

## TEACHERS' ROLE IN DEVELOPING ENGLISH POETRY APPRECIATION SKILLS AMONG STUDENTS OF INTERMEDIATE COLLEGES OF SINDH, PAKISTAN

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### ABSTRACT

*Teaching poetry is a fascinating, imaginative and heart touching experience. When taught like prose, it loses its charm and luster. English poetry is taught in our schools and colleges from class three up to intermediate level. It is a compulsory component of the course at the college level. The sequentially-exploratory mixed-method was used by the researcher to investigate the teachers' part in developing English poetry appreciation skills in public and private intermediate colleges of Sindh province of Pakistan. The sample size of the study was 331 teachers and 563 students from 165, public and private intermediate colleges through a stratified random sampling technique. Two questionnaires SPTRDEPASIC for students' and TSKEPIC for teachers and semi-structured interviews, with thematic analysis were used. Students shared that their teachers did not use motivational techniques, effective reinforcement strategies, and innovative assessment tools in teaching English poetry. One-way analysis of variance (ANOVA) showed significant differences in qualifications and levels of experiences of teachers. However, a considerable difference was also found in teachers' sensitivity to cope effectively with poetry teaching based on their academic backgrounds and subject knowledge. The qualitative findings highlighted three major themes i.e. Facebook and WhatsApp's communication rather than teachers' instructions with help of textbooks to develop a taste for poetry, Poetry is taught like a text in the classroom and it is entirely exam-oriented. There is a wide difference in the way poetry is taught in different academic streams of public and private intermediate colleges of Sindh.*

**Keywords:** Teacher's Role; English Poetry; Appreciation Skills; Subject Knowledge.

## INTRODUCTION

Poetry is a powerful medium for enhancing students' knowledge and allowing students to express their feelings. Poetry encourages the expression of emotions; passions to enhance higher-order thinking skills and develop ways of knowing to the subjective world. It further enables students to develop understanding, sharing knowledge, and emotion that relates to English poetry, (Hughes & Dymoke, 2011). The separate textbook has been published by the Sindh Textbook Board for all public and private intermediate colleges, to teach as a compulsory component to the students of Higher Secondary School Certificate (HSC) level (Soomro & Kazemian, 2015). The National Curriculum for English language (NCEL) and Sindh Text Book Board has prescribed the Intermediate English book 1 and 2 for all Public and Private colleges of Sindh province (Government of Pakistan, 2006). Asghar and Al-Bargi (2014), prescribed three textbooks for intermediate students which contained English poetry, short stories, English prose and drama. Education policy (1998-2010) also emphasizes teaching poetry (Government of Pakistan, Ministry of Education (1998). Teaching poetry has long been recognized as an aspect of Language and literature curricula, which presents specific pedagogical challenges for teachers in many contexts (Wilson & Myhill, 2012). However, despite being an integral part of the course, teaching of English poetry continues to suffer from inattention and does not receive the needed care and attention, like the other subjects.

Poetry is too often neglected or ignored in the language classroom. The teachers commonly argue that poetry is not relevant material and too difficult for EFL young learners to grasp, (Setiyani, 2014). At the college level, poetry has been taught like a body of facts without creativity and inspiration. Teachers teach poetic genres of literature in the same mechanical manner without giving true treatment and due weightage. The contemporary literature shows that teachers' lack of subject knowledge of English poetry and students' perceptions to learn English poetry. The problem exists on both sides namely teachers and students.

## LITERATURE REVIEW

Poetry appreciation means an appreciation of poetry by students along with understanding, interpretation, and enjoyment of literary works. Appreciation should also include the involvement of spiritual sensitivity and admiration of poetic values, (Solina, 2015).

Poetry appreciation needs the participation of the reader with the poet and his/her feelings and passions. By hearing or reading poems, students learn to be appreciative. Poetic experience means students learn to write, recite and review poems. They are so motivated that they are involved to write and create poetry themselves, (Tarigan, 2009). Poetry appreciation involves a critical assessment of a poet's literary work. It needs the process of poetry appreciation, sharing of writers' imagination and creativity (Nurgiyantoro, 2018).

According to Brooks, Tiwari, and Martonosi (2000), the general objectives of teaching poetry are (a) to enable students to appreciate beauty, rhyme and style of the poems, (b) to enable students to read aloud with proper stress on rhythm and intonation (c) to develop a taste for reading and writing poems (d) to develop the aesthetic sense of students (e) to encourage students to love English literature and (f) to develop the power of imagination of students. Carroll (2017) divided appreciation into three subcategories: (1) a sensitivity to style, (2) an ability to appreciate intellectually the deeper meanings of a literary piece and (3) an emotional capacity to respond to the finer shades of meaning. Carroll's three subcategories do not appear to be entirely discrete; the first and the third for example, seem to overlap somewhat. Nevertheless, it feels that appreciation consisted of cognitive activity-intellectual understanding, and an affective behavior evoking an emotional response.

The teachers of English poetry need to know all elements of poetry to appreciate poetry themselves and the ability can transmit the merits to their students, (Solina, 2015). The language of poetry plays a part in students' emotional cultivation, as once students learn to appreciate poetry, they also manage to connect their experience with real-life situations, (Hansen, 2011). The National Curriculum for English language and the Ministry of Education, Government of Pakistan devised strategic planning for teaching English from grade I to XII (Government of Pakistan, 2006). Asghar and Al-Bargi (2014) point out that in a typical Pakistani English Language classroom, the passages in the textbooks are to be read aloud by the teacher with Urdu translation and the important points in the passage are readout and explained point by point by the teacher, followed by completing the activities given at the end of each text. In this process limits the learners' participation to contribute with their perception and understanding and allows the teacher to use his/ her discretion without the participation of students.

Asghar and Al-Bargi (2014) highlight that to bring a sense of learning and to encourage self-learning, critical thinking skills are essential at the tertiary level. The teachers of English poetry need to know all these elements of poetry like simile, metaphor, alliteration, imagery, personification, sound patterning, stress patterning and so on. The students' poetic appreciation of poetry and for teaching, only some teachers are inspiring to try to make their students creative. Teachers may acquire qualifications through any channel but only those who study the text with dedication and hard work will prove to be worthy professionals (Srivastava, Beers, & Comanzo, 2007). Teachers who challenge students' thinking try to place emphasis on critical thinking, creativity, interpretation and stimulate to write poetry and this experience encourages students to think about the inner feelings of the poet and what induced him to write a particular poem (Tarigan, 2009).

Tileston (2011) reveals that teachers generally lack proper appreciation and understanding in English poetry and most teachers think that student's motivation depends on their interest, and a teacher is not in a position forcing students to read or understand poetry and students should develop their interest or motivate themselves. Poetry is a more useful vehicle for expressions and imaginations. It is also a way of knowing and understanding feelings and thoughts. Poetry requires both relaxation and concentration of mind. Reading and writing poetry can unfold to the learner profound truths and hidden expressions in many ways and we didn't realize it (Michaels & Amasino, 1999).

Kiss, Damico, and Young (2005) said that poetry unfolds our crucial thoughts about social issues and allow us to express our feelings freely. Poetry requires concentration and helps us to think with clarity in our daily hectic lives. It is a way of touching our feelings and a vehicle for expressing ideas and feelings without hesitation. What makes poetry a powerful way to link with images? It transforms our way to see common places and fascinating areas (Kiss, Damico, & Damico, 2005). According to Struyven, Jacobs, and Dochy (2013), perception is the awareness of things that we experience using our senses, especially the sense of sight refers to the cognitive psychological movement and poems are used for teaching English to raise students' motivations and appreciations. Setiyani (2014) also used poetry in teaching English for young learners who had more interest in learning English by using poetry.

### **RESEARCH HYPOTHESES**

While keeping in mind the need of studies, following hypotheses have been formulated:

*H1: There is no significance difference in perception of male and female students about the teacher's competence in the English poetry teaching skills.*

*H2: There is no significance difference in students' perception about the teachers' competence of English poetry teaching skills in public and private colleges.*

*H3: There is no significance difference in students' perception from age group 14-18 years and age group 19-22 years about teachers' competence in English poetry teaching skills.*

*H4: There is no significance difference in students' perception from group 1 (grade XI) and group 2 (grade XII) about teachers' competence in English poetry teaching skills.*

*H5: There is no significance difference between male and female groups of teachers about Subject knowledge of English Poetry in Intermediate Colleges from public and private sector in Sindh.*

*H6: There is no significance difference among teachers of public colleges and teachers of private colleges about Subject knowledge of English Poetry in Intermediate Colleges.*

*H7: There is no significance difference among teachers from age group 25-35 years and from age group 36-50 years about Subject knowledge of English Poetry in Intermediate Colleges.*

*H8: There is no significance difference in the Subject knowledge of teachers about English Poetry in Intermediate Colleges due to their education.*

*H9: There is no significance difference in the Subject knowledge of teachers about English Poetry in Intermediate Colleges due to their specialization in English language/literature.*

## **RESEARCH METHODOLOGY**

This study used exploratory-sequential design mixed –method approach as suggested by Creswell and Clerk (2017). The quotes, codes, and themes drawn from the interviews of the respondents make the foundation of a qualitative approach. Data were collected from public and private intermediate colleges of Sindh. The study designed two self-constructed research questionnaires. Questionnaire 1 was designed to know Students' Perception of Teachers' Role in Developing English Poetry Appreciation Skills at Intermediate Colleges. (SPTRDEPASIC). Questionnaire 2 was constructed specifically to investigate Teachers' Subject Knowledge about English Poetry at Intermediate Colleges (TSKEPIC) at public and private intermediate colleges of Sindh as perceived by teachers themselves.

Further, semi-structured interviews of students, with thematic analysis were used by selecting them through a stratified random sampling technique. The instrument was developed after a thorough review of related literature and formal consultations with the experts. Its reliability analysis was carried out and found to be satisfactory (Cronbach’s alpha =0.81) after two revisions.

Thee sample size of the study was 331 teachers and 563 students from 165, public and private intermediate colleges of Sindh selected through stratified random sampling.

The researcher constructed a meaningful report of themes from 98 students of 33 public and 18 private intermediate colleges of Sindh. The students were of age ranged between 19 to 22 years. Total 60 boy students of 1<sup>st</sup> year and intermediate level and total 38 girl students of 1<sup>st</sup> year and intermediate level were selected. Interviews were transcribed and content analyzed to collect statements from the students’ interviews which were then shared with the experts. After obtaining inters coder reliability these statements were grouped into 03 major themes discussed in qualitative analysis.

Table 1. Characteristics of the Sample

Approach	Number of Respondents	Gender	Age in years	Number of Colleges at intermediate level	Level of Education
Qualitative	98 Students	60 Boys	19-22 (40 Boys)	33 Public	• 1 <sup>st</sup> year • Intermediate
			14-18 (20 Boys)	18 Private	
		38 Girls	19-22 (18 Girls)	18 Private	• 1 <sup>st</sup> year • Intermediate
			14-18 (20 Girls)	33 Public	
Quantitative	465 Students	258 Boys	19-22 (Boys 153)	63 Public	• 1 <sup>st</sup> year • Intermediate
			14-18 (Boys 105)	51 Private	
		207 Girls	14-18 (Girls 118)	63 Public	• 1 <sup>st</sup> year • Intermediate
			19-22 (Girls 89)	51 Private	
	331 Teachers	192 Male	114 Male 79 Male	63 Public 51 Private	• Teachers • Assistant Prof. • Associate Prof.
		139 Female	79 Female 60 Female	63 Public 51 Private	

Table: 1 reveals that in the qualitative part total 98 students were selected (60 boys and 38 girls) from 33 public and 18 private intermediate colleges of Sindh respectively.

In quantitative part 465 students were selected, of that 258 were boys and 207 were girls from 63 public and 51 private intermediate colleges of Sindh respectively. Similarly, total 331 teachers were selected (192 male and 139 female) from 63 public and 51 private intermediate colleges of Sindh respectively.

**DATA ANALYSIS**

The following section presents an analysis of the data gathered from the 165 public and private intermediate colleges of Sindh and address.

**Research Question1:** What is the Students' Perception of Teachers' Role in Developing English Poetry Appreciation Skills at Intermediate Colleges (SPTRDEPASIC).

**The difference in Perception of Male and Female Students about Teachers' Competence in Poetry Teaching Skills**

Table 2. Difference in Perception of Male and Female Students about Teacher's Competence in Poetry Teaching Skills (N= 563 students)

Variable	Groups	N	Mean	Standard Deviation	p-value	t-value
Gender	Male	298	2.68	.53	.561	.587
	Female	265	2.59	.51	.561	.587

An independent-samples t-test was conducted to compare the difference in perception of male (M= 2.68, SD=.53) and female students (M= 2.59, SD=.51) about teacher's competence in poetry teaching skills. Results show no significant difference as  $p > .05$  and  $t = .587$ . These results suggest that gender of students does not affect their perception about the teacher's competence in poetry teaching skills. Therefore, our null hypothesis H1 is accepted in this case and it is concluded that there is no significance difference in perception of male and female students about the teacher's competence in the poetry teaching skills.

**The difference in students' perception about teacher's competence in poetry teaching skills due to the type of colleges (public/private).**

Table 3. Difference in students' perception about teacher's competence in poetry teaching skills due to the type of colleges (public/private) (N = 165 colleges)

Variable	Groups	N	Mean	Standard Deviation	p-value	t-value
Type of college	Public	97	2.83	.48	.691	-.41
	Private	68	2.31	.68	.691	-.41



An independent-samples t-test was conducted to compare differences in students' perception about the teacher's competence in poetry teaching skills due to the type of colleges (public/private). Results show no significant difference as  $p > .05$  and  $t = .41$ . Mean score for male students was 2.83, with  $SD = .48$  while for female students Mean score was 2.31 with  $SD = .68$ . These results suggest that the type of college does not affect students' perception of the teacher's competence in poetry teaching skills. Therefore, our null hypothesis H2 is accepted in this case and it is concluded that there is no significance difference in students' perception about the teachers' competence of poetry teaching skills teaching in public and private colleges.

**The differences in students' perception due to their age group about teacher's competence in poetry teaching skills (N= 563).**

Table 4. Differences in students' perception due to their age group of 14-18 years and 19-22 years about teacher's competence in poetry teaching skills (N= 563)

Variable	Groups	N	Mean	Standard Deviation	p-value	t-value
Age	Between 14 to 18 years	295	2.53	.56	.106	1.534
	Between 19 to 22 years	268	2.47	.47	.106	1.534

An independent-samples t-test was conducted to compare the difference among perception of students of age group 14-18 years and 19-22 years. No significant difference was found as  $p > .05$  and  $t = 1.534$ . For age group of students of 14-22 years the Mean was 2.53 with  $SD = .56$  and for the students of age group 19-22 years the Mean was 2.47, while  $SD$  was .47.

These results suggested that age group of students (25-35 years and 36-45 years) did not affect their perception about teacher's competence in poetry teaching skills. Therefore, the findings supported the researcher to accept the null hypothesis H3 that there is no significance difference in students' perception from age group 14-18 years and age group 19-22 years about teachers' competence in poetry teaching skills

**The differences in students' perception due to their grade level about teacher's competence in poetry teaching skills**

Table 5. The differences in students' perception due to their grade level about teacher's competence in poetry teaching skills (N= 563)

Variable	Groups	N	Mean	Standard Deviation	p-value	t-value
Grade level	Grade XI	254	2.61	.54	.591	.578
	Grade XII	309	2.71	.52	.591	.578



An independent-samples t-test was conducted to compare the difference on the basis of grade level. Results show no significant difference as  $p > .05$  and  $t = .578$ . The Mean score for grade XI students was 2.61 with  $SD=.53$ , while for students of grade XII the Mean score was 2.71 with  $SD=.52$ . These results suggest that grade level does not affect students' perception about the teacher's competence in poetry teaching skills. Therefore, the findings suggest that our null hypothesis H4 is accepted that there is no significance difference in students' perception from group 1 (grade X1) and group 2 (grade X11) about teachers' competence in poetry teaching skills.

**Research Question 2:** What is the difference in Teachers' Subject Knowledge about English Poetry at Intermediate Colleges (TSKEPIC) and at public and private intermediate colleges of Sindh as perceived by teachers.

**The difference in subject knowledge of English poetry of male and female college teachers**

Table 6. The Gender Differences in teachers' subject knowledge of English poetry at intermediate colleges (N= 331 teachers)

Variable	Groups	N	Mean	Standard Deviation	p-value	t-value
Gender	Male	298	2.60	.54	.562	.589
	Female	265	2.69	.50	.562	.589

An independent-samples t-test was conducted to compare subject knowledge of English poetry in male and female groups of teachers. Results show no significant difference as  $p > .05$  and  $t = .589$ . Mean score for male teachers was 2.60 with  $SD=.54$ , while for female teachers it was 2.69 with  $SD=.54$ . These results suggest that gender does not affect teachers' subject knowledge of English poetry. Therefore, the findings suggest that our null hypothesis is accepted in this case and it is concluded that there was no significance difference between male and female groups of teachers about their subject knowledge of English Poetry in public and private intermediate colleges of Sindh.

**The difference in subject knowledge of English poetry of public and private college teachers**

Table 7. The Difference in subject knowledge of English poetry of public and private college teachers (N=331)

Variable	Groups	N	Mean	Standard Deviation	p-value	t-value
Type of college	Public	189	2.37	.47	.692	-.40
	Private	142	2.82	.69	.692	-.40

An independent-samples t-test was conducted to compare the subject knowledge of teachers in the public and private sectors. Results show no significant difference as  $p > .05$  and  $t = .40$ . The Mean score for public college teachers was 2.37 with  $SD = .47$ , while for private college teachers the Mean score was 2.82 with  $SD = .69$ . These results suggest that the type of college does not affect teachers' Subject knowledge of English poetry. Therefore, the findings suggest that our null hypothesis was accepted, and it is concluded that there was no significance difference among teachers of public colleges and teachers of private colleges about Subject knowledge of English Poetry in Intermediate Colleges.

**The difference in subject knowledge of English poetry of teachers from age group 25-35 years and from age group 36-50 years.**

Table 8. The difference in subject knowledge of teachers from age group 25-35 years and from age group 36-50 years (N=331)

Variable	Groups	N	Mean	Standard Deviation	p-value	t-value
Age	Between 25 to 35	132	2.52	.55	.105	1.535
	Between 36 to 45	199	2.48	.49	.105	1.535

An independent-samples t-test was conducted to compare the subject knowledge of teachers based age group 25-35 years (Mean = 2.52, and  $SD = .55$ ) and 36-45 years (Mean = 2.48, while  $SD = .49$ ). No significant difference was found as  $p > .05$  and  $t = 1.534$ . These results suggested that age group (25-35 and 36-45 years) did not affect the subject knowledge of teachers. Therefore, the findings supported the researcher to accept the null hypothesis that there was no significance difference among teachers from age group 25-35 years and from age group 36-50 years about Subject knowledge of English Poetry in Intermediate Colleges.

**The difference in subject knowledge of English poetry of teachers due to their education.**

Table 9. Difference in subject knowledge of English poetry of teachers due to their academic qualifications (N=331)

Main Variable	Groups	Sum of squares	Mean square	df	p-value	F-value
Subject content knowledge of teachers	BA	b/w groups: 3.41	.86	4	0.01	2.82
	BSC	within groups: 78.85	.40	189		
	MA (English)	Total: 4.53	142			
	MA (other disciplines)					

A one-way analysis of variance (ANOVA) test was conducted to compare the effect of education of teachers (four levels) on subject knowledge of English poetry. There was a significant difference found in the subject knowledge of teachers due to their education as  $p < .05$  for the four levels [ $F = 2.82, p = 0.01$ ]. Based on this result, the null hypothesis was rejected, and the alternative hypothesis was accepted, and it is concluded that there was a significant difference in the subject knowledge of teachers due to their education.

**The difference in subject-matter knowledge of English poetry of teachers due to specialization in English language/literature.**

Table 10. Post hoc comparisons of levels of subject knowledge of teachers due to their academic qualification (N=331)

S. No.	Variable	The education level of parents	N	Mean	Standard Deviation
1	Subject Content knowledge of teachers	BA	36	2.25	0.54
2		BSC	19	1.61	0.54
3		MA(English)	261	4.35	0.68
4		MA (other disciplines)	15	2.33	0.52
Total			331	2.6	0.55

Post hoc comparisons, using the Tukey HSD test, indicated that the mean score of the education of teachers at BA level ( $M = 2.25, SD = 0.54$ ) and BSC level ( $M = 1.61, SD = 0.54$ ) was significantly lower than the MA level (English) ( $M = 4.35, SD = 0.68$ ) and MA (other disciplines) ( $M = 4.35, SD = 0.68$ ) level.

Taken together, these results suggest that teacher with a specialization in English language/literature level have a significant command on the subject knowledge of English poetry.

**QUALITATIVE ANALYSIS**

The data for qualitative analysis was gathered from the 98 students of public and private intermediate colleges of Sindh for thematic analysis. The researcher decided to select meaningful themes from the 98 Students of 33 public and 18 private intermediate colleges of Sindh Pakistan. After obtaining inters coder reliability these statements were grouped into following three major themes.

***Theme 1: Facebook and WhatsApp communication rather than teachers and books have helped us develop taste for poetry.***

The major emerging theme from the interview data collected from 98 students indicated that they found poetry learning experience interesting through mediums other than textbooks and classroom teaching of poetry. The overall fifty-one statements were extracted from the transcribed interviews which were grouped into this theme after having carried out intercoder reliability. A huge majority of students shared that they enjoyed poetry because it is not simply restricted to books. They used it frequently in their Facebook and WhatsApp communication and that rather than books have helped them develop taste for not only poetry but sayings and quotations also. Many students shared that they frequently share verses from poetry with their internet friends. A student shared his experience, *"I select good poetry from the internet and share them with my friends"*. Another student agrees, *"Yes, I learned about major poets from the Facebook"*

Many students believed that they enjoy reading poetry but not through books, it is through the internet. A student shared his experience in these words. *"Poetry reading experience in the classroom is sooooo boring. I sleep most of the time"*.

Students' responses reflected that they were never taught the background of the poet's philosophy and his/her major thrust. A student was not able to appreciate Shakespeare because he was not taught that Shakespeare brought with him the spirit of the Renaissance. Perhaps the teacher himself/herself didn't know. A student shared, *"I have no idea why Shakespeare talked about elves and fairies and yet his characters are real-life people"*.

A female student from a private college also raised the same concern, *"Why did Wordsworth talk about nature only and nothing else I mean it gets monotonous at times"*. The student has not been introduced to Wordsworth as a romantic poet.

Students concerns here are valid and it seems apt that students be familiarized with the time's poets represent because very often they act as reformers, historians and painters of important issues and practices prevalent in their times. They can be understood better in the context they worked in.

Unlike the majority, a few students showed inherent taste and flair for poetry and they seemed to enjoy it through textbooks and other mediums.

A student shared, *"I write poetry myself, so I enjoy. I feel poetry is better than text. It makes you feel."*

**Theme 2: Poetry is taught like the text narrative in the classrooms.**

The second major emerging theme from the interviews indicated that the students studied poetry like text and tried to understand it through grammatical rules and translations. The evaluation techniques used by teachers and board examination were paraphrasing and summarizing and this forced them to make line by line explanation of the poem without understanding its true spirit.

A student shared his experience, *"I fail to understand the rules of grammar in poems. Most poets do not follow grammar rules and it makes it difficult to understand."*

This shows that most students try to understand poetry through grammatical structure rather than through figures of speech. A student shared, *"I never enjoy reading poetry, and it is like the other text lessons for me"*

They showed absolutely no understanding of figures of speech. Even teachers also seemed to be completely ignorant of even the major figures of speech like metaphor, simile, alliteration, allusion, personification, etc. No wonder students found poetry language difficult to understand.

A student shared his struggle with the language, *"Language is difficult to understand. It is generally difficult to find out the meanings and suggestiveness in poetry is always beyond me and the poet's hidden meanings and messages are difficult to connect with"*.

Another student from a public college system adds to this saying that, *"Sometimes poets use difficult words like 'thou' and 'thee' and 'Lo and behold' and I wonder who these things are. Teachers try to explain when they are asked but it remained a mystery for me"*.

A student shared his confusion with metaphors and personification, *"I wonder why Wordsworth says dancing flowers, playful waves, and shouting mountains. It doesn't make sense. Maybe the poet has a motive behind it but I don't understand"*.

This was confirmed earlier through quantitative data that teachers lack poetry teaching skills and are not able to differentiate between the language used for poetry and text. As a result, students try to understand

their translations and are not able to appreciate and feel the poetic language.

Many students shared that they read poetry like text. They had no understanding of rhyme, rhythm, and rise and fall in poetic language and seemed completely oblivious of music orientation in poems.

A student said, *“We read poetry like we read other text lessons. What is the difference? They are like other text lessons”*. During probing, the researcher found that there was no guided practice by the teachers in poetry reading; nor did they correct pronunciation and intonation while teaching poetry from the textbooks.

Even English language teachers showed a lack of knowledge and interest in major speech patterns and sounds. Students showed problems in pronouncing vowel, consonants sound.

Some students indicated diphthongs and consonant blends as difficult to understand. What is surprising is that even the best colleges from Karachi could not meet the standards in developing poetry appreciation skills.

### ***Theme 3: Poetry teaching is entirely exam-oriented.***

The third emerging theme from the interviews suggested that students found poetry reading exam-oriented. Most of the time schools and parents emphasize grades and percentages and not only poetry everything in college is viewed through these lenses.

A student shared his opinion, *“Examination pressure does not allow appreciation of anything and poetry is even directly related to professional knowledge. It is an ancillary thing that comes with the course.”*

This response was not but surprising but certainly heartening it was because all literature generally and poetry teaching especially is related to the cultivation of taste, personality, and character.

Another student shared, *“I do not even remember the poems I did in my entire academic period. All I did was memorizing summaries and explanations and this always got me top grades”*

This clearly explains why students do not feel the reason to enjoy and appreciate poetry and are slowly losing the taste for this aesthetic genre of literature.

Poetry gives us wings and makes us imagine the wonders of the world. Moreover, it develops a taste of appreciation for multiple perspectives and practices and helps us define our place in the universe. Students' detachment with the literary genre shows their upbringing in a mechanical society which gives more reverence to concepts and skills as compared to attitudes.

### **RESEARCH FINDINGS**

Findings reflect that reading English poetry is an issue itself. Reading is a problem for students. They are not frequent readers of poetry and weak in their understanding. Whenever they read, it is limited to success in examination and to gain favor by the teacher. In public colleges students are selective in reading poetry, they select few poems from the whole course to pass the examination. In private colleges situation is somewhat better. Students have given more opportunities to interact with teachers and receive their help to understand the final points of English poetry with their help.

Results show that an understanding of English poetry is the problem itself. Understanding of poetry leads much to be desired. Learners do not understand whatever is taught in terms of meanings and appreciations but are not able to understand properly the importance of English poetry; their poor reading strategies do not develop their understanding capabilities. In public colleges students' understanding and performance are not effective in classroom learning. In private colleges students are familiar with poetic genres to understand English poetry to some extent.

The research findings also highlighted that the interpretation of English poetry is a question itself. The difficulty is with the interpretation of English poetry. Students are not properly explained the atmosphere and academic nuances of poetry and the feelings that are express in the poem. In public colleges students do not interpret and perform in a classroom activity. In private colleges students can interpret different poetic genera in their expression.

Appreciation of English poetry is considered to be a dilemma. Teachers' become unsuccessful to acknowledge students' reading skills and interpreting skills. Teachers' lack of content-specific knowledge and pedagogical strategies will discourage students to learn English poetry. In public colleges, teachers do not appreciate and taught English poetry properly. In private colleges, teachers appreciate students' efforts and encourage them to express their feelings.



The classroom evaluation of English poetry is also a complexity itself. Apart from classroom teaching, teachers must evaluate students' reading skills, understanding skills, interpreting skills and appreciating skills. In teaching English poetry teachers explain well or thoroughly students' reading skills, understanding skills, interpreting skills and appreciating skills that pertain to the necessary skills related to poetry learn. In public colleges, teachers do not evaluate and acknowledge students' performance and discourage, to appreciate students properly. In private colleges teachers do evaluate students' performance and encourage them to express their feelings properly.

Moreover, the examination system is not focusing on an individual's understanding and appreciation of English poetry rather than tests their memory. Teachers are not motivating their students that they should develop their interest to write a short poem. Students' are using five-year question papers while passing the examination and getting good grades. College authorities fail to provide in-service training, arrange seminars and workshops for teachers. Teachers' regularity, punctuality and a lack of teaching faculty are causes in public colleges.

### **CONCLUSION**

The major parts of poetry and its teaching revolve around appreciation and understanding. The conventional way of teaching is emphasized on memorization and needless cramming. Poetry must be appreciated by the students as an enjoyable pursuit. This is relevant for all poetry but more specifically English poetry. Our students do not have previous experience and need proper enrichment to learn to appreciate English poetry. The contents of textbooks should be modified according to new standards and needs of the time. Teachers should develop students' concepts and creativity in English poetry and examination paper pattern should be modernized with the latest teaching trends and standards.

Poetry genres like lyrics, ballads, odes, sonnets and epic, and figures of speech, similes, personifications, metaphor, rhythm, rhyme, etc. should be integrated with other subjects like social studies and natural sciences, to develop students' interest to learn English poetry happily. Peer coaching, cooperative learning, and supportive teaching strategies should be used by teachers.

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