

CHAPTER: ONE

INTRODUCTION

1.1. General Background

This research is concerned with the strategies of teaching poetry. For this, the researcher elicited data from different sources. A widely accepted fact is that language is a means of communication. It is a unique identification of human civilization. To put it in simple way, language has made a significant contribution to change a wild human being to highly civilized one. Language is also said to be species specific in the sense that among the entire creatures of the universe human alone has the inborn capacity to use it rationally and productively. The term 'Language' can be regarded as an umbrella term simply because it includes all varieties of language available in the world. Language is also a powerful vehicle to express our ideas, desire, opinions and feelings, language also shows the past, present and future of human race. Linguistically speaking, language has been defined as voluntary vocal system of human communication. Crystal (1994, p. 212) defines language as " The systematic , conventional use of sound, , signs or written symbols in human society for communication and self expression".

Teaching poetry or literature is similar to implementing any English as a foreign language (EFL) activity in that teachers must consider the language level of students so that the materials selected are not too difficult . It is also important to stress that all students can and should freely express themselves when discussing poetry. This freedom of expression ensures a collaborative learner- centered classroom that takes into account the EFL students' individual differences, learning goals and effective factors. Teaching poetry in the context of Nepal is a challenging and painstaking job. Most of the English language teachers who teach at lower level are not familiar with the type of language used in poetry. Poetry may differ linguistically from more usual or standard

form of English. It reorganizes syntax, invents its own vocabulary, freely mixes registers and creates its own pronunciation.

There are multiple strategies of teaching poetry suggested by various scholars. For instance, warm-up activities, form and meaning activities, response activities etc. According to Lazar (1993, pp. 129-130), there are three types of activities to be done for teaching poetry. They are :

- Pre- reading activities
- while reading activities
- post -reading activities

Likewise, Kellem (2009) suggests reader response approach and stylistic approach to teaching poetry.

1.1.1 Language Teaching

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

On the other hand, on the basis of theoretical framework, the main aim of language teaching is to impart linguistic skills to the language learners. That is to say to help the learners to acquire competence in language use. In other

words, teaching means creating conducive environment that highly facilitates learning by helping the language learners to learn. Language learning involves learning the different aspects of language like pronunciation and spelling, vocabulary, grammar and language functions.

1.1.2 Teaching of Literature

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

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

Likewise Collie and Slater (1990) identified it as the record of human spirit and history of human race. Moreover, literature also provides context for teaching vocabulary, grammar and other aspects and skills of language. And literature stretches students' imaginations, widens their insights, deepens their experiences and creates awareness in them. A language learner is not regarded as a competent learner unless he/she knows the culture and literature of the

native speakers. Therefore, a language learner must learn the target language literature. Teaching of literature, in fact, provides ample opportunities for the learners to know about foreign culture and also to encourage them to carry out various communicative activities.

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

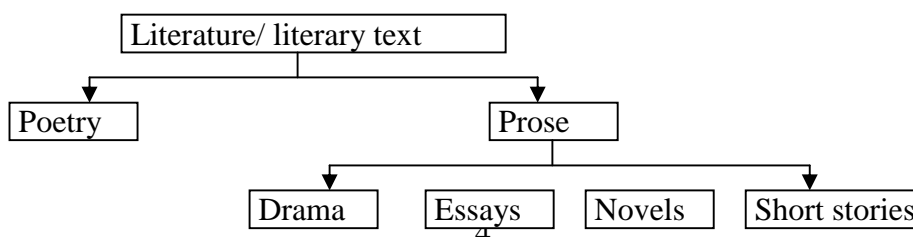
- (a) The cultural model
- (b) The linguistics model
- (c) The personal growth model

Lazar (1993) says, "Literature may provide a particular way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language" (p. 17). He further says "Literature should be used with students because it is motivating, stimulus for language acquisition, students enjoy it and it is a fun" (p. 19). Collie and Slater (1987, p. 5) express the similar view saying . . .

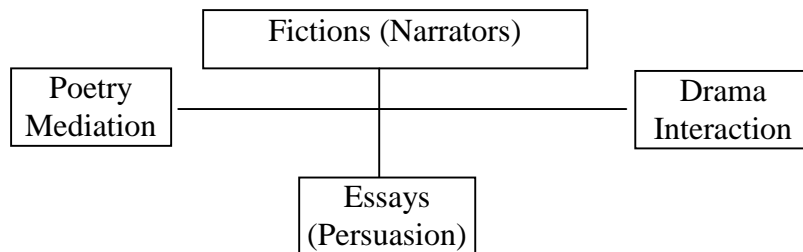
literature provides a rich context in which individual lexical or syntactical items are made more memorable. The formation and function of sentences, the variety of possible structures and different ways of connecting ideas . . . a literary genre can serve as an excellent prompt for oral work.

1.1.3 Genres of Literature

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



The above shown forms come under literature. In other words, they can be said as different fields under literary studies. But according to Scholes et al. (1997), Literature can be broadly divided into four genres or forms.



a.Fictions

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

b.Poetry

Poetry is essentially a game with artificial rules and it takes two- a writer and a reader to play it. Poetry is based on the creativity and imaginative power of mind. In this connection Scholes et al. (1997, p. 525) say "Poetry exercises a valuable though perhaps unsound side of the mind: imagination". Poetry has its own linguistic rules or poetic diction.

c.Drama

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

d.Essay

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

1.1.4 Poetry: A Genre of Literature

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

1.5 A Brief Introduction to Approach, Method, Technique and Strategy

Although approach, method, technique and strategy seem to be synonymous to each other, they differ slightly from each other in terms of their core meanings. In an attempt to clarify the difference between approach, method and technique, Anthony (1963) has identified three levels of conceptualization and organization of them.

. . . an approach is a set of correlative assumptions dealing with nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught . . . method is an overall plan for the orderly representation of language materials, no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is implementation that which

actually takes place in a classroom. It is a particular trick , stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well (as cited in Richards and Rodgers, 2001, p. 19).

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented; technique is the level at which classroom procedures are described (as cited in Richards and Rodgers, 2001, p. 19).

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

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

1.1.6 Approach to Teaching Literature

Using literature in language classroom is a very tactful job. It requires a great skill on the part of the teachers who use literature in the language classroom. The teacher should be very much careful about the needs, interests, competence level and behaviours of the students. According to Collie and Slater (1987) the following aims have provided a rationale for the kind of activities so as to make the teaching of literature very interesting and fruitful.

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

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

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

a. A language Based Approach

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

Studying the language of the literary text will help to integrate the language and literature syllabuses more closely; Detailed analysis of the language of the literary text will help students to make meaningful

interpretations or informed evaluations of it. At the same time students will increase their general awareness and understanding of English. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discourse categories to make aesthetic judgments of the text. Material, is chosen for the way it illustrates certain stylistic features of the language (23).

b. Literature as Content

This approach to using literature with the language learners focuses on all the aspects of the text whether it is a poem or story. Under this approach texts are selected for their importance as part of a literary canon. Regarding this Lazar(1993) writes:

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

c. Literature for Personal Enrichment

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

Likewise Kellem (2009, p. 12) gives two approaches to teaching poetry:

- a. Stylistics, an approach that analyzes the language format of the text, and
- b. Reader- Response, an approach that concerned itself with the reader's interaction with the text. Besides these aforementioned approaches, there are two more approaches to teaching poetry. They are textual approach and non textual approach.

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

- i) Language (form, structure, diction, imagery, allusions)
- ii) content
- iii) theme
- iv) Plot
- v) Character
- vi) Style

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

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

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

1.1.7 Teaching Strategies

Strategy refers to a plan that is made to achieve some purpose. Oxford Advanced Learner's Dictionary (2000, p. 1179) defines strategy as "a plan that is intended to achieve a particular purpose". Strategy is also a process of

planning something or carrying out a plan in skilful way. Ur (1996, pp. 307-310) has classified teaching strategies into two classes. They are:

i. Compulsory plus Optional Teaching Strategies

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

ii. Open- Ending Teaching Strategies

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

Marton (1998, p. 67) talks about four overall teaching strategies. They are as follows (as cited in Cook, 1992, p. 131)

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

1.1.8 Common Strategies Used in Teaching Literature

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

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

1.1.9 Strategies of Teaching Poetry at Lower Levels

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

strong response from the reader, and this memorable intensity motivates further reading of poetry in foreign language (Collie and Slater, p 126).

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

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

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

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

1. Pre- reading activities
2. while reading activities
3. post reading activities

He further suggests to use the following strategies for teaching poem at lower secondary level.

1. Providing examples
2. Giving the students task for matching pictures with the words given.
3. Asking the students to match some given definitions with pictures and words
4. Giving the students guess work for what you are doing.

5. Getting the students to read out very simple poem
6. Asking students to put sentence about someone in right order.

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

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

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

1.2 Review of the Related Literature

What I have found having reviewed the related literature to this research topic is that no research has been carried out about the use of strategies in teaching poetry at lower secondary level. However, some researchers in the department of English education have carried out their studies on techniques and strategies in language teaching and literature as well. Some of them are as follows.

Devkota (2003) carried out a study on "Learning Strategies in Literary Text: an Attitudinal Study". The objective of this study was to find out the ability and learning strategies employed in studying literary text by the B. Ed. students. He found out that the students were better in prose than poetry. Gyawali (2004) conducted a research study on "A Study of Teaching Poetry at Secondary Level". The objective of this study was to explore the strategies and problems of teaching poetry in secondary level. 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. Similarly, Lamsal (2006) has carried out a research entitled "A Study on the Strategies in Teaching Story at Secondary Level." The objective of this study was to explore

the strategies used in teaching story. He found out that the teachers used teacher-centered strategies.

Adhikari (2008) has carried out a research study on "Techniques Used in Teaching Poetry". The objective of this study was 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 concluded that the urban areas' teachers used both teacher-centered and student-centered techniques whereas teachers of rural areas only used teacher centered techniques. Lohani, (2008) has carried out a research under the title "Strategies Used in Teaching Drama at Secondary Level". The objective of this study was to find out strategies used in teaching drama at secondary level. She found that the strategies used in teaching drama were different from one teacher to another. Pokharel (2008) has also carried out a new research on the topic "Strategies Used in Teaching Fiction". His objectives were to find out the strategies adopted in teaching fiction at Master's level. He found out that most of the teachers used lecture as a method but not as technique. Similarly, Timsina (2007) carried out a complete research study on "A Study on Teaching Poetry in Higher Secondary Level". The objective of the study was to analyze the strategies and complexities of teaching poetry in higher secondary level. He concluded that teaching learning process was completely teacher centered.

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

1.3 Significance of the Study

Teaching poems in lower secondary schools of Nepal is a difficult task because it requires so many teaching qualities, strategies and techniques so as to stimulate students towards learning sentence structure, rhyme, rhythm and vocabularies.

So far as some research works are carried out in the field of teaching literature in the Department of English Education, no research is done on the title " Use of Strategies in Teaching Poetry in Lower Secondary Level" till now. So, the present study will play a significant role in teaching poetry effectively.

Similarly, this study will be beneficial to the teachers, students and to all who are enthusiastic to find appropriate strategies for teaching poetry. The findings and recommendations of this study will also be beneficial to the syllabus designers, textbook writers, subject experts, language trainers and those related to teaching and learning English literature.

1.4 Objectives of the Study

The objectives of this study were as follows:

- i. To find out the strategies for teaching poetry in lower secondary level.
- ii. To suggest some pedagogical implications for enhancing teaching of poetry.

CHAPTER: TWO

METHODOLOGY

To achieve the set of objectives of the study, the following methodology was adopted.

2.1 Sources of Data

In this research, the researcher used mainly the primary source of data. However, some secondary sources were also used.

2.1.1 Primary Source of Data

The primary sources of the data collection for this study were the teachers teaching English at lower secondary level.

2.1.2 Secondary Source of Data

The secondary source of data collection for the present study were the related literature, books, textbook, journals, articles, Collie and Slater (1987), Lazar (1993), Scholes et al. (1997), Richards and Rodgers (2002), Kellem (2009) and others. Apart from these, the researcher consulted other theses as well.

2.2 Sampling Population and Procedure

The total number of sample population for this research was fifty eight. Among the total sample population, the number of the English teachers teaching at lower secondary level was fourteen and the number of students studying at class seven and eight was forty four. For this, twelve schools of Nuwakot district were purposively selected. Six schools were selected from district headquarters and six from rural areas. The researcher used simple random method while selecting the students. Among fourteen schools ten public and four private schools were selected purposively.

2.3 Tools for Data Collection

Questionnaire and class observation were used as the tools of data collection for this study. Two sets of questionnaire (one for the teachers and one for the students) were prepared. (See Appendix I-II)

2.4 Process of Data Collection

The researcher followed the following stepwise processes of data collection

- a) The researcher went to the field, i.e. Newakot district.
- b) He sampled 14 schools and ten teacher from those schools as described in 2.2.
- c) He visited each of the schools and established the rapport to the school authority and subject teachers. He explained the purpose of his study and requests the subject teachers for observing their classes.
- d) As the teacher teaches poetry from the compulsory English of lower secondary level, the researcher ticked in his check list, made note of how he presents the class.
- e) Checklist was signed by the researcher, subject teacher and the principal of the school.

2.5 Limitations of the Study

This study had the following limitations:

- a. Research field was Nuwakot district. Data were collected from fourteen lower secondary schools of the district.
- b. This study only covers the use of strategies in teaching English poems in lower secondary level.
- c. This study was limited to the questionnaires and classroom observation of the teacher.
- d. Other factors like classroom management, size of the classroom, students number and their participation were not be considered.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

This chapter incorporates analysis and interpretation of the data collected from different sources. Data were collected by using two tools, viz. observation and interpretation. I mainly used descriptive approach to analyze and interpret the collected data. Besides, a statistical tool like percentage was used to analyze the data vividly. The data were presented analytically by using tables. Here, this chapter encompasses the analysis and interpretation of data collected from the different sources to fulfill the specified objectives. The data were analyzed and interpreted under the following headings.

3.1 Analysis of strategies used by teachers

3.2 Analysis of strategies used by students

3.3 Analysis of strategies obtained from class observation

3.1 Analysis of Strategies Used by teachers

This section deals with the analysis and interpretation of the collected data regarding the strategies used by the teachers while teaching poetry at lower secondary level. The researcher distributed the questionnaires to the teachers and collected the required data through close-ended and open-ended responses (see appendix I). The following sub-sections present the analysis of responses obtained from objective questionnaire and subjective questionnaire.

3.1.1 Objective Responses

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

Table No. 1

Teacher's Response in Percentage

Q.N.	Questions	Yes		No	
		No. of Teachers	%	No. of Teachers	%
1.	Feeling difficulty in teaching poetry	6	42%	8	58%
2.	Explaining difference between poetry and prose	12	86%	2	14%

The above table shows that 6 (42%) teachers felt difficulty in teaching poetry whereas 8(58%) teachers did not feel so. Similarly, 12 (86%) teachers replied that they tell their students differences between poetry and prose which is really their appreciative strategy.

Q.N. 3: Do you translate the whole text in Nepali or difficult words only?

Translation is a widely used strategy of teaching the English language at lower level especially in the context of rural areas' schools of Nepal.

Translation actually hinders students' progression on English.

Regarding this, the researcher found that 12 (86%) teachers translate the whole text into the Nepali whereas 2 (14%) teachers translate only difficult words into Nepali language. This proves that translation is widely used strategy of teaching poetry at lower secondary level.

Table No. 2**Teachers Response in Percentage**

Q.N.	Questions	Options					
		Always		Sometimes		Never	
		No.	%	No.	%	No.	%
4.	Providing background information	8	57	6	43		-
5.	Writing underlying meanings	3	21	11	79		-
6.	Brainstorming on the title	10	71	4	29		-
7.	Reading and explain the text in Nepali	1	7	7	50	6	43
8.	Making lesson plan	6	42	6	42	2	16
9.	Giving critical appreciation	2	16	12	84		-
10.	Giving central idea and summary	11	79	3	21		-
11.	Reading the poem aloud	9	64	5	36		-

The above table shows that 8 (57%) teachers responded that they always give background information of the poem and poet to the students so as to enable them to understand the poem and its underlying meaning effectively. But 6 (43%) teachers responded that they sometimes provide background information to the students.

Since poetry exploits figures of speech, it is most necessary for a teacher to write underlying meanings of figurative words or phrases on the board. Regarding this, 3 (21%) teacher responded that they always write underlying meaning of figurative words on the blackboard, whereas 6 (79%) teachers do so sometimes. Likewise, the above table shows that 2 (71%) of the teachers always brainstorm their students about the title of the text whereas 4 (29%) teachers do so sometimes. In the same way, 1 (7%) lower secondary English teachers always read the poem and explain it in Nepali to the students, 7 (50%) teachers do so sometimes, and 6 (43%) teachers never do so.

Regarding making daily lesson plan, 6 (42%) teachers replied that they always go to the classroom with a written lesson plan, 6 (42%) teachers make lesson plans sometimes and 2 (16%) teachers never make lesson plans. Similarly, critical appreciation is one of the major parts of teaching poetry because a poem is hardly found to have familiar pattern of sentences and superficial meaning. Regarding this, 12 (84%) of the teachers provide it to their students sometimes, and 2 (16%) teachers provide it always to their students.

Giving central idea and summary of the poem after teaching, it is an unavoidable part for a teacher. It is because providing summary and central idea helps students apprehend the text clearly. In this regard, 11 (79%) teachers replied that they always provide summary and central idea of the poem at the end of the lesson, whereas 3 (21%) teachers do so sometimes. Since reading the poem aloud basically for lower level's students is highly helpful in making them understand the rhythm and rhyme, 9 (64%) teachers replied that they always read the poem aloud for the students and 5 (36%) teachers read the poem aloud sometimes only.

Q.N. 12: What technique do you use?

This question was asked to find out how many teachers use teacher-centered technique; how many teachers use student-centered technique and how many teachers use both techniques. Regarding this, the researcher found that 10 (70%) of the teachers use both teacher-centered and student-centered strategies whereas 4 (30%) teachers use only student-centered strategy. This proves that most of the teachers use teacher-centered strategy of teaching poetry even at lower secondary level which is not really fruitful.

Q.N. 13: Which learner centered strategy/technique do you use?

This question was asked to find out how many teachers use pair work; how many teachers use group work and how many teachers use role play while teaching poetry. Regarding this, 9 (63%) teachers replied that they make students do group work in course of teaching poetry. Similarly, 4 (30%) teachers replied that they use pair work technique while teaching poems to their students. But, only one teacher (7%) responded that he uses role play. This proves that role play technique is being discarded and it also justifies that due to the large class size, teachers prefer to use group work rather than the rest.

3.1.2 Analysis of Strategies Obtained from Subjective Questions to the Teachers

Q.No.14. What do you do in the following stages of teaching poetry?

a. Pre-Teaching Stage

Here, the researcher found different activities or strategies used by different teachers before teaching the poem. Some of the most striking pre-reading activities carried out by the lower secondary level English teachers are as follows:

- i) Stimulating students' interest.
- ii) Providing background information.
- iii) Asking to predict the theme from the title.
- iv) Describing rhythm and rhyme scheme
- v) Describing pictures related to the poem.
- vi) Gathering information related to the poem and poet.
- vii) Telling the meanings of difficult words/ phrases.
- viii) Describing scene and setting of the poem
- ix) Demonstrating related teaching materials.
- x) Encouraging students to read the poem themselves.

The above given responses suggest that the activities or strategies vary from one teacher to another. All the teachers have used their individual strategies and have selected the activities accordingly. However, some strategies such as providing background information, stimulating students' interest, and brainstorming on the topic are used by 7 (50%) teachers out of 14.

b. While-Teaching Stage

In this presentation stage, the researcher found the different types of activities carried out by the English teachers of lower secondary level. Fourth nine (30%) teachers responded that they do the following activities while teaching poetry:

- i) Reading beginning stanza and asking students to predict what will come next.
- ii) Asking students to underline the difficult words and helping them with their meaning.
- iii) Facilitating them to understand the meaning of the poem.
- iv) Asking them to conduct group work.
- v) Explaining the meaning of cultural terms

Similarly, 10 (71.42%) teachers responded that they do the following activities while teaching poetry:

- i) Asking comprehension questions.
- ii) Reading the poem loudly and asking students to follow up.
- iii) Assigning some gap- filling and true false activities.
- iv) Asking to pinpoint the rhyming words.
- v) Teaching correct pronunciation of some words.
- vi) Translating some difficult words into the Nepali language.
- vii) Writing meanings of difficult words found in the poem on the blackboard.

c. Post-Teaching Stage

In this stage of teaching poetry the researcher found the different strategies and activities used by the lower secondary English teachers after teaching a poem. Ten (71.42%) teachers responded that they do the following activities at this stage:

- i) Giving a series of statements about the possible underlying meaning of the poems and asking them to decide which ones are true or false.
- ii) Giving two/three interpretations and asking to select the most suitable one.
- iii) Giving homework
- iv) Summarizing the poem.
- v) Asking students to read the poem aloud themselves.
- vi) Asking them to write central idea of the poem.

But only 4 (28.58%) teachers responded that they do the following activities after teaching poems:

- i) Giving critical appreciation and summary.
- ii) Discuss the tone and rhyme scheme.
- iii) Making students write similar poem.
- iv) Evaluating students' achievement.
- v) Asking to interpret the poem in Nepali language.
- vi) Re-teaching the poem if students have not understood it.

The above responses show that teachers do not give emphasis on tone rhyme scheme, students' achievement, interpretation of the poem and on providing critical appreciation.

d. Follow-up Stage

Here the researcher found the following activities done by the lower secondary English teacher after teaching a poem. Here 8 (75.15%)

teachers gave the same response i.e. paraphrasing the poem again. But the rest 6 (42.85%) teachers' responses are as follows:

- i) Paraphrasing the poem again.
- ii) Assigning open- ended and close–ended activities.
- iii) Revising the poem for better understanding.
- iv) Asking students to read other poems by the same writer.
- v) Making students write their own poem using the original as a model.
- vi) Conducting discussion or role play based on the theme of poem.
- vii) Clarifying linguistics style used in the poem.

Q.No. 15: What strategies do you use very often in teaching poetry?

Regarding the strategies, techniques and activities mostly adapted by the responses given by the teachers are presented in the following points.

- i) Group work
- ii) Individual work
- iii) Pair work
- iv) Discussion
- v) Putting questions
- vi) Translation
- vii) Role play
- viii) Giving adequate explanations.
- ix) Giving lecture.
- x) Asking students to write at least five/ six lines poems.
- xi) Brainstorming
- xii) Doing some gap- filling and matching activities.
- xiii) Asking students' for their own interpretations of the poem.
- xiv) Using appropriate teaching materials.

The above list shows that the strategies of teaching poetry to lower secondary level students vary from one teacher to another. No one had

adopted the fixed strategies. The researcher found only 5 (35.72%) of the teachers using task- based strategy under which they assigned group works, pair works, role plays, individual works etc. But 9 (64.28%) teachers were found using teacher-centered strategies. According to their responses, they were unable to use students-centered strategies or activities due to the large number of students in a classroom. However, most of the teachers' responses indicated that their activities adopted to teach poetry come under task- based strategy, compulsory plus optional strategies, and open-ending and close- ending strategies. Though some teachers were found using pair work, discussion interaction, role play as classroom activities, almost all other teachers used lecture and translation methods as they are the easiest and common methods in our context where there are a large number of students in each class especially in government aided schools.

Q.No.16: How do you make your students clear about the rhyme scheme of the poems?

As a matter of fact, rhythm and rhyme scheme add a real flavor to a poem. Regarding this, the responses given by the teachers are as follows:

- i) Singing some songs.
- ii) Writing the rhyming words on the board.
- iii) Writing some words from outside having similarly rhyme.
- iv) Distinguishing between free-verse and rhyming verse.
- v) Reading some rhyming lines from the poem time and again.
Asking students to read out the rhyming lines of the poem.
- vi) Telling them what rhyme scheme is.
- vii) Giving different examples of rhyme scheme.
- viii) Matching words having similar rhyme.

From the above given list of activities done by the teachers while teaching rhyme scheme of a poem, it becomes crystal-clear that almost all teachers used the strategies of their own. However, 12 (85.71%) teachers used the activities such as singing songs, giving examples, writing rhyming words on the board as shared ones, and the rest 2 (14.29%) teachers use the strategies of their own in order to make students clear about rhyme scheme of the poem.

Q.No. 17: What are the ways to evaluate whether the students understood the text or not? Please specify the ways.

Regarding the evaluation of the students' comprehension of the poem taught it is worth while to mention the exact activities given by the teachers have been summarized in the following points:

- i) Observing the para-linguistic features of the students, e.g. modest smiles in acceptance.
- ii) Asking questions and inviting cross questions.
- iii) Interacting with the students
- iv) Evaluating the students' product or assignments.
- v) Asking them to write the central idea of the poem.
- vi) Giving true- false, matching the words having similar and opposite meanings and other short questions, and checking them.
- vii) Making them tell summary of the poem orally.
- viii) Knowing whether the students are interested in the poem or not.
- ix) Verbal and non- verbal test.
- x) Asking students to interpret the poem.
- xi) Encouraging students to respond and interact in each aspect.

The above list shows that the activities and strategies of evaluating students' comprehension vary from one teacher to another. Twelve (84%) teachers were found using question and answer activities based on the poem, assigning written exercises and interacting with the

students on different aspects of the poem. Their other techniques of evaluating students' understanding were different from one teacher to another.

Q.No. 18: What problem do you face while teaching poem in the class?

This question was asked to find out the problems faced by the teachers while teaching poetry in the classroom. The shared problems mentioned by the teachers are summarized in the following points:

- i) Use of archaic lexis.
- ii) Unusual linguistic patterns.
- iii) Students' poor English background.
- iv) Unequal level of competence of the students.
- v) Lack of reference books.
- vi) The cultural reference that a poem consists.
- vii) Overcrowded class.
- viii) Lack of students' interpretive skill.
- ix) Poems without background information.
- x) Lack of audio- lingual devices.
- xi) Vocabulary problem.
- xii) Students did not show much interest in poems.

From the above listed responses of the teachers, it can be concluded that cultural reference used in poetry was the major problem in dealing with poetry. Apart from this, archaic words, overcrowded class, lack of reference materials, lack of audio- lingual devices, students' poor English background and difficult vocabularies were the most common problems for 12 (85.71%) teachers.

Q.No.19: Apart from pre- reading, while- reading and post-reading activities, what activities do you prefer in teaching poetry?

This question was asked to find out other possible strategies applicable in teaching poetry. In this connection, the followings are the exact activities mentioned by the teachers.

- i) Repetition of the poem already taught.
- ii) Demonstration of audio- visual aids.
- iii) Making students read the poem in advance
- iv) Translating the text into Nepali language

From the above list, 11 (78.57%) teachers were found using repetition and translating the text in the Nepali language, whereas 3 (21.43%) teachers were found making students read the poem in advance and demonstrate audio- visual aids. The above details prove that 11 (78.57%) teachers use receptive strategy.

Q. No. 20: How do you conduct warm-up activities and what do you make students do for warm-up?

This question was asked to find out how the teachers motivated their students. In this regard, the researcher found the following activities done by the teachers for warming- up.

- i) Revising previous lesson.
- ii) Asking some cross questions.
- iii) Telling interesting jokes to the students.
- iv) Using non-verbal language related to the poem.
- v) Telling some riddles.
- vi) Telling students some related funny things.
- vii) Singing songs.

Having critically analyzed the above list of activities done by the teachers, the researcher found that 9 (63%) teachers motivated their

students by revising the previous lesson and asking cross question in the classroom. And rest of the teachers were found motivating their students by telling interesting jokes, singing songs, telling riddles and by telling students funny things.

3.2 Analysis and Interpretation of Strategies Used by Students

This section deals with the analysis and interpretation of the data given to the students. The researcher purposively selected 44 students studying at grade seven and eight from different public and private lower secondary schools of Nuwakot district (See appendix II).

The researcher distributed the questionnaire randomly and collected the required data through close-ended responses (see appendix II). The responses collected from the questionnaire and their frequencies were counted and changed into numerical values. Then, the numerical values were converted and presented in the following tables. A table for each question was prepared.

Statement 1: Students' interest towards the genres of literature plays a crucial role in understanding the particular text.

Regarding the students' interest towards the different genres of literature, the responses given by them are presented in the following table.

Table No. 3

Students' Interest towards the Genre of Literature

S.N	Genre	No. of Students	Percentage
I	poetry	8	18.81
II	Essay	4	9.00
III	Drama	4	9.00
IV	story	28	63.55

The above table shows that 8 (18.81%) students replied that they enjoyed poetry, 4 (9%) enjoyed essay, 4 (9%) enjoyed and 28 (63.55%) enjoyed story. From the above fact it can be found that majority of the students enjoyed story in comparison to other genres of literature.

Statement 2: The comprehension and performance of the students depend on the degree of difficulty towards the genres of literature.

This question tries to find out the difficulty in understanding the genres of literature.

Table No. 4

Students' Difficulty towards the Genres of Literature

S.N	Genre	No. of Students	Percentage
I	poetry	20	45.45
II	Essay	11	25.00
III	Drama	8	18.18
IV	Story	5	11.36

The above table clarifies that majority of the students felt poetry as one of the most difficult genres of literature but only 5 (11.36%) did so in story. Similarly, 11 (25%) students felt difficulty in essay and 8 (18.18%) in drama. The above fact shows that majority of the students responded that they felt ease to deal with story and poetry is the most difficult for them.

Statement 3: Motivation is the key factor in the field of pedagogy which has a significant role to play in teaching learning activities. Strictly speaking, motivation for lower level's students is an unavoidable fact.

Table No. 5

Students' Interest and Motivation in Poetry Class

S.N.	Response	Frequency	Percentage
I	Yes	33	75
II	No	11	25

The above table shows that 33 (75%) students were interested and motivated in poetry classes and only 11 (25%) students were found not motivated.

Statement 4: The background of the poem and poet helps the students to be familiar with and understand the poem very clearly. Unless the background of the poem and its poet is given, it is very difficulty for the students to understand the poem.

Table No. 6

Providing the Background of the Poem and Poet

S.N.	Options	No. of Students	Percentage
I	Always	22	50.00
II	Usually	11	25.00
III	Sometime	7	16.00
IV	Never	4	9.00

The above table shows that 22 (50%) students responded that their teachers always started teaching poem with the background of both the poet and his/her poem, whereas 11 (25%) students replied usually. Similarly, 7 (16%) students replied that their teachers provided the background sometimes and 4 (9%) students replied that their teachers never gave background information.

Statement 5: At lower level, it is most important thing to describe the pictures related to the poem. This helps students understand the poem.

Table No. 7

Describe Pictures Related to the Poem

S.N.	Options	No. of Students	Percentage
I	Always	13	29.54
II	Usually	8	18.18
III	sometimes	20	45.45
IV	Never	3	6.81

The above table shows that 20 (45.45%) students replied that their teachers described the pictures whereas 3 (6.81%) students replied that their teachers never described the pictures related to the poem. The above fact shows that the majority of the students replied that their English teachers describe the pictures given in the poem sometimes only.

Statement 6: Use of difficult vocabulary in the poem causes difficulty in understanding the meaning of the poem. Therefore, the teachers must provide the students meanings of difficult items so that they feel ease in understanding the poem.

Table No. 8

Providing the Meaning of Difficult Vocabulary

S. No.	Options	No. of Studnets	Percentage
I	Always	22	50
II	Usually	11	25
III	Sometimes	11	25
IV	Never	-	-

The above table shows that 22 (50%) students responded that their teachers always taught difficult vocabularies used in the poem and 11 (25%) students responded that their teachers taught them vocabularies usually and sometimes.

Statement 7: Figurative language and cultural aspects are the factors which cause major problem in understanding the literary text. Providing the possible meanings of figures of speech a challenging job for teachers. The following table shows the responses of the students regarding this aspects.

Table No. 9

Providing the Meanings of Figurative Language Used in the Poem

S. No.	Options	No. of Students	Percentage
I	Always	11	25
II	Usually	8	18.18
III	Sometimes	22	50
IV	Never	3	6.81

The above table shows that 11 (25%) students responded that their teachers always give meanings of figurative language of the poem. Similarly, 8 (18.18%) students responded that their teachers usually give meanings of figurative language and 22 (50%) students responded sometimes, but only 6.81% responded never. Above fact shows that majority of the teachers give meanings of figurative language sometimes only.

Statement 8: It is necessary to read the poem line by line and explain the meaning in simple language at lower secondary level. Regarding this aspects, the following table shows the actual classroom behaviours of the lower secondary English teachers as responded by the students.

Table No. 10

Providing the Meaning of Difficult Vocabulary

S. N.	Options	No. of Students	Percentage
I	Always	27	61.36
II	Usually	4	9.09
III	Sometimes	13	29.54
IV	Never	-	-

The above table shows that 27 (61.36%) students responded that their teachers read the poem line by line and explained its meanings.

Likewise, 4 (9.09%) of them responded that their teachers usually read and explained the line by line. But 13 (29.54%) students responded that their teachers did so sometimes.

Statement 9: Although translation is considered old- fashioned and outdated method in modern era, it can not be kept aloof from teaching learning activities. Moreover, it is a must at lower level specially in public schools. It, no doubt, helps the students to understand difficult terms and cultural aspects. Since it works when other techniques fail, it is strategy rather than method. Regarding this, the following table shows the facts.

Table No. 11

Translating the Poetry in Nepali Language

S. N.	Aspects	No. of Students	Percentage
I	Whole text	7	15.9
II	Difficult words and phases	22	50
III	Central theme	6	13.63
IV	Summary	9	20.45

The above table shows that 7 (15.9%) students responded that their teachers translated the whole text in Nepali. But majority of the students

i.e. 22 (50%) responded that their teachers translated only difficult words used in the poem. Similarly, 6 (13.63%) and 9 (20.45%) students responded that their teachers translated central theme and summary respectively.

Statement 10: Students-centered activities are regarded more preferable than teacher- centered activities. Regarding this fact, the following table shows whether the teachers teaching English at lower secondary level use students centered strategies/ activities or not.

Table No. 12

Involving Students in the Classroom Activities

S. N.	Activities/ strategies	No. of Students	Percentage
I	Group work	12	27.27
II	Pair work	9	20.45
III	Role play	3	6.81
IV	Individual work	20	45.45

The above table shows that 12 (27.27%) students were involved in group discussion, 9 (20.45%) in pair work, only 3 (6.81%) in role playing and 45.45% students were made to do individual activities by their teachers.

Statement 11: Summing up the text in the form of summary is very fruitful for the students. Therefore, it is the main task of the teachers. This question was asked to find out whether the teacher always summarized what they taught or not.

Table No. 13

Translating the Poetry in Nepali Language

S. N.	Options	No. of Students	Percentage
I	Always	22	50
II	Usually	15	34.09
III	Sometimes	4	9.09
IV	Never	3	6.81

The above table shows that 22 (50%) students replied that their teachers always summarized the poem having taught it likewise, 15 (34.09%) students replied usually, 4 (9.09%) replied sometimes and 3 (6.81%) students replied that their teachers never summarized the text.

Statement 12: In this case methods, techniques and strategies are regarded synonymous. So this question was asked to find out the techniques and activities used by the teachers while teaching English at lower secondary level. The following table shows the actual classroom activities of the teachers.

Table No. 14

Strategies Mostly Used by the Teachers in Teaching Poetry

S.N.	Methods/ Techniques	No. of Students	Percentage
a	Lecture	14	31.81
b	Audio-lingual	-	-
c	Communicative	12	27.27
d	Translation	18	40.9

The table shows that 14 (31.81%) students replied that their teachers used lecture method and 18 (40.9%) translation methods. Similarly, 12 (27.27%) students replied that their teachers mostly used communicative strategies or say activities while teaching poetry, but only no students replied that their teachers used audio- lingual methods.

Statement 13: Discussion, debate and interaction are the best means of having clear and long lasting understanding. They help students develop self- confidence, competence and effective performance. So, this questions tries to find out whether the teachers encourage students to participate in group discussion or not.

Table No. 15

Encouraging Students to Interaction and Discussion

S. N.	Options	No. of Students	Percentage
I	Always	14	31.81
II	Usually	11	25
III	Sometimes	13	29.54
IV	Never	6	13.63

The above table shows that 14 (13.81%) students responded that their teachers always encouraged them to interact and discuss in the classroom. Similarly, 11 (25%), 13 (29.54%) and 6 (13.63%) students responded that their teachers did so usually, sometimes and never respectively.

Statement 14: Teaching grammatical aspects of any literary text is very helpful for the learners to improve their language. Regarding this question, students' responses are given in the following table.

Table No. 16

Teaching Grammatical Aspects of the Poem

S. N.	Options	No. of Students	Percentage
I	Always	14	13.81
II	Usually	11	25
III	Sometimes	13	29.54
IV	Never	6	13.63

The above table shows that 6 (13.81%) students replied that their teachers always taught grammatical aspects of the poem whereas 6 (13.63%) of the students replied that their teachers never taught them grammatical aspects.

Statement 15: The performance of the teachers is measured on the basis of explanatory and expressive power. The degree of explanatory and expressive power of the teachers crates interest and motivation in the students. This question was asked to the students to find out the explanatory and expressive power of the teachers.

Table No. 17

Explanatory and Expressive Power

S.N.	Options	No. of Students	Percentage
I	Excellent	15	34.09
II	Good	25	56.81
III	Average	3	6.81
IV	Poor	1	2.27

The table shows that 15 (34.09%) students replied that their teachers had excellent explanatory and expressive power. Similarly, the large number of students i.e. 25 (56.81%) responded that their teachers were good in explanatory and expression. But only 1 (2.27%) students replied that his teacher's expressive and explanatory power is poor.

Statement 16: This question tries to elicit students' in relation to what aspects of the poem they feel difficult while learning a poem. The actual responses are giving the following table.

Table No. 18

Students Problem While Learning a Poem

S.N.	Aspects	No. of Students	Percentage
I	Complicated vocabulary	14	31.81
II	Complicated structure	14	31.81
III	Complicated theme	9	20.45
IV	Complicated spelling	7	15.9

The above table makes it clear that 14 (31.81%) students responded that their main problem in learning poetry is the use of complicated vocabulary and the same number of students responded complicated structure being their major problem. Similarly 9 (20.45%) and 7 (15.9%) students responded that complicated theme and complicated spelling respectively are their major problems while learning a poem.

Statement 17: Assigning homework is one of the strategies of teaching, which activates students for studying even at their homes. This question tries to find out whether the teachers given home works to their students or not.

Table No. 19

Assigning Homework after Completion of the Poem

S.N.	Option	No. of Students	Percentage
I	Always	22	50
II	Usually	10	22.72
III	Sometimes	11	25
IV	Never	1	2.27

The above table shows that 22 (50%) students responded that their teachers always given them homework whereas 1 (2.27%) students responded that the teachers never give homework. Likewise 10 (22.72%) and 11 (25%) students replied usually and sometimes respectively.

Statement 18: Writing skill is one of the major skills of learning. It helps students develop their creativity and form writing habit. This question tries to find out to what extent the teachers encourage their students to write poems.

Table No. 20

Writing the Poem on the Basis of Original One

S.N.	Option	No. of Students	Percentage
I	Always	3	6.81
II	Usually	6	13.63
III	Sometimes	22	50
IV	Never	13	29.54

The above table shows that only 3 (6.81%) students always write the poems of their own, 6 (13.63%) do so usually, 50% do so sometimes and 13 (29.54%) students never write the poems of their own. This shows that most of the teachers encourage their students to write the poems of their own.

3.3 Analysis of Strategies Obtained from Class Observation

In this stage, the researcher observed ten classes of ten lower secondary English teachers while each teacher was teaching poem to the grade VIII students with the help class observation from (See appendix III).

Along with the class observation, the researcher had taken the notes, informal interaction with both teachers and students and examined the real classroom activities of the teachers with the purpose of finding whether the teachers really use the strategies and activities they responded to the questionnaire given to them. The strategies and activities applied by the teachers were minutely observed. The observed data have been carefully analyzed and interpreted using simple statistical tool of percentage and presented in the following tables

grouping all activities into pre- teaching, while-teaching, and post-teaching activities.

Table No.21
Pre-Teaching Activities/Strategies

S.N.	Strategies/ Activities	Excellent		Good		Average		Poor	
		No.	%	No.	%	No.	%	No.	%
1	Motivation	3	30	6	60	1	10		-
2	Background information	2	20	8	80		-		-
3	Guessing subject matter	1	10	1	10	7	70	1	10
4	Pre teaching figurative language	2	20	3	30	5	50		-
5	Introduction to the topic.	1	10	7	70	2	20		-

The above given table shows the pre teaching activities of lower secondary English teachers. According to the information given in the table, 3 (30%) teachers motivated their students and aroused interest in them in excellent way whereas 6 (60%) teachers were found good. And the rest 1 (10%) teacher was found giving background information in excellent way and the rest 8 (80%) teachers were found good at providing background information of the text. This shows that most of the teachers neglect background information of the poem and also lack motivational power.

Regarding the prediction of subject matter, only 1 (10%) teachers were found excellent, 1 (10%) good, 7 (70%) average and the rest one was found poor in guessing subject matter. It reflects the fact that most of the teachers do not try to apply student-centered strategies or say activities while teaching poetry. Likewise, only 2 (20%) teachers were found excellent in pre- teaching vocabulary, figures of speech, symbols, metaphors etc, 3 (30%) were found good, 5 (50%) were found average, and no teachers were found poor in dealing with figurative language used in the poem. It indicates that majority of the teachers were found average regarding pre-teaching vocabulary, and figurative language.

Introducing the students to the topic of the poem is a most necessary task for the teachers who teach English to lower secondary level's students. Regarding this, the researcher in his real class observation found only 1 (10%) teachers introducing the topic of the poem being taught in excellent way, 7 (70%) good and the rest 2 (20%) teachers were found good. This shows that only a few teachers introduce the topic in excellent way and majority of the teachers do not place much emphasis on this aspect of teaching poetry. On the whole , majority of the teachers were found not carrying out pre-teaching activities satisfactorily.

Table No. 22
While-Teaching Activities/Strategies

S.N.	Strategies/ Activities	Excellent		Good		Average		Poor	
		No.	%	No.	%	No.	%	No.	%
1	Dealing with cultural aspects		-	3	30	7	70		-
2	Helping the students to understand the plot theme, rhyme scheme etc	2	20	4	40	4	40		-
3	Use of non- verbal language	3	30	5	50	2	20		-
4	Linguistic guidance		-	2	20		-	8	80
5	Explaining the cultural terms		-	3	30	7	70		-
6	Giving significance of the poem	4	40	5	50	1	10		-
7	Summary of the poem	2	20	5	50		-	3	30

It is very essential thing to investigate what strategies and activities the English teachers of lower secondary level apply while teaching poetry in the classroom. Regarding while -teaching activities, the researcher found that 3 (30%) teachers dealt with the cultural aspect of the poem properly whereas 7 (70%) were found average.

Regarding helping students to understand the plot, theme, rhyme scheme etc. only 2 (20%) teachers were found excellent and 4 (40%) good and the rest 4 (40%) were found average. This indicates that majority of the teachers do not place emphasis on poetic elements or devices. This also proves that majority of the teachers disregard their main tasks of helping the students to deal with these aspects.

Regarding the use of non-verbal language while teaching poetry, the researcher found 3 (30%) teachers excellent, 5 (50%) good and 2 (20%) average.

Dealing with style and linguistics guidance, the researcher found 2 (20%) teachers good and the rest, 8 (80%) of the teachers were found poor. Although the linguistic guidance and style helps the students to understand the poem, most of the teachers were not found focusing this aspect.

Providing significance of the poem is necessary for the students to have better understanding of the poem. This helps the students to grasp the gist of the poem. Regarding this, 4 (40%) teachers were found providing the students' significance of the poem in an excellent way, 5 (50%) were found good and the rest 1 (10%) average. This shows that majority of the teachers provided the students significance of the poem satisfactorily.

So far as providing the summary and critical appreciation is concerned, 2 (20%) teachers were found excellent only in giving summary of the poem, but they did not give critical appreciation which is not that much

necessary for lower secondary level's students. Similarly, 5 (50%) teachers were found good and the rest 3 (30%) were found poor in this regard. This indicates that majority of the teachers give summary of the poem and some few teachers neglected it.

Table No. 23
Post Teaching Strategies

S.No.	Strategies/Activities	Excellent		Good		Average		Poor	
		No.	%	No.	%	No.	%	No.	%
1	Giving a jumble version of the poem		-	3	30	6	60	1	10
2	Interpretation of the main theme of poem	2	20	6	60	2	20		-
3	Asking questions for evaluation	5	50	3	30	2	20		-
4	Making students write central idea of the poem		-	4	40	5	50	1	10
5	Providing feedback		-	4	40	5	50	1	10
6	use of communicative strategies (e.g. discussion, pair work role play , group work		-		-	8	80	2	20
7	Giving different exercises	6	60	4	40		-		-

Almost all activities performed at post- teaching stage come under communicative and re- constructive strategies. Post- reading activities, which are performed by the teachers, are mainly aimed to evaluate the learners' achievement and also activate them for better understanding.

Regarding this, the above table shows that 3 (30%) teachers were found good at activating and participating students in reordering the given

jumbled version of the poem, 6 (60%) were found average, and the rest 10% were found poor.

Regarding the interpretation of the main theme of the poem, 2 (20%) interpreted the main theme of the poem in excellent way 6 (60%) good and 2 (20%) average. This shows that majority of the teachers were very conscious to interpret the theme of the poem.

Regarding asking questions after the completion of the poem, 5 (50%) teachers were found excellent, 3 (30%) good, and 3 (30%) average.

Similarly, making students write central idea of the poem by themselves is a student-centered activity. In this respect, 4 (40%) teachers were found good, 5 (50%) average, and 1 (10%) poor. This proves that majority of the teachers applied teacher-centered activities or strategies to their teaching

Constructive feedback helps students to improve their educational behaviors. In other words, feedback helps students to correct their errors. Regarding this aspect, it was found that 4 (40%) teachers provided the feedback to the students well, 5 (50%) did so in average and 1 (10%) teachers were found poor in doing so.

Communicative strategies are regarded the best ones in this modern era in order to develop students' communicative competence. Regarding this aspects 8 (80%) of the teachers were found average and 2 (20%) poor. Giving home assignment is one of the student-centered activities. Regarding this aspect, 6 (60%) teachers gave different exercise like

matching items, true; false items, gap- filling in excellent way, and the rest 4 (40%) did so well.

In this way the overall evaluation on the strategies methods and activities adopted by teachers in teaching poetry were found teacher-centered.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

This chapter includes the major findings of the research based on analysis and interpretation of the data. It also includes some recommendations for pedagogical implications derived on the basis of the findings of the study.

4.1 Findings

The following findings have been derived regarding the strategies applied by the lower secondary English teachers to teaching poetry.

4.1.1. Findings Based on the Questionnaire to the Teachers

- i) It was found that 8 (57%) teachers always provided background information about the poems and the poets.
- ii) Almost all teachers 12 (86%) explained the difference between poetry and prose.
- iii) Ten (71%) teachers always brainstormed about the topic.
- iv) It was found that 12 (86%) teachers translated only difficult words into the Nepali language.
- v) Majority of the teachers 11 (79%) sometimes write underlying meanings of figurative words.
- vi) It was found that 7 (50%) teachers read the text and explained it in Nepali only sometimes.
- vii) Nearly half of the teachers i.e., 42% always made lesson plan.

- viii) Ten (70%) teachers used both teacher-centered and students-centered methods.
- ix) It was found that 12 (84%) teachers sometimes provided critical appreciation of the poem.
- x) Nine (63%) teachers made students do group work.
- xi) Eleven (79%) teachers always gave central idea and summary.
- xii) It was found that 9 (64%) teachers read the poem aloud for the students.
- xiii) Regarding the pre- reading, while- reading and post- reading stages, the real activities given by the teachers in each of the stages are as follows:

A. Pre- reading Activities

- i) Stimulating students' interest in the text.
- ii) Providing background information of the poem and the poet.
- iii) Asking to predict the theme from the title.
- iv) Describing rhyme scheme.
- v) Describing picture related to the poem.
- vi) Describing scene and setting of the poem.
- vii) Demonstrating teaching materials.
- viii) Encouraging students to read the poem.

B. While- reading Activities

- i) Reading the beginning stanza of the poem and asking students what will come next.
- ii) Explaining the meanings cultural terms.
- iii) Translating some difficult words into Nepali language.
- iv) Asking comprehension questions.
- v) Telling the meanings of difficult words.
- vi) Giving true/false and gap- filling activities.

- vii) Teaching correct pronunciation of difficult words
- viii) Asking students to underline the rhyming words.

C. Post- Reading Activities

- i) Giving different interpretations and asking students to select appropriate one.
- ii) Evaluating the students' understanding by asking questions.
- iii) Summarizing the poem.
- iv) Making students write central idea of the poem.
- v) Making students write similar poem.
- vi) Discuss the tone and rhyme of the poem
- vii) Providing feedback
- viii) Providing homework.

D. Follow-up Activities

- i) Assigning open-ended and close- ended activities
- ii) Asking students to read other poems of the same writer.
- iii) Making students write the poems of their own.
- iv) Conducting role play/ discussion based on the theme of the poem.

14. The researcher found the following strategies and activities very often used in teaching poetry.

- i) Question-answer
- ii) Translation
- iii) Lecture
- iv) Group work
- v) Discussion
- vi) Role play
- vii) Pair work
- viii) Explanation
- ix) Demonstration

15. It was found that most of the teachers used the following common evaluation.

- i) Observing the students paralinguistic features.
- ii) Asking questions and inviting cross- questions.
- iii) Interacting with the students.
- iv) Evaluating students' assignments
- v) Asking students to summarize and interpret the poem.

4.1.2. Findings Based on Strategies Used by Students

- i) Twenty two (50%) students replied that their teachers always provided background information of the poem and the poet.
- ii) Twenty (45.45%) students were found to have difficulty in dealing with poetry.
- iii) Similarly, twenty (45.45%) students replied that their teachers sometimes described the pictures related to the poem.
- iv) Twenty two (50%) students replied that their teachers always provide the meanings of difficult items used in the poem.
- v) Twenty two (50%) students replied that their teachers sometimes provide figurative meaning of the language used in the poem.
- vi) Twenty seven (61.36%) students replied that their teachers always read the poem line by line and explain its meaning in Nepali language.
- vii) Exactly 22 (50%) students replied that their teachers translate the difficult words/ phrases into Nepali language whereas 15.9% teachers translate the whole text.
- viii) Twenty (45.45%) students replied that their teachers involve the students in individual work rather than group work activities.
- ix) Eighteen (40%) students replied that their teachers mostly used translation method while teaching poetry.
- x) Fourteen (31.81%) students replied that their teachers always teach the grammatical aspect of the poem.
- xi) Twenty five (56.81%) students replied that their teachers' explanatory and expressive power is good.

- xii) It was found that 14 (31.81%) students faced problem with complicated structure and complicated vocabulary while reading poetry.
- xiii) Twenty two (50%) students replied that their teachers always give them homework after compliance of the poem whereas only one student replied that his teachers never did so.

4.1.3 Findings Based on the Class Observation

- i) Six (60%) teachers were found motivating their students well while teaching poetry.
- ii) Two (20%) teachers were found excellent in providing background information whereas majority of providing background information majority of the teachers 85% did so well.
- iii) Seven (70%) teachers were found average in encouraging students to guess what will come next in the poem.
- iv) Five (50%) teachers were found average in pre teaching vocabulary but no teachers were found poor.
- v) Only 1 (10%) of the teachers introduced the topic in an excellent way.
- vi) Majority of the teachers i.e. 7 (70%) were found average in dealing with the cultural aspects of the poem.
- vii) Only 2 (20%) of the teachers were found excellent in helping students to understand the rhyme scheme of the poem.
- viii) It was found that 5 (50%) teachers used non- verbal language while teaching poetry.
- ix) Five (50%) teachers were found giving summary of the poem.
- x) It was found that only 2 (20%) teachers were found poor and the rest 8 (80%) average in applying communicative activities while teaching poetry.
- xi) Five (50%) teachers were found excellent in asking question for evaluation.

- xii) Almost all of the teachers i.e. 8 (80%) were found poor in helping students with style of language used in the poem.

4.2 Recommendations

On the basis of findings obtained from the analysis of the collected data, some recommendations are listed below:

- i) The teachers were found not much conscious of the strategies of teaching poetry. So, they should consult the reference books which reflect different strategies used in teaching literature.
- ii) The teachers should start the class by motivating the students towards the related subject matter of the poem.
- iii) Every teacher should brainstorm before going through the text.
- iv) Translation and lecture method should be minimized.
- v) The teachers should use communicative, re-constructive, compulsory plus optional, open-ending and close-ending strategies while teaching literature.
- vi) The teachers should explain the figurative meanings of the poem.
- vii) The teachers should provide linguistic guidance. Hence, language for language sake should be applied.
- viii) The class must be interactive to activate the students.
- ix) The teachers should always provide students feedback.
- x) The teachers should focus on student-centered activities.
- xi) Teachers should teach all cultural terms and teach other vocabularies which are new for the students.

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APPENDIX I

Dear respondent,

Being a students of M. Ed. Level in English, I am going to do a research work on "Use of Strategies in Teaching Poetry at Lower Secondary School" at master level under the guidance of Dr. Laxmi Bahadur Maharjan , reader, Deparment of English Education, T.U., Kirtpur. This questionnaire is presented to you under the assumption that experiences are best clues in the implementation of a programme. The fruitfulness and success will depend on your unbiased and accurate responses. The researcher will be grateful if you could return the questionnaire presented here with duly filled at your earliest conveniences.

Researcher

Bhanu Bhakta Neupape

T.U., Kirtipur , Kathmandu

Name of the teacher:.....

Date:

Name of the school:

Subject :.....

Teaching Experience :.....

item :.....

1. Do you feel difficulty in teaching poetry?

a. yes b. No.

2. DO you explain the students differences between poetry and prose?

a. yes b. No.

3. Do you translate the whole text in Nepali or difficult words only?

a. always b. sometimes c. Never

4. Do you give background information of the text and the writers while teaching poetry?

a. Never, b. sometimes c. always

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

a. always b. sometimes c. Never

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

a. always b. sometimes c. Never

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

a. always b. sometimes c. Never

8. Do you make lesson plan or not?
 - a. always
 - b. sometimes
 - c. Never
9. Do you give critical appreciation of the poem to the students?
 - a. Never
 - b. sometimes
 - c. always
10. Do you give the central idea and summary of the poem at the and of lessons?
 - a. always
 - b. sometimes
 - c. Never
11. Do you read the poem aloud for the students ?
 - a. always
 - b. sometimes
 - c. Never
12. Which technique do you use in the classroom?
 - a. student- centered method
 - b. teacher centered method
 - c. both
13. Which learner –centered technique/ strategies do you use?
 - a. pair work
 - b. group work
 - c. role play
14. What do you do in the following activities of teaching poetry?
 - a. Pre- teaching activities
 - b. while teaching activities
 - c. post teaching activities
 - d. fellow-up activities
15. What strategies do you use very often in teaching poetry ?

.....
16. How do you make your students clear about rhyme scheme of the poem?

.....
17. What are the ways to check whether the students understood the text or not? Please specify the ways

.....
18. What problem do you face while teaching poem in the class ?

.....
19. Apart from these, what activities do you prefer in teaching poetry ? please present your response to the points.

.....
20. How do you conduct warm-up activities and what do you make students do for warm-up?

.....

APPENDIX II

Questionnaire to the Students

Name of the Student:.....

Name of the School:.....

Type of the School:.....

Class:.....

Students are requested to give their answer on the basis of their experience.

1. Which of the following genre of literature do you enjoy most?
a. Poetry b. Essay c. Drama d. Story
2. Which of the following genre is most difficult for you?
a. Poetry b. Easy Drama d. Story
3. Do you get interested and motivated when you teacher starts teaching poetry?
a. yes b. no
4. Does your teacher start teaching poem providing the background of the writer and poem itself?
a. Always b. Usually c. Sometimes d. Never
5. Does your teacher describe the picture in relation to the plot of the poem?
a. Always b. Usually c. Sometimes d. Never
6. Does your teacher teach difficult vocabulary items used in the poem?
a. Always b. Usually c. Sometimes d. Never
7. Does your teacher describe figures of speech used in poem?
a. Always b. Usually c. Sometimes d. Never
8. Does your teacher read out the poem line by line and explain its meaning?
a. Always b. Usually c. Sometimes d. Never
9. Does your teacher translate the poem in Nepali?
a. Whole text in Nepali b. Difficult words in Nepali
c. Central theme in Nepali d. Summary in Nepali

10. Which of the following activities does your teacher make you do?
a. Group work b. pair work c. Role play
d. Individual work
11. Does your teacher summarize the poem at the end?
a. Always b. Usually c. Sometimes d. Never
12. Which techniques / strategies does your teacher apply most often while teaching poetry?
a. Lecture b. Audio-lingual c. Communicative d. Translation
13. Does your teacher stimulate you to interact in the classroom?
a. Always b. Usually c. Sometimes d. Never
14. Does your teacher teach you grammatical aspects given in the poem?
a. Always b. Usually c. Sometimes d. Never
15. How is your teacher's explanation and expression power?
a. Excellent b. good c. Average d. Poor.
16. What in your opinion is the major problem in learning a poem?
a. Complicated vocabulary b. complicated structure
c. Complicated them d. Complicated spelling
17. Does your teacher give you homework related to the poem?
a. Always b. Usually c. Sometimes d. Never
18. Do you write the poem of your own using the original one your teacher taught you as model?
a. Always b. Usually c. Sometimes d. Never

APPENDIX III

Classroom Observation

Name of the Teacher:.....

Date:

Name of school:.....

Type of School:.....

Teaching item:.....

Experience:

S.N.	Criteria of evaluation	Excellent	Good	Average	poor
1	Motivation : maintaining interest in the poem				
2	Teachers' clarity of expression in presenting the lesson.				
3	Background information on the text. (Historical, political social etc)				
4	Prediction; Guessing subject matter from the title				
5	Pre- teaching vocabulary, figures of speech, symbols, metaphors, etc.				
6	Helping students to understand the plot, theme rhyme scheme etc.				
7	Linguistic guidance: style, register, structures, grammar etc.				
8	Students' participation in comprehensive exercises on the text.				
9	Explaining the cultural terms, figurative aspects in Nepali.				
10	Giving critical appreciation and summary of the poem				
11	Discussion and debate on the theme, plot, Characters, settings, etc.				
12	Interpretation of the themes, world view of values, narrative point of view , etc.				
13	Writing activities on stylistic features, point of view, central idea and paraphrasing.				
14	Follow-up activities: Review of the poem				
15	Overall evaluation: Techniques and strategies (group works. Pair work role play, discussion, elicitation, explanation, prediction, etc.)				