respond the question "Is it possible to create a poem by the students like advertisement in class seven?" The responses obtained are presented below.

Table No. 10

Creating Poem of Advertisement

Sn.	Responses	%
1	Yes, It is possible	50
2	No, It is not possible	50

The above figure shows that half of teachers responded 'yes' and half of teacher responded 'no' 'to create a poem by students like advertisement in class seven'. Some of the teachers said that yes but if the students were encouraged they could create simple poems like advertisement. And some other said that no, creating poem like advertisement especially in class seven did not meet the level of students. It was over the level.

On the basis of this data we can conclude that if we encourage them (students) the per cent can be increase. But for that teacher should be active and the level of the students inside class should be appropriate for this activity as well.

4.2.12 Involving the Students on Advertising Poems

It is one of the difficult tasks if we do not try for this level. So, first of all, teachers should be active while involving the students on advertisement poem. To know about the activities created by the teachers in class seven, teachers are asked to respond the question "How do you make the students create such advertisement in the poem effectively?" The responses obtained are presented below:

Responses:

➢ Asking the students to imagine some products of daily use like shoe, pen, fan etc to write their features.

➢ Simple features of related objects are asked to write.

➢ Collecting rhyming words related to advertisement.

➢ Showing any suitable advertisement as sampling.

➢ Giving suitable pictures of an advertisement.

➢ Telling different types of features of advertisement

➢ By using various examples of advertisement in the classroom

➢ Giving some phrases, clauses, and sentences related to advertisement as hint.

On the basis of above mentioned responses given by teachers of lower secondary level it can be concluded that, the teacher can use suitable activity inside the classroom according to the level of the students, availability of the teaching materials, environment of school and so on to make the students create poem like advertisement in class seven. But for the poor students they have to give hint like showing the poem of advertisement, giving picture of related advertisement as well.

4.2.13 Poems and Pronunciation

There is very much important of pronunciation in reciting poem. To recite the poem effectively the students should know the correct pronunciation. Therefore the teachers should also give focus in the pronunciation while reciting poem. To know the ability of the students in reciting poem with correct pronunciation teachers are asked to respond the question "Can the students practise reciting the poem effectively using correct pronunciation?" The responses are presented below:

Table No. 11

Poem Recitation with Correct Pronunciation

Sn	Responses	%
1	Most of the students can	25
2	Few of the students can	20
3	No, the students cannot practise reciting the poem effectively with correct pronunciation.	10
4	Yes, the students can if we support them.	45

The above table shows that twenty five per cent teachers responded that most of the students could practise reciting the poem using correct pronunciation. Similarly, twenty per cent teachers responded that few of the students could practice. Likewise, very few teachers i.e. ten per cent teachers responded no, the students could not practise reciting the poem effectively with correct pronunciation. But the majority of the teachers i.e. forty per cent teachers viewed that yes, the students could if teachers supported them.

On the basis of this data we can conclude that most of the students can practise reciting the poem effectively using correct pronunciation if they were facilitated by the teachers while reciting. For this, the teacher should be as a model in front of the class.

4.2.14 Teaching Rhyme and Rhythm

Teaching rhyme and rhythm are essential in lower secondary level. Rhyme and rhythm are what make the poem interesting. They help the students to learn while enjoying the musicality in the poem. To know the necessity of rhyme and rhythm in L.S. level for the students, teachers were asked to respond the question "Why is it necessary to teach the students rhyme and rhythm in lower secondary level?" The responses are presented below:

➢ To make students aware of rhyme and rhythm.

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- ➢ To give slightly knowledge about it.
- ➢ To foster their speaking style and better the tone in speech.
- ➢ Because they help to create poem in future.
- ➢ So the students can better understand poetry in higher level.
- ➢ Because they give more knowledge to know the musicality in the poem.
- ➢ Because they make poem interesting and enjoyable while reciting the poem.
- ➢ It is so helpful for the further study.
- ➢ To increase the students' word power.

On the basis of the above mentioned reasons given by the respondents, I came to the conclusion that it is necessary to teach rhyme and rhythm in lower secondary level because they help the language learner to foster their speaking style and better the tone in speech and to know the musicality in the poem. No one teacher said it was not necessary to teach it in this level where as most of the teacher gave more emphasis to teach for better knowledge in higher level about rhyme and rhythm.

4.2.15 Involving Students Reading Poem with Good Rhyme and Rhythm

Rhyming poems are used mainly for humor. Those poems are fun to read. And a poem has rhythm if the reader of the poem gives the poem rhythm. Therefore the teachers are asked to respond the question "How can a teacher make the students read the poem with good rhyme and rhythm?" The responses are presented below:

Responses:

- ➢ Through cassette player
- ➢ By singing together
- ➢ By using different types of instruments like drum, madal etc.
- ➢ Group or pair recitation

- To make the students follow the teacher
- By repetitive drills
- Teacher being as a model reading with good rhyme, rhythm
- To create its own unique beat with in every sentence
- To follow any suitable music
- Create a small section of students to recite with drums
- Through rhythmic dialogue
- By clapping

On the basis of following response, what I want to say is that we can use any useful and suitable activity to make the students read the poem with good rhyme and rhythm where they could enjoy learning the poem in lower secondary level. If there is musical instrument in the school it will be fruitful learning which were focused by the respondents above.

4.2.16 Content of 'Holi, Festival of Colour'

We teach different types of things through poem. We can teach rhyming words, meaning of sentence, multiple interpretations of poem. But it depends upon the poem and the level of the class. The teachers were asked to respond the question " What can we teach through the poem 'Holi, Festival of Colour'?" The responses were presented below.

Responses:

- Rhyming words can be taught.
- Culture can be taught.
- Different types of colour can be taught.
- Activities of Holi can be taught.
- Festival and its importance
- Poem itself
- Various new words meaning

On the basis of the given responses, we can conclude that this is the poem of class seven. So in this level we can teach those things which are related to poem. Rhyming words can be taught effectively through this poem and in the meaning level it can be taught that holi is a joyful festival of colour. Students learn that the festival and it helps to strengthen the relationship while enjoying with colours.

4.2.17 Necessity of Rhyming Words in the Poem

Without rhyme words many poems are written, therefore it is not necessary to be rhyming words in the poem. But rhyme is the musicality behind the words and the way the phrases come together. The teachers were asked to respond the question "Do you feel difficulty if there is not any rhyming words in the poem like 'Paper Boats' by Rabindranath Tagore?" The responses were tabulated below:

Table No. 12

Necessity of Rhyming Words in the Poem

Sn.	Responses	%
1	Yes, I do	100
2	No, I don't	0

The table shows that all the teachers i.e. hundred per cent teachers said that they felt difficulty if there was not given rhyming words like in the poem 'Paper Boat' in lower secondary level.

On the basis of this data what we can say is that rhyming words keep the poem in harmony, and a rhyme scheme helps the students to understand what is coming. It is so useful if the poem gives with rhyming word especially in lower secondary level.

4.2.18 Teaching the Poem 'Paper Boats'

Paper Boats is the poem of class eight which was written by Rabindranath Tagore. In which poem, there is no any rhyming words. The teachers were asked to respond the question "How do you teach it?" The responses are presented below:

Responses:

- ➤ By asking the students about their experience of similar interesting game.
- ➤ By asking to share their knowledge about paper boat.
- ➤ By explaining the meaning with simplest way, and by reading the poem for them.
- ➤ By asking them to read the poem themselves.
- ➤ By using appropriate tone.
- ➤ By transforming the poetry into story.
- ➤ By asking them to tell this poem in a simple way
- ➤ Group recitation
- ➤ Pair recitation
- ➤ Through picturization

On the basis of given responses, we can conclude that teaching the poem Paper Boat in class eight is little bit difficult for the students because there is not any rhyming therefore the teachers can follow picturization method, transforming the poem into story can be effective by observing the views of many teachers.

4.2.19 Reciting the Poem 'Paper Boats'

If poem does not have rhyming words it is difficult to recite. It is not listened well. And sometime, most of the students may fail to recite it correctly, here correctly means with correct pronunciation as well. Therefore, the teachers were asked to respond the question "Can your students recite this poem correctly?" The responses are tabulated below:

Table No. 13

Reciting the Poem 'Paper Boats'

Sn.	Responses	%
1	Most of the students can recite.	20
2	Few of the students can recite.	30
3	No, the students cannot recite it correctly	20
4	Yes, the students can recite it correctly.	30

The above picture shows some of the teachers i.e. twenty per cent teachers said that most of the students could recite that poem correctly. Likewise, thirty per cent teachers responded that few of the students could recite that poem. Other twenty per cent teachers opined that no, the students could not recite it correctly. In this way thirty per cent teachers viewed that yes, students could recite it correctly.

On the basis of above interpretation we can conclude that, most of the students can recite that poem correctly but the teacher should focus in pronunciation first as well to them.

4.2.20 Teachers Experience as a Student

Every teacher has an experience of student. It is almost impossible to be a teacher without being student. Some of the teachers' teaching activities could affect in their life when they were students or it could have been going wrong also. So, the teachers were asked to respond the question "When you were a student, how did your teacher teach you poetry?" The responses are presented below.

Responses:

- ➢ The teacher used to read the poem, tell its meaning and ask them to read.
- ➢ He used to teach roughly without any fun.

- He used to teach just focusing on throat learning.
- They used to tell only difficult meaning and just make to read.
- The teacher himself used to read a poem and make us to follow.
- He used to describe the poem as a whole by providing meaning of difficult words.
- He used to explain the poem with picture if there is given.
- He used to make us find out the rhyming words
- He used to teach every stanza and give us meaning.
- He used to translate every sentence into Nepali.
- He used to read the poem with correct pronunciation and make us follow him.

On the basis of the given responses by the teachers we can conclude that most of the teachers were not so trained how to teach poem and they couldn't know the appropriate activity which could be best in their time when they were students. But some of the teachers had followed pronunciation, recitation providing difficult word meaning could be the best in every classroom.

4.2.21 Students' Activity During Teaching Poetry

When the teachers were students, their teachers might give different types of task in teaching poetry. To know about the teachers were asked to respond the question "Was it just a memorization task?" The responses were tabulated below:

Table No. 14

Students' Activity During Teaching Poetry

Sn.	Responses	%
1	Yes, It was.	100
2	No, It was not	0

The table shows that all the teachers i.e. hundred per cent teachers said that it was just memorization task. No one said it was not only memorization task when they were students and their teacher used to teach poetry.

On the basis of this data what we can say is that in the previous time the teachers only used to give focus on memorization. It can be a reason because of lack of effective training. They didn't have many more activity to teach poetry as well in their time.

4.2.22 Students Interest on Poetry

Students are interested to read poem if the poem has good rhyme, and rhythm in lower level. But the teacher also encourages them to read the poem. To know about the interest the teachers were asked to respond the question Do your students enjoy reading poetry?" The responses are tabulated below:

Table No. 15

Students' Interest on Poetry

Sn.	Responses	%
1	Yes, they do.	80
2	No, they don't.	20

The above table shows that most of the teachers i.e. eighty per cent teachers said that the students enjoyed reading poetry. And only few teachers i.e. twenty per cent teachers responded that the students didn't enjoy reading poetry.

 On the basis of the given data we can conclude that the majority of the students enjoy reading poetry but the poem should have lyrical sense in lower level why because it can be effective in teaching poem if it is in good rhyme, rhythm.

4.2.23 Plan of Teaching Poetry

If we do plan to teach the student, it can be effective class. Every student's understanding over subject matter might be good. Especially in lower secondary level it is better to prepare lesson plan. But preparing lesson plan has become optional nowadays. Most of the teachers rarely plan the lesson to teach. Therefore the teachers were asked to respond the question if the teacher had prepared lesson plan to teach poetry. The responses are tabulated below:

Table No. 16

Plan of Poetry Teaching

Sn.	Responses	%
1	Yes, I always prepare.	30
2	I sometimes prepare.	65
3	No, I haven't prepared	5

The above table shows that some of the teachers i.e. thirty per cent teachers always prepare lesson plan in teaching poetry. Similarly, the majority of teachers i.e. sixty five percent teachers sometimes prepare lesson plan and very few teachers i.e. five per cent teachers have not prepared lesson plan

On the basis of above interpretation we can conclude that, most of the teachers usually prepare lesson plan while teaching poetry in lower secondary level.

4.2.24 Activities / Ways of Teaching Poetry

There are different types of activities or ways to teach poetry in lower secondary level. Activities may vary according to the level of the students, environment of the school, background of the students and so on. To know the activities of teaching poetry the teachers were asked to respond the question that "Can you name some effective ways / activities which you think could be

used in teaching poetry at lower secondary classroom?" The responses are given below:

Responses:

- ➢ Giving background information about the poem
- ➢ Making the students play the game of rhyming word, word meaning etc
- ➢ Matching poem's line with its paraphrase.
- ➢ Asking some pre-reading questions
- ➢ Encouraging the students to guess what the poem is about.
- ➢ Leading the students towards symbolic meaning.
- ➢ Asking questions about picture related to the poem.
- ➢ Asking comprehensive questions.
- ➢ Creating any suitable pair work and group work activities.
- ➢ Making them read the poem with good rhyme.
- ➢ Making recitation activities among students, giving reward which group recites the best.
- ➢ Teaching the meaning of title.
- ➢ Singing the local songs in the local language related to poem.
- ➢ Asking practical questions to their daily lives.
- ➢ Using general language words of English to be familiar with them.
- ➢ Teaching through the picture of poem if given.
- ➢ If possible teaching through dramatization.
- ➢ Giving the introduction of the poet and poem
- ➢ Organizing poem competition.
- ➢ Producing wall literary newspaper including students' poems, it can encourage them to write poems.
- ➢ Through dictation.
- ➢ Explanation by the students to give the view about poem.
- ➢ Telling similar text which is related to poem.

Analyzing and Evaluating the responses, supplied by the teachers,it can be concluded that conducting games on vocabulary, reciting with rhyme and rhythm, matching poems line with its paraphrase, picturization, dramatization and so on can be effective in the lower secondary level of students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

On the basis of the analysis and interpretation of the information obtained, the following summary and conclusions are drowned. It also incorporates some pedagogical implications for policy level, practice level, and further research on the basis of the findings of the study.

The main principle of this study was to identify the issues and the problems faced by lower secondary level English teachers in teaching poetry in ELT classroom. My study focuses on issues and problems of English language teachers in teaching poetry. In order to delve into the depth, I <u>applied</u> the tool; questionnaire. This tool assisted me to do survey research in teaching poetry in ELT classroom- issues and problems.

5.1 Summary

This study contained five chapters. Among them, the first chapter, as an introductive chapter, led to a short introduction about the research with the 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 definition of the key terms.

Similarly, the second chapter summarized the review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework.

On the same way, the third chapter contained the methods and procedures of the study which dealt with design of the study, population and sample of the study, sampling procedure, data collection tools, and data collection procedure that they all help leading the project gradually towards the result and the discussion.

Likely, the fourth chapter covered the result and discussion of the collected data. The findings had been presented after completion of analysis of the collected data as result and discussion had been conducted one by one under the different headings individually.

The last but not the least; an ultimate chapter of the reserch, consisted of the summary, conclusion, and some pedagogical implications based on the analysis and interpretation of the data. In doing so, the chapter also attempts to gathers References and Appendices to attach at the end.

5.2 Conclusions

After conducting a survey on 'Teaching Poetry in ELT Classroom-Issues and Problems', I came to draw some concrete conclusions, which are listed as follows:

) Most of the teachers are skilled enough to teach poetry at this level.
) Some of the teachers need training about how to teach poetry.
) To give good title in untitled poem is really difficult at the lower secondary level especially in class six.
) Composing poem initiating with the student's first name is not suitable for class six and, if they composed too, it would hardly give good sense.

5.3 Implications

On the basis of the findings of the research, I have made the following pedagogical implication for the policy level, practice level, and further research.

5.3.1. Policy level

The government should make the provision of evaluating the usefulness of poetry and make their further policy related to teaching poetry in lower secondary level.

- Teacher trainer should train the teachers to develop certain skills to teach poetry at lower secondary level effectively.
- Curriculum planner, course designer and textbook writer should develop the related ideas while designing the curriculum, course book, training course, textbooks, materials etc.
- Pre-service as well as in-service teachers should be guided by the study findings to teach poetry in lower secondary level.
- School management committees should employ the teachers who have better knowledge about these issues and problems in teaching poetry in ELT classroom especially in lower secondary level.

5.3.2 Practice level

- The teacher should start the class with the motivating and warming up activities.
- The teacher should encourage the students to guess the suitable title in teaching untitled poem.
- The teacher should facilitate the poor students to choose suitable title.
- The teacher should go to classroom with suitable pictures, musical instruments to teach poetry to make fun activity inside classroom as much as possible.
- The teacher should explain the meaning of the stanza in a clear way to every student.
- The teacher should teach poem make them recite the poem with good rhyme and rhythm if possible with cassette or CD which are available in the market in the lower secondary level.
- The teacher should bring the model of advertising poem with posters, give them related rhyming words, phrases for the advertised poem so that the students can create such poem later.
- The teacher should focus on pronunciation to foster the students' speaking style and better the tone in speech while reciting the poem in lower secondary level.

- The teacher should teach about culture, colour, rhyming words, activities of Holi festival through the poem '*Holi, Festival of Colour'* in class seven.
- The teacher should teach the poem without rhyming words like '*Paper Boats*' by transforming the poetry into story.
- English language teacher should always plan the lesson to teach poetry and other genre of literature.
- The teacher should choose the best activity to teach poetry according to the level of the students, class, environment of the school, availability of teaching materials locally and so on.
- Lastly, the teacher should teach any item without feeling and problem by making any activity as a fun inside the classroom so that the student can feel better and can be interested more to learn.

5.3.3 Further Research

- This study is just an entry in the department of English Education so that we need to make more detailed study. There are various issues and problems in teaching poetry in ELT classroom. Therefore this study opens the way for detailed study for the further research.
- Further researchers can take this study as guideline who wants to carry out researches in the similar field.

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APPENDIX

The name of schools selected in Research Study

1. Nawajagaran Higher Secondary School, Tamsariya V.D.C. Ward No:7

2. Nawalpur Higher Secondary English School, Tamsariya V.D.C. Ward No:7

3. Nepal Green Valley Secondary English School, Tamsariya V.D.C. Ward No:5

4. Nepal Loksewa Higher Secondary School, Tamsariya V.D.C. Ward No: 2

5. Janata Higher Secondary School, Narayani V.D.C. Ward No:1

6. Saraswati General Higher Secondary School, Deurali V.D.C. Ward No: 3

7. Thumki Devi Bright Future Secondary School, Deurali V.D.C. Ward No: 2

8. Arpan English Secondary School, Deurali V.D.C. Ward No: 6

9. Bhu Pu Sainaik Prabhat Academy, Deurali V.D.C. Ward No: 4

10. Gyanodaya Higher Scondary School, Prasauni V.D.C. Ward No: 3

11. Laxmi Adarsha Lower Secondary School, Tamsariya V.D.C. Ward No: 4

12. Janata Secondary School, Naya Belhani V.D.C. Ward No: 8

13. Arunkhola Higher Secondary School, Naya Belhani V.D.C. Ward No: 8

14. Shanti Deep English Boarding School, Naya Belhani V.D.C. Ward No: 8

15. Narayani English Boarding School, Naya Belhani V.D.C. Ward No: 8

16. Durga Lower Secondary School, Tamsariya V.D.C. Ward No: 8

17. Nitya Nanda Ratna Kumari Secondary School, Jahada V.D.C. Ward No: 8

18. Gyan Jyoti Lower Secondary School, Tamsariya V.D.C. Ward No: 6

19. Moon Light Academy, Tamsariya V.D.C. Ward No: 9

20. Viuran Small Heaven Boarding School, Prasauni V.D.C. Ward No: 5