

**TEACHERS' PRACTICE OF USING DIFFERENT  
ACTIVITIES FOR TEACHING POETRY**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
BishnuKarki**

**Faculty of Education  
Tribhuvan University, Kirtipur,  
Kathmandu, Nepal  
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**Kathmandu, Nepal**

## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any University.

Date: 24-09-2016

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## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Bishnu Karki** has prepared this thesis entitled **Teachers' Practice of Using Different Activities for Teaching Poetry** under my guidance and supervision.

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**DEDICATION**

**Dedicated**

**to**

**My parents**

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## ABSTRACT

The present thesis entitled **Teachers' Practice of Using Different Activities for Teaching Poetry** aimed to find out teachers' practice of using different activities for teaching poetry. Keeping the objective in consideration, 30 English teachers from 10 different campuses/colleges of Sunsari and Morang districts were sampled through non-random purposive sampling procedure. A set of structured questionnaire was the tool of data collection. After analysis and interpretation of data, it has been found that the ELT teachers of Sunsari and Morang practice various activities at pre, while and post teaching phases and they face several problems in course of teaching poetry. Teachers prefer to apply teacher centered activities in comparison to learner centered activities. It has also been found that teaching figurative language, giving historical and cultural background information of the poem, giving introduction of the poet, analyzing poem from different perspectives, pre-teaching vocabularies, summarizing poem, writing review of the poem, and debating on the theme of the poem are the most important activities of teaching poetry preferred by the respondent teachers.

This thesis consists of five chapters. Chapter one is an introductory part which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms. Similarly, chapter two includes the review of the related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework. The third chapter deals with methods and procedures of the study under which design and method of the study, population, sample and sampling strategy, study area, data collection tools and techniques, data collection procedures, analysis and interpretation procedures are mentioned. Likewise, chapter four includes analysis and interpretation of results and summary of findings. Chapter five includes

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conclusions and recommendations at three different areas i.e., policy related, practice related, and further research related. Finally, the references and appendices are included.

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## LIST OF ABBREVIATIONS

B.Ed.	:	Bachelor of Education	CPU	:	Cambridge University Press
e.g.	:	For Example (Exemplia Gratia)	EFL	:	English as a Foreign Language
ELT	:	English Language Teaching	et al	:	and others
etc.	:	et cetera			
i.e.	:	that is			
L1	:	First Language			
L2	:	Second Language			
M.Ed.	:	Master of Education			
No.	:	Number			
NR	:	Number of Respondents			
p.	:	page			
pp.	:	pages			
SIP	:	School Improvement Plan			
S.N.	:	Serial Number			
T.U.	:	Tribhuvan University			

# CHAPTER ONE

## INTRODUCTION

This is the study entitled “Teachers’ Practice of Using Different Activities for Teaching Poetry.” This section of research consists of general background, statement of the problem, objectives of the study, research question, significance of the study, delimitation of the study and operational definitions of the key terms.

### **1.1 Background of the Study**

Language is the element and identity of society and the means of sharing and preserving the culture for the coming generation. Language is a powerful vehicle of communication. We express our ideas, desires, opinions, feelings etc. with the help of language. There are thousands of languages spoken all over the world. Among them, English is one of the major language of the world. English is regarded as lingua franca, a contact language among the countries of the world.

Language and literature are interrelated. The literary language is regarded as a variety of language which is complex but the popular variety of it. The varieties of language found in literature provide a very interesting basis for language teaching. So, literature is one of the resources of language teaching.

Long (1998) says, “Literature is the expression of life in words of truth and beauty, it is the written record of man’s spirit, of his thoughts, emotions, aspirations, it is the history and the only history of the human soul” (as cited in Explorations in English, P.5). According to Lazar (2009, P.1), “Literature is the use of language to evoke a personal response in the reader or listener.”

Literature is the result of creative faculty of human mind. It is an artistic, pleasant and attractively deviated form of language to express one’s ideas, feelings and experience. Thus, literature is an art which mirrors the society out of which it emerges. Literature stretches students’ imaginations, widens their insights, deepens their experiences and heightens their awareness.

The genres of literature are poetry, drama, essay, novel and story. Among the genres, poetry is the oldest and the richest genre of literature. Wordsworth defines poetry as “The spontaneous overflow of powerful feelings; it takes its origin from emotion recollected in tranquillity” (as cited in Teaching English Literature, P.6). The poetic language is more literary, unique and complex than the language of prose. The deviated form of language is used in poetry which is out of the grammatical rules and regulations. Therefore, the students as well as the teachers feel difficulty in understanding the poetry. Teaching poetry in the context of Nepal is a challenging and painstaking job.

## **1.2 Statement of the Problem**

The language used in the field of literature differs from the language used in other areas. Poetry is a special kind of symbolic language which is organized by its unusually rich use of such features of language as rhythm, pitch, meter and connotation. Broadly speaking, poetry aims at providing pleasure to the readers and instructing them. Teaching poetry seems to be complex than other genres of literature. EFL teachers have problem regarding the figurative language of poetry. So, teaching poetry is challenging to EFL teachers. To teach them different activities should be employed. The researcher in this study entitled “Teachers’ Practice of Using Different Activities for Teaching Poetry” has attempted to find out the teachers’ practice of using different activities for teaching poems.

## **1.3 Objectives of the Study**

This study had the following objectives:

- a) To find out the teachers’ practice of using different activities for teaching poetry
- b) To suggest some pedagogical implications

## **1.4 Research Questions**

- a) What activities do teachers follow while teaching poetry?
- b) .Do the teachers use learner-centred techniques to teach poetry?
- c) What are the problems faced by the teachers while teaching poetry?

## 1.5 Significance of the Study

This study provides information about practice of using different activities for teaching poetry. So, from this study English language teachers, students, curriculum designers, textbook writers will be benefited. This study helps the teachers to teach the poetry effectively by creating interest and readiness in the students. Besides, who are interested in the field of ELT can also derive information from this study. Above all, this study is significant for those who are interested in teaching poetry.

## 1.6 Delimitations of the Study

This study had the following delimitations:

- a) This study was limited to the B.Ed. third year textbook entitled 'Explorations in English'.
- b) This study was limited to the B.Ed. level teachers.
- c) This study was limited to Sunsari and Morang districts.
- d) This study was confined within thirty teachers of B.Ed. level.
- e) This study was limited to only five poems of 'Explorations in English' of B.Ed. third year.
- f) The data collection tool was questionnaire.
- g) This study was limited to only purposive non-random sampling procedure.

## 1.7 Operational Definitions of the Key Terms

The following important terminologies are used throughout this study:

**Activities:** Here, this term refers to the activities which are used for teaching poetry.

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

**Rhyme:** Here, the term refers to a word that has the same sound or ends with the same sound as another word. For example, “parted” rhymes with “hearted” and “tears” with “years” in the poem entitled ‘When We Two Parted.’

**Simile:** A comparison between two distinctly different things is explicitly indicated by the word ‘like’ or ‘as’. For example, “Like a heron on his thin legs” in the poem entitled ‘A Girl by the Roadside.’

**Teachers:** In this study, the term signifies only those teachers who are teaching in B.Ed. level.

**Verse:** Composition written in meter implication.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of four parts. They are: review of theoretical literature, review of the empirical literature, implication of the review for the study and conceptual framework for the study.

#### 2.1. Review of Theoretical Literature

The following theories are helpful to conduct this study on Teachers' Practice of Using Different Activities for Teaching Poetry.

##### 2.1.1 Introduction to Literature

The word 'literature' was derived from the Latin word 'litteratura' which means 'literate' in English. The term 'literature' was first used in French and it was later used in English. Literature is the result of creative faculty of human mind. It is an artistic, pleasant, attractively deviated form of language to express idea, feeling, and experiences. In broad sense literature refers to all the written composition. But in specific, narrow, and serious sense literature consists of feeling, ideas, attitudes, experiences and emotions in an implicit way in the fuller and deeper sense.

Literature and language are interrelated. The literary language is a variety of language, which is the most complex and popular part of language. Literature mirrors time, place, culture, society etc. It is true that without studying literature the language learning process is always incomplete.

Lazar, (2009, p.1) defines literature as "a world of fantasy, horrors, feelings, thoughts, vision etc. which put into words". Similarly, Collie and Slater (2009, p.3) said "Literature offers a bountiful and extremely varied body of written material is 'important' in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral."

In conclusion, literature is an art of writing and a medium to express thoughts, feelings and emotions reflecting the mirror of the society. Some of the characteristics of literature are as follows:

- a) Literature is the secret and vital things which studies human internal and external feelings.
- b) Literature has its own suggestiveness which is broadly known as tragicomic about action of human heart. iii. Literature glimpses imaginations, thoughts feelings, emotions etc.
- c) Literature has permanent universality.

- d) It is the record of human spirit and history of human .

### 2.1.2 Literature and Language Teaching

Literature is an indispensable tool for teaching and learning of a language. In addition to this, literature has always been an important resource for teaching and learning of language. Literature provides variety of inputs. In learning literature, students come in contact with different varieties of language cultures, lifestyle and style of expressing and interpreting the literary text. Moreover, literature develops language skills in students; literature helps students to develop all four language skills, i.e. listening, speaking, reading and writing. While studying literature the students automatically practise the language skills. They listen to different texts, cassettes, speak more about the subject matter in an interesting way, read more texts and write appreciation, analyze and interpret the texts. As a result, language skills develop naturally. So, the exposure to literature in its various forms such as poems, dramas, stories, novels and essay definitively enriches the student's language learning ability.

Lazar (2009, pp .14-15) writes the following reasons for using literature in the language classroom:

- a) It is very motivating.
- b) It is authentic material.
- c) It has general educational value.
- d) It is found in many syllabuses.
- e) It helps students to understand another culture.
- f) It is stimulus for language acquisition.
- g) It develops students' interpretative abilities.
- h) Students enjoy it and it is fun.
- i) It is highly valued and has a high status.
- j) It expands students' language awareness.
- k) It encourages students to talk about their opinions and feelings.

To sum up, all the teachers, linguists, ELT experts and students are in favor of the importance of literary texts in the Classroom. Literature Stresses Students imagination, widens their insights, deepens their experiences and enlightens their awareness. Therefore, it can be said that literature is a vehicle for carrying various conceptual features, syntactic structures, various communicative activities and language used in a variety of cultural settings. Thus, using literature in language teaching assists the learners to learn both language usage and language use creating language awareness.

### 2.1.3 Genres of Literature

Literature is a full-fledged discipline of language. Literature is complete in itself with its many genres. They are described as follows:

#### a) Poetry:-

Poetry is one of the forms of literature. It is a piece of creative writing which is generally composed in verse. Poetry is a conventional forms of art where one can find aesthetic pleasure and knowledge expressed in beautiful language, thought, forms, emotion and rhythm. The language of poetry is different from prose. Due to the deviation of linguistic norm, poetry is different with the other genres of literature. The language of poetry is connotative and figurative.

#### b) Drama:-

Drama or a play, in the words of Abrams (2005, p.69) is “the form of composition designed for performance in the theatre, in which actors take the roles of the characters, performs the indicated actions and utter the written dialogue.” The elements of drama are plot, characters, setting, theme, conflict and dialogue. The different forms of drama are tragedy, comedy, tragic comedy and farce.

#### c) Novel:-

Novel is defined as an extended piece of prose fiction, there is no consensus among writers and critics as to its length. Novel might be fictional and nonfictional. The fiction novels are written with imaginary character and events but non-fictional novels narrates the true history of someone or something. Based on Abrams (2005, PP.197-198), we can identify the following features of the novel, which differentiates it from strong or novella.

- a) It permits a greater variety of characters
- b) It has relatively long and often complex plot
- c) It permits ampler development of milieu
- d) It has multiple characters
- e) The story in the novel usually develops through the thought and action of its characters

Hence, a novel is a lengthy fictional narrative in prose dealing with plot, characters, setting, style and theme.

#### d) Short story:-

A short story is a short work of prose fiction which usually depicts one character’s inner conflict or conflict with others. It is a work of fiction in prose writing about imagined events and characters. To quote Abrams



(2005: p.295), “ A short story is a brief work of prose fiction and most of the terms for analyzing the component elements, the types, and the narrative technique of the novel are applicable to the short story as well”. A short story, unlike a poem does not depend on verses, meters or rhymes for its organization and presentation. A short story is often contrasted with a novel on the grounds of length, magnitude and complexity. The essential quality of a short story is narration. Plot, character, setting, style, theme and language style are its chief elements.

#### e) **Essay:-**

Essays are one of the genres of literature nearly always written in prose and which are moderate in length. 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”. The main purpose of writing essay is persuasion. Essay is not fictional but it shows the writers own idea on a particular subject matter. Unity, balance, order, brevity, coherence, persuasion, flexibility and style are the characteristics of a good essay.

#### **2.1.4 Types of Poetry**

Poetry originally comes from Greek root ‘poiein’ meaning ‘to make’. A poet is a creator and poetry is a creation. Poetry is a kind of verbal art. The poets of each generation have their own definition of poetry, their own stage of what poetry is and what poetry does. Eliot (The scared of wood, 1920), says, “Poetry is not a turning loose of emotion, but an escape from emotion; it is not the expression of personality but an escape from personality” (as cited in Oxford

Dictionary of Quotation and Proverbs, 2008, P.210). Frost says, “Poetry provides the one permissible way of saying one thing and meaning another” (as cited in Exploration in English, P.7). Poe says, “Poetry is the rhythmic creation of beauty” (ibid.).

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

They are describe as follows:

#### **Epic**

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

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

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

### **Ballad**

The term ballad has been derived from the Late Latin and Italian term ‘ballare’ meaning to dance. Primarily a ballad is a song that tells a story and originally it had a musical accompaniment to a dance. Cuddon (1991, P.77) has distinguished the following characteristics common to large number of ballads (as cited in New Paradigm, P.6):

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

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

### **Elegy**

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

### **Ode**

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

Keat’s “ode to Nightingale”, Wordsworth “ode on Imitation of Immortality”, Johnson’s “ode to the Immortal memory” etc. are the examples of odes.

### **Lyric**

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

Lyrics are short poems expressing direct personal feelings. It means they are usually fairly short, not longer than fifty or sixty lines. The quality of lyrics are brevity, emotional, subjective, melody, spontaneity, free verse etc.

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

### **Sonnet**

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

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

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

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

### **Romance**

A romance is a verse narrative which was popular in the middle ages (5<sup>th</sup> century to 15<sup>th</sup> century). A romance is mainly about legendary, supernatural or amorous subjects and characters. The romance is a form of entertainment. The character of the romance are from the courtly world. The plot of the romance revolves around the elements of fantasy, improbability, extravagance and naivety. It also suggests elements of love, adventure, the marvellous and the mythic.

### **Narrative verse**

A narrative verse is a poem that tells a story. Ballad and epic belong to this category of literary genre. The narrative verse exists in all literature. Chancer's Canterbury Tales (1385-1400), Spenser's The Faerie Queene (1589-1576), Milton's Paradise lost (1667), Eliot's The Journey of the Magi (1930) are some of the outstanding narrative verses in English.

### **2.1.5 Teaching of Poetry**

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

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

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

The student must feel that it is experiencing a new joy.

### 2.1.6 Language of Poetry

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

Poetry is created for pleasure. The aesthetic satisfaction is related to poetry. The language of poetry is special and different that to the language of any texts or daily use of the language. The poetic language consists rhyming words, rhythm, meter, diction, tone, music, alliteration and assonance etc. The poet uses special types of diction selecting appropriate words to write a poem. The rhyming scheme is an important aspect of poetry which makes the poem standard and systematic. The rhythm, meter, tone and music make the poem systematic and sweet. The alliteration and assonance are also some important factors of composing poetry. Poetry differs linguistically from the usual or standard form of language. Poetry recognizes syntax invests its own vocabularies freely, mixes registers and creates its own punctuation. Poetry draws creatively on a full range of archaism and dialects generate new vivid metaphors. It patterns sounds and orders rhythms. Poetry has been described as deviation from the norm of language. It has been argued that poetry frequently breaks the rules of language but it communicates with information of original way.

Poetry teaches the readers that language may not be quite rigidly governed by rules as we think. It is pedagogical useful and necessary to provide students with idealized language rules. While using poetry students find deviant and unusual language. By this students can expand language awareness and interpretative abilities.

### 2.1.7 Features of Poetry

The feature of poetry are discussed below:-

#### *Rhythm*

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

onomatopoeia. The rhythm of a lyrics is different with the rhythm of a sonnet. Likewise, the rhythm of an epic is different from that of the rhythm of an elegy.

### ***Rhyming scheme***

The Rhyming Scheme is the main features of poetry. Generally poetry is composed in verse. To make the verse systematic the rhyming pattern must be used. There is different Rhyming Scheme like Petrarchan or Italian\_\_ abbaabba cdecde and English or Shakespearean\_\_ abab cdcd efef gg. For example: king rhymes with ring and hot with pot.

### ***Deviation of linguistic norm***

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

### ***Diction***

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

### ***Music and Tune***

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

### ***Assonance and Alliteration***

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

### ***Use of figurative language***

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

### ***Meditation***

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

### ***Imagination***

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

## **2.1.8 Activities of Teaching Poetry**

Lazar (2009, PP.129-131) gives the following activities and tasks for teaching poetry.

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

Stimulating students interest in the text

- a) Students discuss or describe the photographs or pictures relevant to the theme of the poem.
- b) Students predict the theme of the poem from its titles or a few key words and phrases in the poem.
- c) Students are given different lines of poem and asked to suggest the theme of the poem.
- d) Students are asked what they would do, and how would they respond if they were in similar situation?

Providing necessary historical and cultural background

- a) Students read or listen the historical and cultural background related to the poem.
- b) Students read and listen the text about author's life which may deepen their understanding about the theme of the poem.
- c) Students discuss what are appropriate behaviours or feelings in their culture and society in particular situation.
- d) 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***

- a) Students are given a jumbled version of the poem and are asked to put together.
- b) Removes certain words from the poem and ask students to fill in the gaps.
- c) Teacher asks students to read one verse at a time and try to predict what is coming next.
- d) Students underline key words and then speculate the metaphorical or symbolic meaning.
- e) Students answer comprehension questions about the meaning of certain words or phrases of the poem.

**c. Post-reading activities**

Helping students towards the interpretation of the poem.

- a) Students are given a series of statements about the possible underlying meanings of the poem and they decide which ones are true and false.
- b) Give three interpretations and ask them to choose best one.
- c) Advanced learners compare the poem with two different translations of it in their own language and choose most satisfactory.
- d) Students imagine they are filming the poem. They decide what visual image they provide to each line.

**c. Follow-up activities**

- a) Students rewrite the poem in different forms of discourse.
- b) Students read some other poem by the same author and having similar there.
- c) Students write their own poem using original a model.
- d) Role play or discussion based on theme or subject matter.
- e) Students discuss the values and world view which either implicitly or explicitly expressed in the poem and ask them whether they agree or disagree.

## 2.2 Review of Empirical Literature

Many researches have been carried out in the field of English language teaching. Here, this section is an attempt to review the related studies. Some of the scholars and researchers have been reviewed considering them as related literature.

Timsina (2007) carried out a complete research study on the title “A Study on

Teaching Poetry in Higher Secondary Level”. His objectives of the study were to analyse 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 randomly selected seven higher secondary school from Udyapur district for his study. He, in his research concluded that teaching learning processes were completely teacher centred and majority of teachers taught vocabularies, describe the title and explain the pictures used in the poem. He also concluded that teaching poetry was an essential way of developing creativity on the students.

Adhikari (2007) carried out the research entitled “Language Deviation in Poetry: A Case of the Poems Prescribed for the B.Ed. Students”. The objective of his study was to describe the language deviation in poems with reference to the following three level of language viz. realization, form and semantic. He used the judgemental (or purposive) sampling procedure for the research. The tool of his study was check list. He found that the language of poetry is deviated. Deviation can occur at all the levels of language.

Adhikari (2008) carried out a research study on the title “Techniques Used in Literary Text in grade XII: A Case of Teaching Poetry in Heritage of Words.” 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.

Neupane (2010) carried out a research entitled “A Study on Teaching Poetry of Grade Eight.” The main objectives of this study were to identify activities and problems of teaching poetry in grade eight. He used the questionnaire as the main tools of data collection. He selected ten English Language teachers teaching compulsory English course book of Grade eight and thirty students of grade eight as the primary source of data. He has 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.1<sup>st</sup> 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 check list and questionnaire as the research tools. He found that most of the teachers used appropriate activities like stimulating their students, gave background information of the poem etc. in pre-reading activities where most of the students were satisfied with these activities performed by the teacher.

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

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

The above reviewed works are related to my study. After reviewing these works the researcher has got lots of ideas regarding activities of teaching poetry. Specially, the researcher got information on survey research design form the study of Adhikari (2007),



Adhikari (2008), Neupane (2010), Phuyal (2011), Pangen (2014). In order to conduct those researches they have used survey research design and the researcher also follows the same i.e. survey design. The above reviewed theses gave theoretical basis to conduct this research. Likewise, they have used questionnaire as a tool of data collection and the researcher will use the same tool of data collection.

## 2.4 Conceptual Framework

Through the review of the related literature mentioned in the previous section, the researcher conceptualized the following framework.

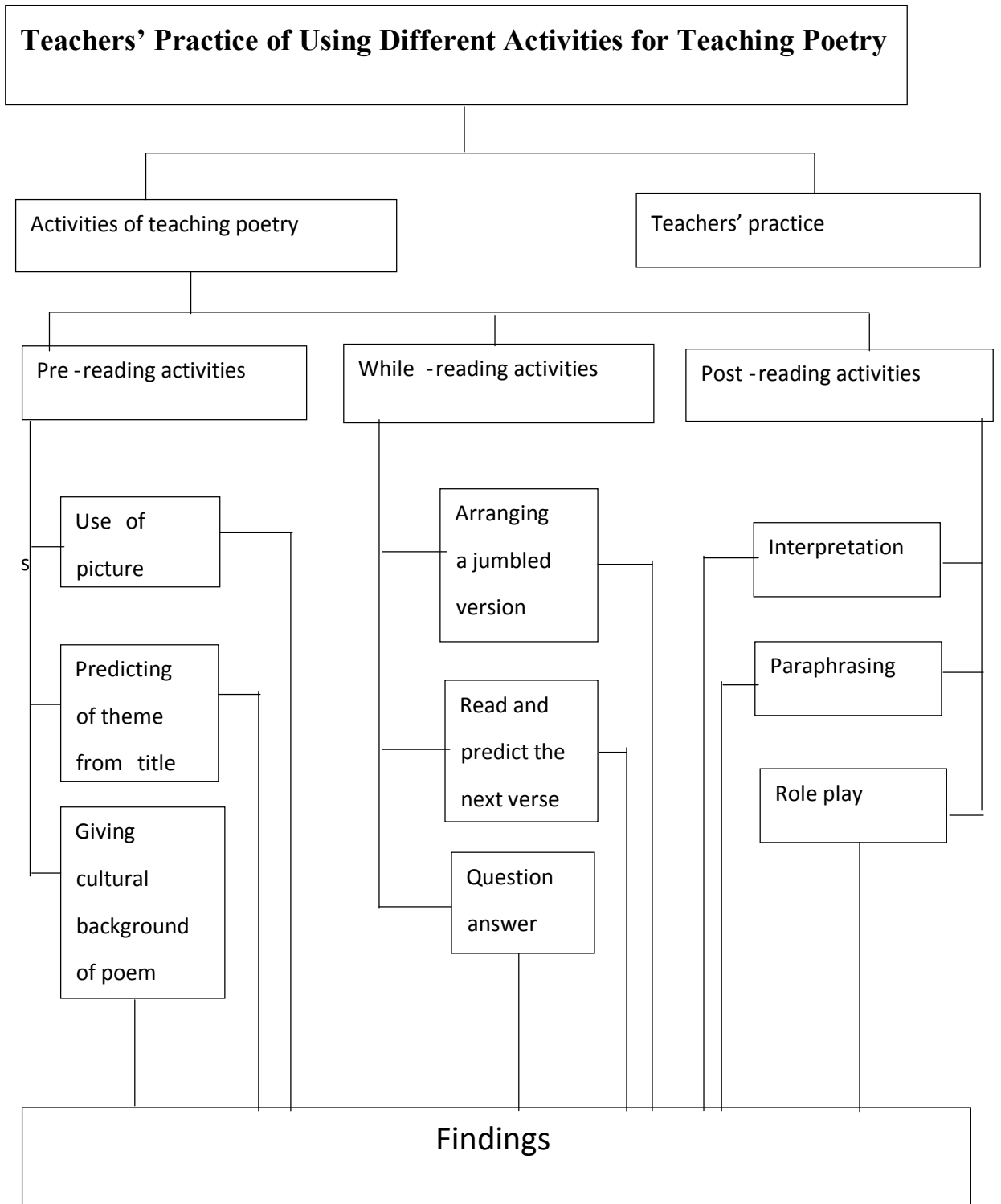


Fig No. 1

## **CHAPTER THREE**

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

Methodology refers to the overall plan for conducting a research work. In this chapter the researcher had discussed the design of the study that was followed, studied population, the sampling procedures, data collection tool, process of data collection and mode of analysis and interpretation.

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

To find out the Teachers' Practice of Using Different Activities of Teaching Poetry, the researcher followed mixed research design (i.e. both qualitative and quantitative) in general and the survey research design in particular. In this type of research, researcher visited different campuses/colleges to find out the practice of teachers regarding activities of teaching poetry adopted for B.Ed. level students. Specially, survey research is carried out in a large number of populations in order to find out the public opinion in certain issues, to assess certain educational programme and to find out the behaviour of certain professionals and other. 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, and/or events at a single point of time. Similarly, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation or to identify more standard one against the existing situation. Likewise Nunan (2010, p. 140) states "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics".

From aforementioned definitions we can come to the conclusion that survey researches which can be carried out in educational sectors, are conducted to eliminate important educational issues and data are collected from the population. Then those answers which are given by the sample are thought that the whole group has given same type of information. It means, researcher generalizes the result obtained from the sample to the whole population. It may scope from a large scale investigation like census to a small school improvement plan (SIP) or even a small classroom study.

In survey research triangulation approach is used for data collection. Following Cohen et al. (2010), triangulation approach may be defined as the use of two or more methods of data collection in the study. Now we understand that in survey research different types of data collection tools can be used e.g. to study behaviour of the subject observation is an appropriate tool. In the same way, to find out the perception of population on certain issues interview or questionnaire is appropriate tool.

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 the possibility of obtaining fake data. As a result, all the effort made by the research goes in vain.

Cohen, et al. (2010, p. 209) have given the following processes of survey research:

### **1. Define the objectives**

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing in survey research.

### **2. Decide the kind of survey required**

After defining or formulating objectives we need to be clear regarding the types of research that we are going to conduct e.g. longitudinal, cross sectional

### **3. Formulation research questions or hypotheses**

According to Cohen et al. This is the third phase in survey research. In this phase/step a researcher prepares research questions. More than this if s/he feels required then formulates hypothesis. In Kumar's view (2011, p. 74) ". . . a hypothesis is a hunch, assumption, suspicious, assertion, the reality or truth of which you do not know."

### **4. Decide the issues on which to focus**

Within one area there might be numerous issues. We cannot conduct research on all issues/areas at the same time. Therefore, we have to decide the single issue on which we are interested to conduct research.

### **5. Decide the information that is needed to address the issues**

After deciding the issue we have to decide whether we have sufficient data/information or not to address that issue. It means, in this phase we need to be clear regarding our study population.

### **6. Decide the sampling required**

In this phase, we need to decide what kind of sampling procedure that we are going to use to select the study population e.g. random sampling, non-random sampling, or mixed sampling,

### **7. Decide the instrumentation and the metrics required**

Here, we as a researcher have to decide instruments and metrics that will be required to conduct the research.

## **8. Generate the data collection instruments**

In this phase, we have to generate instruments required for data collection e.g.

questionnaire, interview, test items and so on.

## **9. Decide how the data will be collected**

After preparing the tools for data collection we have to decide the process of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

## **10. Pilot the instruments and refine them**

After preparing the instrument, it is necessary to pilot it before it finally used.

Piloting is necessary to be sure that the instrument does what is intended to do. After piloting the instrument in small scale population we can find its strengths and weaknesses and refine them accordingly.

## **11. Train the interviewers (if appropriate)**

If the researcher is going to use interview as a tools of data collection he needs to be trained. Otherwise, actual data may not be obtained.

## **12. Collect the data**

After doing these all aforementioned points researcher collects the data using various research tools as his/her plan.

## **13. Analyze the data**

Raw data themselves may not give any sense/information. Therefore, after collecting data we have to analyze it using appropriate statistical and descriptive tools like-mean, mode, median and so on.

## **14. Report the results**

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

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

All the teachers of Sunsari and Morang districts who are teaching English at graduate level were the population of the study. Thirty teachers from ten campuses /colleges were the sample of this study. The researcher used purposive non-random sampling procedure to select the institutions and respondents. Thus, the findings could be generalized to the whole population. The required sample was selected according to the purpose of the study and feasibility of the researcher using purposive non-random sampling procedure.

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

The study area was the educational field of Sunsari and Morang districts. The study was carried out at B.Ed. level teachers who are teaching poetry. In addition to this, it was mainly concerned with ELT teachers of Sunsari and Morang districts.

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

Different types of tools can be used to collect required data such as questionnaire, interviews, observation and so on. The researcher used structured questionnaire as the tool of data collection for the study to know the

ELT teachers' practice of using different activities for teaching poetry and the problems they faced. The reason behind selection of questionnaire as a research tool was that it is appropriate to collect data with in limited time from a large number of population and the information collected through questionnaire is easy to process and analyze later. Using questionnaire as a tool in research is economic in terms of cost and time compared to interview and observations. Therefore the researcher selected questionnaire as the tool for collecting required data.

### **3.5 Data Collection Procedure**

In order to collect data, the researcher visited ten campuses/colleges of Sunsari and Morang districts. The researcher visited five campuses/colleges of Sunsari district and select three respondents from each campuses/college. Similarly, the researcher visited five campuses/colleges of Morang district and select three respondents from each campuses/college. After visiting to the respective campuses/colleges, the researcher built the rapport with the authority and respondents. After clarifying the purpose, the researcher distributed the questionnaire to respondents. Then the researcher tried to collect the questionnaire back after a week from the date of distribution.

### **3.6 Data Analysis and Interpretation Procedure**

The collected raw data were analysed qualitatively and quantitatively to come to the conclusions as the nature of survey study demanded. To be specific, the researcher analysed the data descriptively and statistically using simple statistical i.e. percentile.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with analysis and interpretation of the collected data. The data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in narrative form. The quantitative data, on the other hand were analyzed and presented using percentile.

#### 4.1 Analysis of Data and Interpretations of the Results

In this section, the researcher has analyzed the obtained data and interpreted it.

##### 4.1.1 Analysis of Data in terms of Activities of Teaching Poem

###### Entitled 'Kathmandu: A Symphony of Dream'.

Here, the researcher had distributed the questionnaire to six respondent teachers to collect the data. The data have been analyzed under the following sub-headings:

###### 4.1.1.1 Predicting the Theme of the Poem from its Title

The following table shows the responses made by the respondent English teachers:

*Table No. 1 Predicting the Theme of the Poem*

S.N.	Activities	Responses			
		Yes		No	
		NR	%	NR	%
1.	Predicting the theme of the poem from its title	5	83.33	1	16.66

From the data it was found that among 6 teachers ,5 teachers (83.33%) asked their students to predict the theme of the poem from its title before teaching it whereas only a single teacher (16.66 %) responded 'No' to this statement. So, it can be generalized that English teachers of Sunsari and Morang districts ask their students to predict the theme of the poem from its title hoping that it enhances students' imaginative power.

#### 4.1.1.2 Giving Historical and Cultural Background of the Poem

Here, the given table shows the teachers' responses on historical and cultural background of the poem:

**Table No. 2**

#### *Historical and Cultural Background of the Poem*

S.N.	Activities	Responses					
		Yes		No		Sometimes	
		NR	%	NR	%	NR	%
1.	Giving historical and cultural background of the poem	4	66.66	1	16.66	1	16.66

This table shows whether the teachers give historical and cultural background of the poem or not. From the data, it was found that 4 teachers (66.66%) preferred to give historical and cultural background of the poem. Likewise, 1 teacher (16.66%) did not give historical and cultural background of the poem whereas the another teacher replied that he sometimes gave historical and cultural background of the poem. Here, the researcher concludes that majority of the teachers provide historical and cultural background of the poem.

#### 4.1.1.3 Activities Used at While- teaching Stage

The respondent teachers had adopted various activities at while teaching stage of this poem. Their responses have been summarized as below:

- a) Reading poem
- b) Guessing meaning of words in context
- c) Explain a verse of a poem
- d) Predicting the next verse of the poem



- e) Re-arranging a jumbled version of the poem
- f) Matching words with their definitions
- g) Discussion on comprehensive questions
- h) Discussion on the theme of the poem

#### 4.1.1.4 Giving Critical Appreciation of the Poem

This mentioned table shows teachers reaction towards giving critical appreciation of the poem:

**Table No. 3**

**Critical Appreciation of the Poem**

S.N	Activities	Responses			
		Yes		No	
1.	Giving critical appreciation of the poem	NR	%	NR	%
		6	10	-	-

It has been found that all the teachers i.e., 100% gave critical appreciation of the poem. No any teachers said 'No' to this question. Thus, it can be generalized that giving critical appreciation of the poem enhances the level of understanding on the part of the students.

#### 4.1.1.5 Teaching Figurative Language of the Poem

This following table shows the teachers' responses on teaching figurative language of the poem:

**Table No. 4**

**Teaching Figurative Language of the Poem**

S.N	Activities	Responses			
		Yes		No	
1.	Teaching figurative language of the poem	NR	%	NR	%

		6	100	-	-
--	--	---	-----	---	---

Regarding the question teaching figurative language of the poem, it was found that 6 of 6 teachers (100%) taught figurative language of the poem. No any respondent teachers disagreed with this statement. So, it can be concluded that teaching figurative language of the poem clarifies the hidden meaning.

#### 4.1.1.6 Problems Faced by the Teachers while Teaching this Poem

The respondent teachers were provided with an opportunity to put their views regarding problems they faced while teaching this poem. Their responses have been summarized as below:

- a) The poem has several images, metaphors, ironical expressions and similes which create problems in making meaning clear to the students.
- b) The respondent teachers felt difficult to contextualize dream and image of Kathmandu
- c) The ELT teachers felt difficult to translate the poem into Nepali language.
- d) Most of the teachers felt difficult to interpret satirical language used in the poem.

#### 4.1.2 Analysis of Data in terms of Activities of Teaching Poem Entitled 'When We Two Parted'

Here, the researcher had distributed the questionnaire to six respondent teachers to collect the data. The data have been analyzed under the following sub-headings:

##### 4.1.2.1 Reading the Poem Aloud and Ask Students to Follow

The following table reveals the data regarding reading poem aloud:

**Table No. 5**

##### *Asking Students to Read the Poem Aloud*

S.N.	Activities	Responses			
		Yes	No	Sometime	Generally not

1.	Reading poem aloud and ask students to follow	NR	%	NR	%	NR	%	NR	%
		1	16.66	3	50	1	16.66	1	16.66

The data shows that 3 teachers (50%) did not read poem aloud and ask students to follow them whereas 1 teacher (16.66%) said that he read poem aloud and asked students to follow him. Likewise next 1 teacher (16.66%) sometimes asked; 1 teacher (16.66%) replied generally not to this question. Here, we can make the conclusion that 50% of the teachers pay less attention towards reading poem aloud.

#### 4.1.2.2 Activities Followed at Pre-reading Stage

The ELT teachers were asked to put their responses addressing activities that they prefer at pre-reading stage of teaching this poem. Their responses include the following points:

- a) Describing pictures
- b) Introducing the poet
- c) Giving historical and cultural background of the poem
- d) Guessing questions
- e) Vocabulary teaching
- f) Talking about the nature of love
- g) Predicting the theme of the poem from few key words

#### 4.1.2.3 Giving a Jumbled Version of the Poem and Ask the Students to Put them together

The given table clearly shows the teacher's responses towards using a jumbled version of the poem:

**Table No. 6**

#### Giving a Jumbled Version of the Poem to Re-arrange

S.N.	Activity	Response			
		Yes		No	
1.	Giving a jumbled version of the poem to rearrange	NR	%	NR	%
		3	50	3	50

This table shows whether the teachers give a jumbled version of the poem to re-arrange or not. The above mentioned table shows that 50% of the teachers (3 teachers) used a jumbled version of the poem and asked the students to re-arrange whereas rest of the teachers i.e. 3 teachers (50%) did not use it. Here, the researcher concludes that giving a jumbled version of the poem and ask the student to put them together has mixed responses from the respondent teachers.

#### 4.1.2.4 Problems Faced by the Teachers while Teaching this Poem

The respondent teachers faced the several problems while teaching this poem. Their problems have been summarized as below:

- a) The ELT teachers had problems to comprehend the poem.
- b) Teachers felt difficult to contextualize the poem in native context.
- c) Teachers felt difficult in translating the poem into students' L1.
- d) The teachers felt tough to teach invisible meaning of the poem.
- e) The ELT teachers had problems regarding the interpretation of the poem in relation to L1 culture.
- f) Teachers replied that they felt difficult while dealing with literary terms.
- g) Teachers also faced problems while dealing with emotional aspects of the poem.

#### 4.1.2.5 Removing Certain Words from the Poem and Ask the Students to Fill in the Gaps

The following table shows whether teachers remove certain words from the poem and ask to fill in the gaps or not:

**Table No. 7**

**Removing Certain Words from the Poem**

S.N.	Activity	Responses			
		Yes		No	
1.	Removing certain words from the poem and asking to fill in the gaps	NR	%	NR	%
		4	66.66	2	33.33

From this above mentioned table, it was found that most of the teachers used the activity of removing certain words from the poem and asked to fill in the gaps. To be specific, 4 teachers out of 6 i.e., 66.66% removed certain words from the poem and asked the students to fill in the gaps. Whereas next 2 teachers (33.33%) did not. So, it can be generalized that most of the teachers follow this activity while teaching poem for checking students' level of comprehension.

**4.1.2.6 Giving the Symbolic Meaning of the Poem**

The following table represents the teachers' responses for giving symbolic meaning of the poem:

**Table No. 8**

**Giving Symbolic Meaning of the Poem**

S.N.	Activity	Responses					
		Yes		No		sometimes	
1.	Giving symbolic meaning of the poem	NR	%	NR	%	NR	%
		5	83.33	-	-	1	16.66

This table shows that 5 teachers i.e., 83.33% gave symbolic meaning of the poem while teaching it whereas 1 teacher (16.66%) gave it sometimes. No one said 'No' for this question. Thus, it can be generalized that giving symbolic meaning of the poem gives essence of the poem.

### 4.1.3 Analysis of Data in terms of Activities of Teaching Poem

#### Entitled ‘A Girl by Roadside’

The researcher had distributed questionnaire to six respondent teachers to collect the data. The data have been analyzed under the following sub-headings:

#### 4.1.3.1 Describing the Photographs or Pictures Relevant to the Theme of the Poem

The following table reveals the data describing the photographs or pictures relevant to the theme of the poem:

Table No. 9

Describing the Photographs or Pictures

S.N.	Activity	Responses			
		YES		NO	
		NR	%	NR	%
1.	Describing the photographs or pictures relevant to the theme of the poem.	6	100	-	-

From this table, it has been found that 100% teachers (6 out of 6 teachers) described the photographs or pictures relevant to the theme of the poem. No any respondent teachers said ‘No’ to this statement. So, the researcher generalizes that describing the photographs or pictures motivates the students.

#### 4.1.3.2 Activities Used at While- teaching Stage

The ELT teachers of Sunsari and Morang used various activities at while-teaching stage of teaching this poem. The frequently used activities have been summarized as below:

- a) The ELT teachers let students to read the text.
- b) The teachers asked the students to predict the next verse of the poem.
- c) The teachers removed certain words from the poem and asked the students to complete it.
- d) Teachers followed poem recitation activity.
- e) Teachers taught difficult words in context.
- f) Teachers emphasized to comprehensive questions at this stage.

#### 4.1.3.3 Giving Symbolic Meaning of the Poem

The following table reveals the respondent teachers' responses on symbolic meaning of the poem.

Table No. 10

Giving Symbolic Meaning of the Poem

S.N.	Activity	Responses			
		Yes		No	
		NR	%	NR	%
1.	Giving symbolic meaning of the poem	6	100	-	-

This aforementioned table presents the respondent teachers' responses on giving symbolic meaning of the poem. It was found that 6 of 6 teachers i.e., 100% gave symbolic meaning of the poem. No any teachers said 'No' to this statement. So, it can be generalized that giving symbolic meaning of the poem helps students to understand the poem easily.

#### 4.1.3.4 Giving the Introduction of the Poet

Table No. 11

##### Introducing the Poet

S.N.	Activity	Responses			
		Yes		No	
1.	Giving introduction of the poet.	NR	%	NR	%
		6	100	-	-

Table 16 shows whether respondent teachers liked to give introduction of the poet or not. It was found that 100% i.e., 6 teachers gave introduction of the poet while dealing with this poem. No any teachers said 'No' to this statement. So, the researcher generalizes that giving introduction of the poet inspires the students.

#### 4.1.3.5 Activities Used to Develop Interpretative Ability of the Students

The respondent teachers were asked to write the activities that they used to develop interpretative ability of the students. Their responses include the following points:

- a) Group discussion based on the similar situation as mentioned in the poem.
- b) Making students to create the poem and let them to paraphrase themselves.
- c) Connecting the ideas of the poem with their real life experiences.
- d) Taking students' opinion.
- e) Creating similar situations and making them to debate on it.
- f) Explanation of symbolic meaning.
- g) Getting social and cultural context of the characters.
- h) Asking economic hardships and source income of them.
- i) Discussion on figures of speech used in the poem.
- j) Asking interpretative questions.
- k) Following critical and oral activities.



#### 4.1.3.6 Activities Used at Post-teaching Stage

The ELT teachers were asked to provide their responses regarding activities used at post-teaching phase of teaching this poem. Their responses include the following activities:

- a) Summarizing the poem.
- b) Critical analysis of the poem.
- c) Providing three different interpretations of the poem and ask the students to select the best one.
- d) Asking students to compare this poem with previous one.
- e) Composing the similar poem.
- f) Asking students to give their opinions and interpret the poem in their own language.
- g) Contextual analysis of the poem.
- h) Making notes.
- i) Evaluating activities.

#### 4.1.4 Analysis of Data in terms of Activities of Teaching Poem

##### Entitled ‘Valentine Poem’

The researcher had distributed questionnaire to six teachers in order to collect the data. Here, the data have been analyzed under the following sub-headings:

##### 4.1.4.1 Giving Summary of the Poem before Teaching it

The following table shows the teachers’ responses for giving summary of the poem before teaching it:

Table No. 12

Summarizing the Poem before Teaching

S.N.	Activity	Responses	
		Yes	No

1.	Giving summary of the poem before teaching	<b>NR</b>	<b>%</b>	<b>NR</b>	<b>%</b>
		2	33.33	4	66.66

It was found that most of the teachers replied 'No' for giving summary of the poem before teaching it while some of them replied 'Yes' for this. To be specific, 4 teachers (66.66%) said that they did not provide summary of the poem before teaching it whereas 2 teachers (33.33%) said that they provided summary of the poem before teaching it. Thus, it can be generalized that teachers of Sunsari and Morang mostly do not provide summary of the poem before teaching it.

#### 4.1.4.2 Activities Used at While-teaching Stage

The teachers adopted different activities at while-teaching stage of this poem.

The activities that are highly preferred by the teachers are listed as below:

- a) Comprehension question of the text.
- b) Discussion on key vocabularies.
- c) Reciting poem.
- d) Removing certain words from the poem and asks the students to fill in the gaps.
- e) Guessing metaphorical meaning of the words in context.
- f) Discussion on the context of the poem.
- g) Explanation of the poem.

#### 4.1.4.3. Teaching Figurative Language of the Poem

The following table shows teachers' responses towards teaching figurative languages of the poem:

**Table No. 13**

**Figurative Language of the Poem**

S.N.	Activity	Responses			
		Yes		No	
		NR	%	NR	%
1.	Teaching figurative languages of the poem				

			6	100	-	-
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The above mentioned table shows respondent teachers' responses regarding teaching figurative languages of the poem. It was seen that 100 % (6 teachers) teachers preferred to teach figurative language while dealing with this poem. No any respondent teachers said 'No' to this statement. So, it can be generalized that teaching figurative languages of the poem provides clear idea about the poem.

#### 4.1.4.4 Translating the Poem into Nepali Language

The following tables shows whether teachers translate the poem into Nepali language or not:

**Table No. 14**

**Poem Translation in Nepali**

S.N.	Activity	Responses					
		Yes		No		Sometimes	
		NR	%	NR	%	NR	%
1.	Translating poem in Nepali language	2	33.33	4	66.66	2	33.33

Through the data obtained it has been found that 4 teachers (66.66%) said that they did not translate the poem into Nepali languages whereas

2 teachers (33.33%) preferred to translate the poem in Nepali language. Likewise, the next 2 teachers (33.33%) said that they sometimes translate poem in Nepali language. Thus, it can be generalized that majority number of teachers pay less attention towards translating poem in Nepali language.

#### 4.1.4.5 Giving Summary and Central Idea of the Poem at the End of the Lesson

Here the following table shows whether the teachers give summary and central idea of the poem at the end of the lesson or not:

**Table No. 15**

**Summary and Central Idea of the Poem.**

S.N.	Activity	Responses					
		Yes		No		Sometimes	
		NR	%	NR	%	NR	%
1.	Giving summary and central idea of the poem at end of the lesson	5	83.33	-	-	1	16.66

The data shows that 5 teachers (83.33%) preferred to give summary and central idea of the poem at the end of the lesson whereas 1 teacher (16.66%) said uncertain to this statement. No any respondent teachers said 'No' to this statement. So, it can be concluded that giving summary and central idea at the end of the lesson helps students to grasp the theme of the poem easily.

#### 4.1.4.6 Problems Faced by the Teachers While Teaching this Poem

The respondent teachers faced several problems while teaching this poem. Their faced problems while teaching this poem have been summarized as below:

- a) Students' low proficiency in English.
- b) Dealing with the emotional feelings of the poem.
- c) Dealing with target language culture is intellectually challenging.
- d) Teaching invisible meaning of the poem.
- e) Dealing with the nature of love like tragedy, comedy.
- f) Teaching vocabulary.
- g) Interpretation of meaning.
- h) Comparison of love with different profession.

#### 4.1.5 Analysis of the poem entitled “What Happens to a Dream Deferred?”

In order to collect the data for this poem, the researcher had distributed questionnaire to six respondent teachers. Here, the data have been analyzed under the following sub-headings:

##### 4.1.5.1 Describing the Title of the Poem before Teaching it

The following table show whether teachers describe the title of the poem or not:

**Table No. 16**

Describing Title of Poem before Teaching					
S.N.	Activity	Responses			
1.	Describe the title of the poem before teaching it	Yes		No	
		NR	%	NR	%
		4	66.66	2	33.33

The above table represents that majority of the teachers of Sunsari and Morang described the title of the poem before teaching it. The 4 teachers out of 6 i.e. 66.66% replied that they described the title of the poem before teaching it. At the same time 2 teachers i.e. 33.33% said that they did not describe the title of the poem before

teaching it. Thus, it can be generalized that describing title of the poem helps students to guess the theme of it.

#### 4.1.5.2 Teaching Poem by Giving the Background Information about the Poem

The following table reveals the teachers' responses towards giving background information of the poem:

**Table No. 17**

#### *Giving Background Information of the Poem*

S.N.	Activity	Responses			
		Yes		No	
		NR	%	NR	%
1.	Giving background information of the poem	4	66.66	2	33.33

The above table shows that most of the teachers i.e. 4 teachers (66.66%) taught poem by giving background information of it whereas 2 other teachers (33.33%) replied that they didn't teach poem by giving its background information. So, conclusion can be made that giving background information of the poem before teaching it gives clear concept to students.

#### 4.1.5.3 Activities Followed at Pre-reading Stage

The respondent teachers adopted various activities at pre-reading stage of this poem. Their responses have been summarized as below:

- a) The teachers described pictures relevant to the poem.
- b) The teachers asked the students to predict the theme of the poem.
- c) The teachers introduced the poet and his literary works.
- d) The teachers let the students to discuss on key vocabularies.
- e) The teachers described the content of the poem.
- f) The teacher gave historical and cultural background of the poem.

#### 4.1.5.4 Techniques Implemented in course of Teaching this Poem

The respondent teachers preferred various techniques in course of teaching this poem. They mostly focused to the following techniques:

- a) Meaning interpretation
- b) Vocabulary discussion
- c) Debate and discussion
- d) Poem recitation
- e) Guessing meaning in context
- f) Group discussion
- g) Analyzing poem from different perspectives like racism
- h) Group work/pair work

#### 4.1.5.5 Giving Symbolic Meaning of the Poem

The following table shows the responses made by the teachers:

**Table No. 18**

**Giving Symbolic Meaning of the Poem**

S.N.	Activity	Responses			
		Yes		No	
		NR	%	NR	%
1.	Giving symbolic meaning of the poem	6	100	-	-

From the data it was found that all the teachers teach symbolic meaning of the poem in their teaching. No one responded to 'No' for giving symbolic meaning of the poem. So, it can be generalized that English teachers of Sunsari and Morang are aware of the significance of teaching symbolic meaning of poem while teaching it.

#### 4.1.5.6 Activities Used to Evaluate the Students

For evaluating the students' outcome, the teachers used different activities. The major activities that teachers used to evaluate the students are listed below:

- a) Comprehensive questions given in the textbook
- b) Writing summary
- c) Matching rhyming words
- d) Writing review of the poem
- e) Debating on the theme of the poem
- f) Paraphrasing the poem
- g) Commenting on the theme of the poem
- h) Finding rhyming words

## **4.2 Summary of Findings**

This research was carried out to find out the ELT teachers' practice of using different activities for teaching poetry. The researcher has elicited the different views of the respondent teachers of Sunsari and Morang districts towards activities of teaching poetry. The researcher collected data using structured questionnaire. The collected data were analyzed descriptively and using statistical tool.

After analysis and interpretation of the data, the researcher found that the ELT teachers had variations in terms of practice of using different activities, classroom problems they faced, techniques they implemented while teaching poetry. It was also found that all the respondent teachers (100%) preferred to teach figurative language of the poem; give introduction of the poet; give symbolic meaning of the poem; describe photographs relevant to the poem and give critical appreciation of the poem. Similarly, it was also found that the greater number of the teachers i.e., 83.33% emphasized to give summary and central idea of the poem; ask students to predict the theme of the poem through its title and using few key words.

Likewise, majority of the teachers followed the activities like giving historical and cultural background of the poem, removing certain words from the poem and ask students to fill the gaps, guessing meaning of words in context, explaining a verse of the poem, let the students to discuss on vocabulary and summarizing the poem. To be specific, the teachers followed the following activities at three different phases of teaching poem:



### **Findings based on pre-teaching activities**

- a) Describing pictures relevant to the poem
- b) Introducing poet and his literary works
- c) Discussion on key vocabularies
- d) Giving historical and cultural background of the poem
- e) Guessing questions
- f) Predicting the theme of the poem

### **Findings based on while-teaching activities**

- a) Explain a verse of poem
- b) Re-arranging a jumbled version of the poem
- c) Guessing meaning of words in relation to context
- d) Reading poem
- e) Matching words with their definitions
- f) Comprehensive questions of the text
- g) Explanation of the poem
- h) Discussion on the content of the poem

### **Findings based on post-teaching activities**

- a) Summarizing/paraphrasing the poem
- b) Composing similar poem
- c) Contextual analysis of the poem
- d) Writing review of the poem
- e) Commenting on the theme of the poem
- f) Making notes
- g) Text-based activities

From the data it was also found that the ELT teachers had various problems while teaching poem for B.Ed. level students. The greater number of the teachers agreed that they had problems while dealing with emotional feeling of the poem, to teach unfamiliar words, to teach images, symbols, figure of speech used in the poem, translate the poem into Nepali, to

interpret the meaning in L1 culture, comprehension problem, students' low proficiency in English and so on.

It was also found that the ELT teachers adopted different techniques while teaching poems to facilitate teaching and understanding of the poems on the part of the students. Techniques like poem recitation, group discussion, group work/pair work, analyzing poem from different perspectives, debate and discussion on the theme of the poem were highly emphasized by the teachers.

## **CHAPTRE FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

In this chapter, the researcher has presented the conclusions of the research and recommendations of the study on the basis of presentation, analysis and interpretation of the data. The following conclusions and recommendations have been drawn on the basis of analysed data:

#### **5.1 Conclusions**

The major conclusions of the study are given below:

- a) Almost all the teachers of Sunsari and Morang districts teach figurative language used in the poem, and give introduction of the poet.
- b) The majority of the teachers of Sunsari and Morang ask the students to predict the theme of the poem from its title hoping that it enhances students' imaginative power.
- c) The ELT teachers perceive that giving critical appreciation of the poem develops the level of understanding on the part of the students.
- d) The greater number of the teachers i.e., 66.66% do not provide summary of the poem before teaching it but they do at the end of the lesson.
- e) The greater number of the teachers (66.66%) pay less attention towards translating poem into Nepali.
- f) Teachers prefer to apply teacher centred activities in comparison to learner centred activities like group work/pair work, role play, asking students to compose similar poems and so on.
- g) Teachers had several problems while teaching poems like to deal with invisible meaning of the poems, to teach unfamiliar words used in the poem, to teach deviated form of language used in the poem, to interpret poem from different perspectives and so on.
- h) Teachers follow various activities at pre, while and post teaching phases.

## 5.2 Recommendations

On the basis of the above mentioned conclusions, the following things have been recommended:

### 5.2.1 Policy related

- a) Teaching poetry is challenging than other genres of literature. So, the ELT teachers should possess specific skills and knowledge regarding teaching poetry.
- b) There should be a provision for the ELT teachers to be involved in different sorts of seminar, workshops and trainings as the part of teacher development program.
- c) Curriculum planner, course designer, and text-book writer should develop the related ideas while designing the curriculum, course-book, training course and other related materials.
- d) Techniques, methods, and approaches should be used depending upon theory of the present world today.

### 5.2.2 Practice related

- a) Priority should be given to student centred activities while teaching poems.
- b) The teacher should encourage the students to guess the meaning of unfamiliar words in relation to the context.
- c) Judicious use of L1 in teaching poetry enhances comprehension on the part of the students. So, teachers should be well aware of it.
- d) The teachers should plan their lessons to teach the poems effectively addressing students' varied ability and their pace of learning.
- e) Mostly students face problems with deviated form of language used in the poems. Thus, teachers have to illustrate them with examples to expand the horizon of knowledge.
- f) Teachers should not try to skip from the problems they encounter while teaching poems rather they should address those problems later having discussed with other ELT fellows.

- g) Teachers should be creative, imaginative, intellectual and enthusiastic for making teaching of poems interesting, meaningful and fun.
- h) The teachers were found not much conscious of the strategies of teaching used in teaching poetry.
- i) Teacher should discuss the figure of speech, rhyming pattern, meter, foot and so on while teaching poetry.

### **5.2.3 Further research related**

- a) This research will provide a valuable secondary source for other researchers.
- b) It will provide new research areas which are left to be investigated.
- c) It will be also equally beneficial to include the respondents from other part of the country to get more comprehensive picture of the ELT teachers' perceptions towards teaching poetry in general and activities of teaching poems adopted for B.Ed. level students in particular.

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