

**A SURVEY ON THE METHODS OF TEACHING POETRY IN JUNIOR  
SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO  
STATE**

**BY  
ABOSEDE AMELE GEORGE  
EDU1510720**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY**

**DECEMBER 2023**

**A SURVEY ON THE METHODS OF TEACHING POETRY IN JUNIOR  
SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO  
STATE**

**BY**

**BY  
ABOSEDE AMELE GEORGE  
EDU1510720**

**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY  
OF BENIN, BENIN CITY IN PARTIAL FULLFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF THE DEGREE OF BACHELOR OF  
ARTS (EDUCATION) ENGLISH AND LITERATURE**

**DECEMBER 2023**

## CERTIFICATION

We, the undersigned, certify that this study was carried out by **ABOSEDE AMELE GEORGE** with Mat. No **EDU1510720** in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfillment of the requirements of the degree of B.A.(Ed.) in English & literature.

\_\_\_\_\_  
**Dr. (Mrs.) F. N. Ofuani**

*Project Supervisor*

\_\_\_\_\_  
**Dr. (Mrs.) P.Y. Iordye**

*Project Coordinator*

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_  
**Dr. A.E Osawaru**

*Ag. Head of Department*

**Date:** \_\_\_\_\_

## **DEDICATION**

This project is dedicated to God Almighty. The work is also dedicated to my wonderful parents, Mr. and Mrs. Enoghayin.

## ACKNOWLEDGEMENTS

The journey of hundred miles they say begins with a step glory be to God for his faithfulness and infinite mercy who had chosen for me this noble profession (English and literature Education) who handled me through by making my dream a reality.

The researcher's deepest gratitude goes to God Almighty for making this work a success.

He is forever indebted to God for His faithfulness. He is profoundly indebted to his project supervisor, Dr. (Mrs.) F. N. Ofuani whose invaluable insights, corrections and constructive criticism has contributed greatly and aided the success of this project work.

The researcher's sincere gratitude also goes to the Head of Department of Educational Foundations, Dr. E. A. Osawaru for his mentorship and support.

The researcher wishes to appreciate his parents Mr. Julius Enoghayinand Mrs. Kate Enoghayin for their unending love, sacrifice and support all through this journey.

The researcher sincerely appreciates his siblings Aiseosa, Andress, Eghosa, and Osasogie for their support throughout his stay in this great institutions.

The researcher's special appreciation goes to Uncle Abel and his amiable wife Mrs. OwomwanIgbinsosa for their support and care he also appreciates Aunt Lily, Aunt Oghogho, and his grandmother DeaconessRoselineIgbinsosa for their support and encouragement all through his stay in this great institution.

The researcher's special thanks go to Mr. OdionAdagbonyin and family for their support and care.

The researcher wishes to appreciate Prophet Smart, Pastor Alex, Pastor Austin, and Pastor Festus for their prayers and support all through his stay in this great institution.

The researcher's special appreciation goes to CRYSTAL TUTORIALS crew Victor LadiArantes, Zion Ose, and Eno Chris for their academic services and support.

The researcher wishes to express his profound appreciation to his wonderful friends Maxwell, Naomi, Destiny, Joy, Believe, Martha, Esther, Mercy, Stephanie, and Anderson for their care and cooperation while in school. He appreciates all his course mates for being part of the wonderful experience he had during his stay in the University of Benin.

## TABLE OF CONTENTS

	<b>PAGE</b>
TITLE	I
CERTIFICATION	III
DEDICATION	IV
ACKNOWLEDGMENT	V
TABLE OF CONTENT	VI
ABSTRACT	IX
<b>CHAPTER ONE: INTRODUCTION</b>	
Background to the Study	1
Statement of the Problem	5
Research Questions	7
Purpose of the Study	7
Significance of the Study	8
Scope and Delimitation of the Study	9
Definition of Terms	9
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
What is Poetry?	11
Importance of Teaching Poetry	16
Methods of Teaching Poetry in Secondary Schools	19
Challenges Encountered by Teachers in Poetry Instruction	30
Summary of Literature Reviewed	33
<b>CHAPTER THREE: METHODOLOGY</b>	
Design of the Study	36
Population of the Study	37
Sample and Sampling Technique	37
Research Instrument	37
Validity of the Instrument	37
Reliability of the Instrument	38
Method of Data Collection	38
Method of Data Analysis	38

**CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

Presentation of Results	39
Discussion of Findings	43

**CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

Summary	45
Conclusion	46
Recommendations	47
<b>REFERENCES</b>	<b>48</b>
<b>APPENDIX</b>	<b>51</b>

## ABSTRACT

*This study examined the survey on the teaching methods of teaching poetry in juniorsecondary schools. In order to achieve the intended objectives of the study, three research questions were raised.*

*The descriptive survey research design was employed for the study. The population of the study was made up of all junior secondary school students in Egor Local Government Area of Edo state. Hundred students were randomly drawn from five schools in Egor LGA of Edo state. A questionnaire was used for data collection. The data collected from the questionnaire were analyzed using descriptive statistics such of frequency, percentage, andmean .*

*The findings showed that that the teaching method used in teaching poetry in secondary schools are effective, teachers use a mixture of different methods which includes recitation, traditional method, creative writing and guided reading and annotation when instructing poetry to Junior Secondary School students and students' English understanding affect their ability to understand poetry, lack of connection between daily life and poetry affect how much students like and understand it and culture can help students understand the hidden meanings in poetry. The following recommendations amongst others were made; Provide ongoing professional development opportunities for English teachers, specifically focusing on enhancing their skills in utilizing diverse teaching methods. This could include workshops, seminars, and training sessions to keep teachers updated on effective strategies for teaching poetry.*

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Literature refers to written or spoken works, often characterized by artistic expression and creativity, that explore human experiences, emotions, and ideas. It includes various forms such as novels, poems, plays, short stories, and essays. Literature serves to entertain, inform, provoke thought, and evoke emotions, making it an essential tool for cultural preservation and understanding. It can also act as a reflection of society, shedding light on its values, beliefs, and challenges. Through literature, individuals can connect with different perspectives, gain empathy, and find insights into the complexities of the human condition.

Additionally, literature has the power to transcend time and place, leaving a lasting impact on generations of readers. It serves as a repository of knowledge and wisdom, offering valuable lessons that can shape individuals and societies alike. As an art form, literature encourages critical thinking, imagination, and creativity, inviting readers to engage with the text on various levels and interpret its meanings in unique ways. Moreover, literature often sparks discussions and debates, fostering a sense of community among readers who share their interpretations and insights. Whether it be a classic masterpiece or contemporary work, literature

continues to be a profound and influential force in shaping cultures and inspiring minds around the world.

Poetry, as a genre of literature, stands as one of the most profound and captivating forms of artistic expression. Rooted in the ancient traditions of oral storytelling and song, poetry weaves the melody of words to evoke emotions, convey profound insights, and capture the essence of the human experience. With its distinct rhythmic patterns, vivid imagery, and powerful symbolism, poetry has the unique ability to touch the depths of the human soul and transcend the limitations of ordinary language.

The aim of teaching literature in secondary schools aims to empower students to become active and engaged citizens. By exploring various literary texts, students are encouraged to think critically about societal issues, historical contexts, and contemporary challenges. This critical awareness fosters a sense of social responsibility and encourages students to contribute positively to their communities. Literature serves as a platform for students to voice their perspectives, share their thoughts, and participate in discussions that shape their understanding of the world and their place in it. Moreover, literature allows students to encounter diverse cultures, worldviews, and belief systems, promoting open-mindedness and tolerance. As they navigate the complexities of literary works, students learn to embrace ambiguity, navigate uncertainties, and appreciate

the beauty of language and storytelling. Ultimately, teaching literature in secondary schools not only imparts academic knowledge but also nurtures students' intellectual curiosity, emotional growth, and holistic development, preparing them to face the challenges and opportunities that lie ahead.

Poetry could be defined as a piece of literary work, spoken or written, which concisely expresses and communicates thoughts, ideas, experiences, feelings and emotions beautifully by employing figurative devices such as imagery, rhythm and sound. Poetry creates a vivid imagination expresses strong feelings and experiences using figurative language Okolo (2003). It is usually written with lyrical effects. Ibitoye (2005) states that poetry is a form of writing stimulated by emotion and expressing a deep feeling that may be very difficult to explain in literary form. It is the act of uniting pleasure with truth by the help of imagination and reasoning while Okolo (2003) believes that Poetry creates a vivid imagination expresses strong feelings and experiences using figurative language. Levy (2001) also defined poetry as a way of negotiating experience, of attending to external and internal worlds, bringing diverse worlds into close relation for arriving at renewed perception. What levy is trying to point out is that poetry is pleasurable to all in all spheres of life.

The major distinctive features of poetry as a literary genre is its use of lyrical and figurative language and the ability to express emotions, feelings and thoughts

in an apt and concise manner. It is often written in verse in the form of stanza and lines. It is frugal with words and any form of use of words is deliberate and impactful. Poetry is said to be the oldest of the literary genres, perhaps, as old as religion and history themselves. It is very germane as it is the vehicle through which the society gives meaningful and sensitive expression to the innermost thoughts, feelings and emotions of individuals and groups of people.

The West African Examinations Council (WAEC) Chief Examiners' Report May/ June, 2018 notes that students generally did not perform well in the three genres especially in poetry where the performance was worst. The poor performance was attributed to candidates' lack of seriousness, poor knowledge of literature texts, literature being handled by incompetent teachers and their bad methods and approaches to teaching. Seriousness and interest are important factors in learning so if the learner is not interested in learning or takes the learning with lackadaisical attitude, it will all come to naught.

All these attest to the fact that the poor performance could be linked to poor teaching methods and techniques adopted in schools which tend to de-motivate students and limit their interest and participation. According to Adunola (2011), poor performance by the majority of students is fundamentally linked to application of ineffective teaching methods by the teachers to impact knowledge. Thus, effective use of well known and tested methods and techniques will have

positive effect on the students. Although there are no specified methods and techniques of teaching literature, but some methods and techniques are usually discussed under the three genres: drama, poetry and prose. The methods of teaching literature under these genres include: traditional lecture method, /teacher centered method, discussion method, subject centered method, questions and answers method, activity method, translation method and so on. Techniques of delivering these methods include: group discussion, presentation of geographical, political, and historical aspects of the literature, collection of pictures, collection of mythology, films and dramas, author's introduction, reading aloud and so on.

### **Statement of the Problem**

In secondary schools, the teaching of poetry is a critical component of the English language curriculum, with the potential to shape students' literary appreciation, critical thinking, and communication skills. However, there is a pressing issue in the current landscape of secondary education regarding the methods employed for teaching poetry. Many teachers continue to employ traditional, less interactive, and potentially uninspiring approaches, which may not fully engage and educate students. This problem is exacerbated by the limited exploration of innovative and effective teaching methods in secondary schools.

As a result, the performance and engagement of students in poetry studies may be adversely affected. The reliance on conventional teaching methods, often characterized by rote memorization, superficial analysis, and a lack of creativity, might fail to nurture the profound appreciation of poetry and its intrinsic connection to language, culture, and individual expression. This stagnant pedagogical approach may lead to disinterest, underperformance, and missed opportunities for students to cultivate critical thinking skills and a lifelong passion for poetry.

Additionally, the lack of diversified teaching methods for poetry may disproportionately impact students with varying learning styles and abilities. This one-size-fits-all approach may alienate some students who struggle to connect with poetry, thereby hindering their overall academic development and language proficiency.

Furthermore, the existing gap between traditional teaching methods and contemporary educational needs raises concerns about the adaptability of students to the evolving demands of the 21st-century workforce. The inability to inspire students through effective teaching methods may limit their creativity, critical thinking, and communication skills, which are invaluable in an increasingly competitive and dynamic global job market.

Given these multifaceted challenges, it is imperative to investigate the existing methods of teaching poetry in secondary schools, assess their impact on student performance and engagement, and explore alternative, more effective strategies that can invigorate the poetry learning experience. This research aims to address these issues by identifying the discrepancies between current pedagogical practices and the desired outcomes in poetry education, offering potential solutions to enhance both teacher effectiveness and student achievement in the study of poetry.

### **Research Questions**

The following research questions were raised to guide the study.

1. What methods do teachers employ in teaching poetry?
2. What teaching methods are commonly used by Junior Secondary School teachers for poetry instruction?
3. What challenges do junior secondary school teachers face in the teaching of poetry?

### **Purpose of the Study**

The purpose of the study is to find out the method of teaching poetry in junior secondary schools in Egor Local Government Area of Edo State. Specifically, the study aims to:

1. Determine the methods teachers employ in teaching poetry.
2. Find out the teaching methods are commonly used by Junior Secondary School teachers for poetry instruction?
3. Find out the challenges faced by junior secondary school teachers in the teaching of poetry?

### **Significance of the Study**

The findings of this study would be of tremendous benefit to both the teachers and students of literature by providing information on the methods and techniques teachers use in poetry lessons and the type of questions teachers ask to elicit responses to facilitate learning in the classroom. It is hoped that this study would reveal weaknesses and strengths of such methods and techniques and how they could be improved upon.

Studying methods of teaching poetry in secondary schools offers numerous benefits for educators. Firstly, it equips teachers with a broader range of instructional techniques, enabling them to diversify their teaching approaches. This, in turn, leads to increased job satisfaction as they witness enhanced student engagement and achievement. The study's findings empower teachers to tailor their instruction to meet the diverse learning needs of their students, resulting in more effective and personalized teaching. Additionally, it boosts their confidence in their ability to facilitate student understanding and appreciation of poetry. By fostering a

creative and dynamic teaching environment, teachers can cultivate a deeper passion for the subject in their students, which can be deeply rewarding.

The study on teaching poetry methods in secondary schools directly benefits students in several significant ways. Firstly, it leads to more engaging and enjoyable learning experiences. Effective teaching methods make poetry more accessible, enhancing students' interest and motivation to explore this literary art form. Furthermore, the study results contribute to improved academic performance by strengthening critical thinking and analytical skills. By fostering cultural appreciation, students gain insights into the historical and societal contexts of poems, broadening their worldviews. Lastly, the study encourages the development of lifelong skills and interests, enabling students to confidently engage with poetry and literature throughout their academic journeys and beyond.

### **Scope and Delimitation of the Study**

This study is on “A Survey on the Method of Teaching Poetry in Junior Secondary Schools. It is delimited to public Junior Secondary Schools in Egor Local Government Area of Edo State.

### **Definition of Terms**

*Poetry*: this is a form of literary expression characterized by its use of structured and rhythmic language to convey ideas, emotions, experiences, or imagery. It often

employs various literary devices such as metaphor, simile, rhyme, meter, and symbolism to create a unique and artistic use of words.

*Literature:* it refers to a body of written or spoken works that encompass creative and imaginative expressions of human experiences, emotions, thoughts, and ideas.

*Discussion method:* it is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students

*Paraphrase method:* it is an approach that breaks down complex poetic texts into simpler, more understandable language.

*Creative Expression Method:* it encourages students to craft their own poetry, enabling them to engage directly with the creative process and uncover the nuances of poetic language.

*Guided Reading and Annotation Method:* involves close reading and analytical annotation of poetic texts, providing students with tools to dissect and appreciate the nuances of poetry.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter would deal with the review of relevant and related literature on this study. It shall be discussed under the following subheadings:

- What is Poetry?
- Importance of Teaching Poetry
- Methods of Teaching Poetry in Secondary Schools
- Challenges Encountered by Teachers in Poetry Instruction
- Summary of Literature Reviewed

#### **What is Poetry?**

Poetry could be defined as a piece of literary work, spoken or written, which concisely expresses and communicates thoughts, ideas, experiences, feelings and emotions beautifully by employing figurative devices such as imagery, rhythm and sound. Poetry creates a vivid imagination expresses strong feelings and experiences using figurative language Okolo (2003). It is usually written with lyrical effects. Ibitoye (2005) states that poetry is a form of writing stimulated by emotion and expressing a deep feeling that may be very difficult to explain in literary form. It is the act of uniting pleasure with truth by the help of imagination and reasoning while Okolo (2003) believes that poetry creates a vivid imagination,

expresses strong feelings and experiences using figurative language. Levy (2001) also defined poetry as a way of negotiating experience, of attending to external and internal worlds, bringing diverse worlds into close relation for arriving at renewed perception. What Levy is trying to point out is that poetry is pleasurable to all in all spheres of life.

Poetry's ability to express emotions, sentiments, and thoughts succinctly and effectively through the use of lyrical and figurative language is one of its most distinguishing literary characteristics. It is frequently written in verse using stanzas and lines. It uses words sparingly, and any word choice is intentional and powerful. Poetry is thought to be the earliest literary form, maybe dating back to the beginnings of history and religion. It is highly relevant since it is the means through which society expresses the deepest thoughts, emotions, and sentiments of both individuals and groups of people.

Poetry, often referred to as the language of the soul, is a profound and captivating form of literary expression. It transcends mere words, delving deep into the realms of emotion, imagination, and the human experience. Through the careful crafting of language, poets weave intricate tapestries of meaning that can move, inspire, and transform readers.

One of the most profound and alluring forms of artistic expression is poetry as a literary genre. Poetry weaves the melody of words to arouse emotions, impart profound insights, and express the essence of the human experience. Poetry has its roots in the ancient traditions of oral storytelling and music. Poetry has the rare potential to reach the core of the human soul and go beyond the bounds of ordinary language thanks to its distinctive rhythmic rhythms, vivid imagery, and potent symbolism.

The roots of poetry can be traced back to ancient civilizations, where oral traditions passed down stories and wisdom through verse. From the epic poems of Homer's "Iliad" and "Odyssey" to the lyric poetry of Sappho and the philosophical musings of Confucius, poetry has held a central place in human culture for millennia. Throughout history, poetry has evolved in response to changing cultural, social, and political landscapes. From the structured sonnets of Shakespeare's era to the experimental free verse of the modernists like T.S. Eliot and Ezra Pound, poets have continually pushed the boundaries of what language can achieve. This rich history has given rise to a myriad of poetic forms and styles, each with its own unique characteristics and rules.

In the digital age, the relationship between technology and poetry has garnered attention. Hayles (2002) explored the intersection of technology and

poetry in her work "Writing Machines," examining how digital media has transformed poetic expression.

Poetry is a treasure trove of human expression, a source of beauty, solace, and insight. It captures the essence of the human experience in all its complexity and simplicity. As readers, we can immerse ourselves in the verses of poets past and present, finding both solace and inspiration. As writers, we can harness the power of poetry to give voice to our innermost thoughts and feelings. In a world often filled with noise and distraction, poetry remains a timeless and enchanting form of art that invites us to pause, reflect, and savor the beauty of language and the human spirit. Each poetic form has its own set of rules, structures, and thematic possibilities, allowing writers to convey their thoughts, emotions, and stories in unique and intricate ways.

*Sonnet:* Sonnets are among the most recognizable forms of poetry, and they are often associated with themes of love and passion. Typically composed of 14 lines, sonnets adhere to a strict rhyme scheme and meter. The two most famous sonnet forms are the Petrarchan (or Italian) sonnet and the Shakespearean (or English) sonnet, each distinguished by its own unique rhyme structure and division of ideas.

*Haiku:* Originating in Japan, haikus are renowned for their brevity and focus on nature and the changing seasons. These three-line poems follow a 5-7-5 syllable

structure, enabling them to capture a moment or emotion in a minimalistic and evocative manner.

*Limerick:* Limericks are whimsical and humorous five-line poems characterized by a distinctive AABBA rhyme scheme. They often revolve around absurd or comical subject matter, making them a favorite for light-hearted entertainment.

*Free Verse:* Breaking free from the constraints of formal structure, free verse poetry allows poets to express themselves without adhering to strict rhyme or meter. This form celebrates individual expression and creativity, emphasizing the power of words and imagery to convey meaning.

*Epic Poetry:* Epics are narrative poems of substantial length, often recounting heroic tales, grand adventures, and featuring larger-than-life characters. Works such as Homer's "Iliad" and "Odyssey" are quintessential examples of this form, frequently imbued with cultural or historical significance.

*Ode:* Odes are lyrical poems that celebrate or praise a particular subject, expressing deep feelings and often conveying a sense of reverence. Notable examples include John Keats' "Ode to a Nightingale" and Pablo Neruda's "Ode to My Socks."

*Ballad:* Ballads are narrative poems, often presented in song form, that narrate a story. They typically have a simple rhyme scheme and meter, making them

accessible and easy to remember. Traditional ballads often center on themes of love, tragedy, and folklore.

*Concrete Poetry:* Concrete poetry embraces the visual aspect of words. Poets arrange letters and words in specific patterns to create shapes or images that

*Villanelle:* Villanelles are 19-line poems featuring a distinct pattern of repeating lines and rhymes. One of the most famous examples is Dylan Thomas' "Do Not Go Gentle into That Good Night."

*Epigram:* Epigrams are concise and witty poems, often containing clever twists or commentary on a subject. They are celebrated for their brevity and ability to convey a powerful message with just a few lines.

*Spoken Word Poetry:* Spoken word poetry is a performance-based style that places emphasis on oral delivery. Poets engage with the audience using their voices, gestures, and emotions to convey their message, often blending poetry with elements of theatrical performance.

### **Importance of Teaching Poetry**

Teaching poetry is not merely an academic exercise but a vital means of nurturing creativity, fostering emotional intelligence, and developing critical thinking skills in students. Teaching poetry offers an excellent opportunity to enhance language skills, including vocabulary, comprehension, and interpretation.

Poetry is a canvas for creativity and imagination. Through metaphor, symbolism, and vivid imagery, students are encouraged to think beyond the literal and tap into the realms of creativity. Ken Robinson (2011) discusses the importance of nurturing creativity in education, emphasizing that poetry offers students a medium to express their unique thoughts and ideas. Teaching poetry can be a powerful tool for developing emotional intelligence. By exploring the themes and emotions expressed in poems, students gain a deeper understanding of their own feelings and those of others. Schutte (2007) demonstrates that emotional intelligence correlates positively with various academic and life outcomes, highlighting the value of emotional awareness.

Analyzing poetry requires critical thinking and interpretation skills. Students learn to deconstruct and decipher the layers of meaning embedded in poems, thereby honing their analytical abilities. Poetry often reflects the cultural, historical, and societal contexts in which it was created. Teaching poetry from diverse cultures can foster cultural appreciation and empathy. As Nussbaum (2001) suggests, exposure to diverse perspectives through literature can enhance empathy and understanding, contributing to a more compassionate society.

Poetry provides a platform for students to develop effective communication and expression skills. It encourages them to distill complex thoughts and emotions into concise and impactful language. As noted by Graham (2012) opine that

effective communication skills are crucial for success in various aspects of life, including academic, personal, and professional domains. Memorizing and reciting poetry can enhance memory and cognitive abilities. Diamond and Lee (2011) suggests that memorization exercises, such as learning poems by heart, can improve memory and cognitive function, contributing to overall cognitive development.

Poetry is a form of artistic expression that introduces students to the concept of aesthetics and beauty. By engaging with the aesthetic elements of poems, such as rhythm, rhyme, and tone, students develop an appreciation for the beauty of language and art. Scarry (2009) discusses the transformative power of beauty in her. Teaching poetry connects students with rich literary traditions and historical contexts. It allows them to explore the evolution of language and culture through the centuries. Studying poems from different time periods can provide insights into the social, political, and artistic movements of the past, fostering a deeper understanding of history and literature (Abrams, 2004).

Incorporating the above discussed aspects into poetry education not only enriches students' academic experiences but also equips them with a diverse set of skills and perspectives that are valuable in their personal and professional lives. Thus, the teaching of poetry transcends the boundaries of the classroom, shaping

well-rounded individuals who appreciate the art of language, thought, and emotion and usage.

## **Methods of Teaching Poetry in Secondary Schools**

In Nigerian Secondary Schools, Literature- in- English consists of prose, drama and poetry. Each of these in turn is divided into types. Prose could be a novel, novella or short story. Drama could be a tragedy, comedy or tragic comedy while Poetry types include, ode, elegy, sonnet, epic and so on. However, this study is primarily concerned with the teaching and learning of poetry in secondary schools.

According to Adunola (2011), poor performance by the majority of students is fundamentally linked to application of ineffective teaching methods by the teachers to impart knowledge. Thus, effective use of methods and techniques will have positive effect on the students. Although there are no specified methods and techniques of teaching literature, but some methods and techniques are usually discussed under the three genres: drama, poetry and prose. The methods of teaching poetry under these genres include:

- 1. Discussion method*
- 2. Paraphrase method*
- 3. Creative Expression Method*
- 4. Guided Reading and Annotation Method*

## *Discussion Method*

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. Discussions may occur among members of a small group, or whole class and be teacher-led or student-led. They frequently involve discussion of a written text, though discussion can also focus on a problem, issue, or topic that has its basis in a “text” in the larger sense of the term (e.g., a discipline, the media, a societal norm). Other terms for discussions used for pedagogical purposes are instructional conversation. A defining feature of discussion is that students have considerable agency in the construction of knowledge, understanding, or interpretation. In other words, they have considerable “interpretive authority” for evaluating the plausibility or validity of participants responses. To illustrate, the following excerpt is taken from a discussion between a teacher and a small-group of second-grade students ( Eeds& Wells, 2019).

In discussion method, the teacher initiates and leads the students into constructing their understanding of the poem. The discussion flows from the

teacher - student and the student -student thereby allowing them to discover knowledge themselves. Cooperative learning method is a poetry teaching method that involves division of the students into smaller groups for easy analysis of the poem. The methods used in delivering a poetry lesson are germane to the success or failure of such a poetry lesson.

Hofler (2003) defined technique as the immediate procedure or strategy that is used to implement the method. Techniques of teaching poetry are practical applications of methods of teaching poetry. Techniques are practical skills used in the classroom which is subsumed under method thus, it could be referred to as the broken down parts of the method to be implemented during poetry lessons. There are several techniques that could be made use of while teaching poetry. These include: reading aloud, role plays and dramatization, organizing interviews of the great popular poets, films and dramas, presentation of historical, political, religious and economical situations surrounding a poem, collection of pictures and stamps, collection of mythology, story-telling, and author's introduction.

### *Paraphrase method*

Poetry, renowned for its intricate language and profound symbolism, can at times appear as a labyrinth to students. To navigate this captivating yet often bewildering world, teachers need effective methods that can illuminate the path.

One such method is the "paraphrase method," which equips students with the tools to decode and understand the complex verses of poetry.

The paraphrase method is an instructional approach that breaks down intricate poetic texts into simpler, more understandable language. It involves the act of rewording or restating the lines and phrases of a poem in a manner that conveys the same meaning but in clearer terms. The primary goal is to help students grasp the literal meaning of the poem before delving into deeper layers of interpretation.

Hirsch (2013) underscores the significance of the paraphrase method as a fundamental entry point into poetry. He posits that it serves as a valuable tool for accessing the "surface" meaning of a poem before embarking on the exploration of its subtler nuances. This surface meaning provides a stable platform for further analysis, thereby helping students build confidence in their interpretation skills.

Similarly, Vendler (2018) emphasizes the value of comprehending the literal content of a poem through paraphrase. She asserts that paraphrasing plays a pivotal role in creating a bridge between the poet's words and the reader's understanding, facilitating an initial connection with the poem's content.

Paraphrasing significantly enhances the accessibility of poetry for students who may initially find the language or symbolism to be challenging. As Helen Vendler

notes, it functions as a stepping stone, demystifying complex poems and ensuring that students do not feel alienated by the art form. The paraphrase method encourages students to engage deeply with the text, which in turn increases their language proficiency and vocabulary. By rephrasing the poet's words, students become more comfortable with the language of poetry.

Paraphrasing fosters critical thinking as students meticulously analyze each line to convey its intended meaning. This process helps them become more discerning readers and enables them to explore deeper interpretations. Through understanding the poem's literal meaning, students feel empowered to engage in discussions and share their insights. This sense of empowerment nurtures their confidence as readers and analysts of poetry.

In the classroom, teachers can effectively employ the paraphrase method by guiding students through a series of steps. These steps involve a close reading of the poem, line-by-line analysis, group discussions and comparisons, and a transition to interpretation. Each of these stages is instrumental in helping students unlock the layers of meaning within the poem. By incorporating the paraphrase method into poetry instruction, educators provide their students with a powerful tool that enhances comprehension, critical thinking, and engagement with this intricate literary form.

### *Creative Expression Method*

The Creative Expression Method encourages students to craft their own poetry, enabling them to engage directly with the creative process and uncover the nuances of poetic language. Students are provided with the freedom to express their thoughts, emotions, and experiences through verse. This approach not only imparts the technical aspects of poetry but also allows students to explore their own creativity.

Hugo (2011) underscores the importance of creative expression in learning poetry. He suggests that writing poetry is not just about understanding other poets' works but about putting pen to paper and developing one's poetic voice. The Creative Expression Method aligns with this idea by placing students at the center of the creative process.

Rosenblatt (2015) emphasizes the significance of personal responses to literature. She contends that poetry can act as a mirror, reflecting the reader's own experiences and emotions. The Creative Expression Method facilitates this process by allowing students to translate their inner world into the language of poetry.

### *Benefits of the Creative Expression Method*

1. *Cultivating Creativity*: The method sparks students' creative imaginations, providing them with a platform to explore their unique ideas and perspectives. This process encourages creative thinking and originality, essential skills not just for poetry but for life.
2. *Enhancing Self-Expression*: Students can use poetry to convey their thoughts, emotions, and personal experiences. This method provides a safe and expressive outlet for them to communicate what might be difficult to express otherwise.
3. *Strengthening Language Proficiency*: Crafting poetry challenges students to experiment with language, leading to an enhanced grasp of vocabulary, syntax, and figurative language.
4. *Empowering Ownership*: Writing their own poems allows students to take ownership of their learning. They become active participants in the learning process, making poetry a more meaningful and memorable endeavor.

To implement the Creative Expression Method in the classroom, teachers can follow these steps:

1. *Inspiration and Exposure*: Begin by introducing students to a variety of poems that reflect different styles, themes, and voices. This exposure can serve as inspiration for their own creative endeavors.

2. *Writing and Exploration:* Encourage students to write their own poems, offering guidance and feedback along the way. Provide prompts, exercises, and ample time for experimentation.
3. *Sharing and Reflection:* Create an environment where students feel comfortable sharing their work with peers and engaging in constructive discussions. Reflection and feedback sessions can deepen their understanding of the creative process.
4. *Analysis and Appreciation:* Once students have produced their own poetry, encourage them to analyze and discuss their creations and the works of others. This analytical phase helps students refine their poetic skills and appreciate the nuances of poetry.

Incorporating the Creative Expression Method into poetry instruction engages students on a personal and creative level, fostering a deep connection to the art form. It empowers students to be both readers and creators of poetry, facilitating a rich and lifelong engagement with this exquisite medium of expression. As Richard Hugo expressed, "You must become an expert in what you create." This method is a transformative vehicle for students to become experts in creating their own poetic worlds.

## *Guided Reading and Annotation Method*

In the quest to make this literary form accessible and comprehensible, educators have turned to the "Guided Reading and Annotation Method." This pedagogical approach involves close reading and analytical annotation of poetic texts, providing students with tools to dissect and appreciate the nuances of poetry. The Guided Reading and Annotation Method entails a close, line-by-line examination of a poem in the company of a knowledgeable guide—typically the teacher. As students read the poem, they annotate the text, breaking down complex lines into more manageable segments and providing explanations or interpretations for specific words, phrases, and elements. This method helps students uncover the underlying meanings of the poem and understand the poetic techniques employed.

Rosenblatt (2015) champions the idea that reading is a dynamic, transactional process between the text and the reader. Guided Reading and Annotation Method aligns with this view by encouraging an interactive approach, allowing students to actively engage with the text as they annotate.

Abrams (2004) acknowledges the role of annotation in poetry analysis. He emphasizes that the practice of annotating helps students identify and comprehend various elements such as imagery, allusion, and figurative language.

The method aids students in deciphering the complexities of poetic language, leading to a deeper comprehension of the text. It assists them in recognizing literary devices, themes, and metaphors, which might be otherwise elusive. The process of annotation requires active participation, involving students in critical analysis and interpretation. It moves students from passive readers to active literary analysts.

Guided Reading and Annotation Method encourages close reading, where students explore the nuances of every word and line. This in-depth examination allows them to unveil the layers of meaning within the poem. The annotated text becomes a valuable tool for classroom discussions. The annotations provide a structured foundation for conversations about the poem's themes, techniques, and interpretations.

### *Implementing the Guided Reading and Annotation Method*

To integrate the Guided Reading and Annotation Method into poetry instruction, teachers can follow these steps:

1. *Select Appropriate Poems:* Choose poems that are suitable for the students' level and provide adequate opportunities for annotation. Consider the poem's themes, literary devices, and historical or cultural context.

2. *Guided Reading*: Read the poem aloud in class, guiding students through each line and stanza. Encourage students to listen actively and make initial annotations.
3. *Annotation Process*: Provide students with annotation guidelines, instructing them on what to look for and how to annotate effectively. Use symbols, colors, or a specific format for annotations.
4. *Discussion and Analysis*: Engage students in discussions about their annotations. Encourage them to share their interpretations, questions, and insights. Use these discussions to deepen their comprehension and appreciation of the poem.

The Guided Reading and Annotation Method offers an illuminating path into the intricate world of poetry. Through the collaborative effort of reading, annotating, and discussing, students not only comprehend the poem's literal and symbolic meanings but also develop critical thinking skills and a profound connection to this timeless literary art form. As M.H. Abrams aptly stated, "The best annotation is a mirror in which the reader sees his own mind." This method serves as the mirror that reflects the students' engagement with the world of poetry, illuminating their own intellectual and emotional journeys.

## **Challenges Encountered by Teachers in Poetry Instruction**

The position of the English language in Nigeria cannot be overstated. It is very important in the instruction of the Nigerian students. It is thus rather difficult to avoid the use of English in the secondary schools. Moreover, as the subject in which poetry is taught in Nigerian Senior Secondary Schools is tagged Literature-in-English, English as medium of instruction is unavoidable. As poetry has been described as an organization of language, it is clear that poetry taught to Nigerian secondary school students is the organization of the English language.

Learning is a change in the behavior of the learner (Tella, Ajayi&Olowoye, 2004). This change in behavior must be positive as judged by the educator. It is considered progressive in terms of the value placed on it by this educator. The learner of poetry thus needs to be able to decipher what is put inside of the poetry they are analyzing to be adjudged as having learnt that poetry. They see what is of aesthetic value and the style used by the poet to achieve this. They have some desire or interest to appreciate what is beautiful in the work.

However, this depends on how much they can relate to what they are learning (Bala, 2011). The concept of meaningfulness refers to the extent to which the material relates to the things that the students are familiar with. This is however one of the identified problems of poetry learning in Nigeria. He adds that students with little or no knowledge of poetry before get confronted with sophisticated texts

of Wordsworth, Keats, Byron, etc. “which tax even the native speakers.” When the native speakers of the English language have problem with English poems, how much more the learner reading them through a second language?

This method may not help the Nigerian secondary school students to perceive the message content in poems but merely get frustrated at what they cannot perceive. It may lead to fixed attitudes or even prejudice against poetry. The non-interest of many Nigerian secondary school students in poetry evidently supports this viewpoint (Bala, 2011). They lose sight of the valuable message that may be contained in poems

But this may not be the only cause of noise to the appreciative ability of the Nigerian learner. Another kind of interference is what may be called that which results from lack of competence. This competence is essentially the linguistic one as professed by Ferdinand de Saussure in his theory of “*langue and parole*” (Chomsky, 1965). This focus on competence versus performance has generated a lot of debate among linguists, especially between generativists and functionalists (Olaoye, 2007). However, this writer’s view on the matter remains that competence and performance are actually complementary elements. Competence is essentially about ability, a mastery of a particular task. Inability to perform this task will make the person ineffective. A student that lacks understanding of the language used to write a poem will definitely find it an uphill task to appreciate such a poem.

Competence in the language in which the poetry to be appreciated is written thus becomes crucial to unravelling the message of the poet. How to achieve this competence is consequently crucial to the task of appreciating poems by the secondary school students.

English is a second language in Nigeria. This fact makes it one that can only be learnt to different degrees of competence under various conditions. Using English as L2 is an activity superimposed on the prior mastery of one's first language and is a different process intellectually. The degree of competence in the English language is a reflection on how well students can appreciate poetry. If students find it difficult to understand a simple sentence in its denotative form, one can only imagine what will happen when this sentence is inverted or manipulated to seem like something else.. If this is so, students still grappling with the denotative use of the English language would likely encounter a greater problem in its connotation; especially, as this connotation is concentrated, intense and emotive. The meaning in the figurative language is also essentially culture bound. It is interpreted in terms of or in reference to a culture. All these will therefore have implication for the aptitude of the students to interpret poems.

Eriche (2012) asserts that the quality of the curriculum content of the teacher education naturally has implication for the quality of instruction given to students. Looking at the identified problems that students of literature may encounter, one

fears that the capacity of such teachers to get across the necessary information contained in the poetic diction used by authors may become problematic Linking this to the problems of linguistic incompetence that confronts many of these students that have the English language as their L2 in Nigeria, one considers it pertinent that a critical look needs to be taken at the teacher factor in developing the appreciative skills of secondary school students in poetry. Literature remains an important means of preserving the culture of any people. So, also is the ability to appreciate literary works a very important means of attaining levels of education and culture that only high and critical thinking can produce. The teacher factor in all these thus becomes crucial as it is the factor that coordinates the process of achieving true and positive change in behavior by the learner.

### **Summary of Literature Reviewed**

The survey on the method of teaching poetry in secondary schools in Nigeria reveals several key findings. Poetry, as a form of literary work, employs figurative devices such as imagery, rhythm, and sound to concisely express thoughts, emotions, and experiences. Teachers in Nigerian secondary schools employ various methods and techniques to teach poetry, including traditional lecture methods, discussions, activities, and co-operative learning. However, the lack of specific guidelines in the curriculum makes it challenging for teachers to adopt effective methods.

One of the major challenges faced by teachers is the difficulty in making poetry relevant and meaningful to students. Many students find it challenging to connect with complex poems from renowned poets like Wordsworth, Keats, and Byron, especially as English is their second language. Additionally, the lack of prior understanding of the language used in the poems hampers students' appreciation of the content. The linguistic competence of students in the English language is crucial to their ability to comprehend and interpret poetic language effectively.

To improve poetry instruction, teachers need to use multiple strategies to engage students effectively. They should encourage students to read poems aloud to experience the acoustic effects and musicality. Paraphrasing and guessing the poem's title can help students understand the content and theme. Analyzing poetic devices like figures of speech, sound arrangements, and language use enhances students' understanding of the craft and meaning of poetry.

Teachers should also create a conducive learning environment by incorporating group discussions, pair work, and cooperative learning methods. Encouraging students to write their own poems and share them with classmates fosters creativity and active participation.

In conclusion, teaching poetry in Nigerian secondary schools requires teachers to be innovative and sensitive to students' linguistic competence and cultural background. By adopting diverse teaching methods, engaging students actively, and making poetry relevant and relatable, educators can enhance students' appreciation and understanding of poetry, fostering a lifelong love for literature and enriching their cultural experiences.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter dealt with the methods and procedures that was used in carrying out the study. It was discussed under the following subtopics;

- Research Design
- Population of the Study
- Sample and the Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The research design used for this study was the descriptive survey design. Survey design is a systematic and structured approach to creating surveys or questionnaires to gather information from individuals or groups of people. In this method, only samples selected from the population of this study were given the questionnaire, which was used to obtain information from samples.

## **Population of the Study**

The population for this study consisted of all eleven thousand, three hundred and twenty one (11321) junior secondary school students in Egor Local Government Area of Edo State.

## **Sample and Sampling Technique**

The sample is made up of hundred (100) students, twenty (20) students each from five (5) selected junior secondary schools, which were from government owned schools all from within the area of study. The sampling technique used to obtain data from student was the simple random sampling technique.

## **Research Instrument**

The questionnaire was titled “Methods of Teaching Poetry (MTP). It was divided into two sections – Section A and Section B. Section A was designed to elicit response from students on statements/questions derived from the research questions in the study to find out what methods teachers use in teaching poetry and the challenges they face. The questionnaire was designed for students

## **Validity of the Instrument**

The instrument was validated by the researcher’s supervisor and two other experts from the Department of Educational Foundations, University of Benin, Benin City.

They made necessary corrections on the questionnaire which was used for the fundamentals of the questionnaire for the study.

### **Reliability of the Instrument**

The reliability of the instrument was tested on 20 students from the population who were not part of the study. Data collected was subjected to Cronbach's alpha reliability coefficient and reliability coefficient of 0.78 was obtained.

### **Method of Data Collection**

The questionnaire was administered to students in the schools selected for this study. The researcher then explained to them how to fill it. After they have been filled, the questionnaires were retrieved from them immediately.

### **Method of Data Analysis**

The researcher analyzed the data using simple percentages and frequency tables

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF RESULTS OF FINDINGS

This chapter deals with the presentation of results and findings from the analyses of data obtained and the discussion of results. The results are carefully interpreted and presented in tables according to the research questions.

#### **Research Question One: What Methods Do Teachers Employ in Teaching Poetry?**

**Table 1: Methods Teachers Employ in Teaching Poetry**

S/NO	ITEMS	SA	A	D	SD	Total	MEAN (x)	Decision
1	The use of traditional teaching methods influences my engagement and comprehension of poetry	62 62%	22 22%	10 10%	6 6%	100 100%	3.4	Accepted
2	Teachers encourage student creativity in interpreting and writing poetry	94 94%	6 6%	Nil ---	Nil ---	100 100%	3.94	Accepted
3	The use of creative writing activities impacts my understanding and enthusiasm for poetry.	36 36%	28 28%	22 22%	14 14%	100 100%	2.86	Accepted
4	Guided reading and annotation methods affects my interpretation and analytical skills when learning poetry	42 168	8 24	Nil ---	Nil ---	100 100%	3.84	Accepted

Analyses in table 1 above, shows that high mean scores for items 1, 2, 3, and 4 had the mean values of 3.4, 3.94, 2.86 and 3.84 respectively. The values were up to 2.5 and above which was interpreted as accepted, which therefore indicates that the teaching methods used in teaching poetry in secondary schools are effective. Traditional teaching methods influences students engagement and comprehension of poetry, teachers encourage students creativity in interpreting and writing poetry, the use of creative writing activities impacts students understanding and enthusiasm for poetry and guided reading and annotation methods affects students interpretation and analytical skills when learning poetry.

**Research Question Two: What Teaching Methods are Commonly Used by Junior Secondary School Teachers for Poetry Instruction?**

**Table 2: Methods Commonly Used By Junior Secondary School Teachers for Poetry Instruction**

S/NO	ITEMS	SA	A	D	SD	TOTAL	MEAN	Decision
5	Teachers encourage students to recite poetry as a method of teaching	78 78%	16 16%	4 4%	2 2%	100 100%	3.7	Accepted
6	Teachers use traditional teaching methods, such as memorization for poetry instruction	86 86%	14 14%	Nil --	Nil ---	100 100%	3.86	Accepted
7	Teachers incorporate creative writing activities, like composing original poems, as a method for teaching poetry	88 88%	2 2%	4 4%	6 6%	100 100%	3.72	Accepted
8	Teachers incorporate guided reading and annotation, when instructing poetry to Junior Secondary School students	94 94%	6 6%	Nil --	Nil ---	100 100%	3.94	Accepted
9	Teachers use multimedia resources to enhance poetry lessons	8 8%	19 19%	30 30%	43 43%	100 100%	1.92	Rejected

Data analyses in table 2 above, shows that high mean scores for items 5, 6, 7, and 8, had the mean values of 3.7, 3. 86, 3.72 and 3.94 respectively. The values were up to 2.5 and above and was interpreted as accepted, which therefore indicates that

teachers use a mixture of different methods which includes recitation, traditional method, creative writing and guided reading and annotation when instructing poetry to Junior Secondary School students. Item 9 had the mean value of 1.92, the value was below to 2.5 and was interpreted as rejected, which therefore indicate that teachers do not use multimedia resources to enhance poetry lessons

### **Research Question Three: What Challenges Do Junior Secondary School Teachers Face in the Teaching of Poetry?**

**Table 3: Challenges Faced By Teachers in Teaching Poetry**

S/NO	ITEMS	SA	A	D	SD	N	MEAN	DECISION
10	Students' English understanding affect their ability to understand poetry	94 94%	6 6%	nil ---	nil ---	100 100%	3.94	Accepted
11	Lack of connection between daily life and poetry affect how much students like and understand it	86 86%	14 14%	Nil ---	Nil ---	100 100%	3.86	Accepted
12	Culture can help students understand the hidden meanings in poetry	68 68%	24 24%	4 4%	4 4%	100 100%	3.56	Accepted

Data analyses in table 3 above shows that high mean scores for items 10, 11, and 12 had the mean values of 3.94, 3.86, and 3.56 respectively, The values which were up to 2.5 and above was interpreted as accepted, and therefore indicate students' English understanding affect their ability to understand poetry, lack of connection

between daily life and poetry affect how much students like and understand it and culture can help students understand the hidden meanings in poetry.

### **Discussion of Findings**

The purpose of the study was to determine the method of teaching poetry in junior secondary schools in Egor Local Government Area, Edo state. The results revealed that the traditional teaching methods used in teaching poetry in secondary schools are effective. According to Adunola (2011), poor performance by the majority of students is fundamentally linked to application of ineffective teaching methods by the teachers to impart knowledge. Thus, effective use of methods and techniques will have positive effect on the students.

Findings of research question two revealed that teachers use a mixture of different methods which includes recitation, traditional method, creative writing and guided reading and annotation when instructing poetry to Junior Secondary School students. To improve poetry instruction, teachers need to use multiple strategies to engage students effectively. They should encourage students to read poems aloud to experience the acoustic effects and musicality. Paraphrasing and guessing the poem's title can help students understand the content and theme. Analyzing poetic devices like figures of speech, sound arrangements, and language use enhances students' understanding of the craft and meaning of poetry.

Findings of research question three revealed that students' English understanding affect their ability to understand poetry, lack of connection between daily life and poetry affect how much students like and understand it and culture can help students understand the hidden meanings in poetry. Bala (2011) posits that the concept of meaningfulness refers to the extent to which the material relates to the things that the students are familiar with, this depends on how much they can relate to what they are learning.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is a presentation of the summary, conclusion, recommendations.

#### **Summary**

The objective of the study was to determine the method of teaching poetry in junior secondary schools. To guide the study, three research questions were raised. The study adopted a descriptive research design. All the junior secondary schools in Egor Local Government Area of Edo State made up the population of the study. The sample of the study consisted of 100 students drawn from five junior secondary schools which were from Government owned schools within the area of study.

The instrument used for data collection for the study; a Questionnaire tagged “A survey on the method of teaching poetry in junior secondary schools” has two sections A and B. Section A seeks to elicit respondent demographic data such as age and sex. The questionnaire items in Section B were designed to focus on investigating the method of teaching poetry in junior secondary schools.

Copies of the questionnaire were retrieved, scored, coded and analyzed. Descriptive statistics such as frequency counts, percentage and mean were used to answer research questions 1 to 3.

## **Findings**

From the results obtained, the following conclusions were drawn:

1. Teaching method used in teaching poetry in secondary schools are effective.
2. Teachers use a mixture of different methods which includes recitation, traditional method, creative writing and guided reading and annotation when instructing poetry to Junior Secondary School students.
3. Students' English understanding affect their ability to understand poetry, lack of connection between daily life and poetry affects how much students like and understand it and culture can help students understand the hidden meanings in poetry.

## **Conclusion**

Based on the of this study, it was concluded that the teaching method used in teaching poetry in secondary schools are effective, teachers use a mixture of different methods which includes recitation, traditional method, creative writing and guided reading and annotation when instructing poetry to Junior Secondary School students and students' English understanding affect their ability to understand poetry, lack of connection between daily life and poetry affect how

much students like and understand it and culture can help students understand the hidden meanings in poetry.

## **Recommendations**

Based on the findings of this study, the following are recommended;

1. Provide ongoing professional development opportunities for English teachers, specifically focusing on enhancing their skills in utilizing diverse teaching methods. This could include workshops, seminars, and training sessions to keep teachers updated on effective strategies for teaching poetry.
2. Encourage teachers to incorporate real-life connections in their poetry lessons. Develop curriculum materials that help bridge the gap between daily life experiences and the themes presented in poetry. This can make poetry more relatable and engaging for students, fostering a deeper understanding and appreciation.
3. Implement support programs to enhance students' English language proficiency. Recognizing that language proficiency plays a crucial role in understanding poetry, targeted interventions such as language enhancement classes or additional resources can be provided to students who may need extra support.

## REFERENCES

- Abdikarimova, M., Tashbolotkyzy, A. & Abdullaeva, Z. (2021) Developing Students Verbal Communication Skills and Speech Etiquette in English Language Teaching. *Open Journal of Modern Linguistics*, 11, 83-89.
- Al-Bakri, R. J. (2019). The Effectiveness of Using Poetry in Developing English Vocabulary, Language Proficiency and Motivation of EFL Palestinian Students. (Master's thesis) Hebron University, Palestine.
- Carter, R. and Long, M.N. (1991). *Teaching Literature*, Longman, Harlow.
- Chanmann-Taylor, M., Bleyle, S., Hwang, Y., & Zhang, K. (2016). "Teaching poetry in TESOL teacher education: heightened attention to language as well as to cultural and political critique through poetry writing", *TESOL Journal*, doi:10.1002/tesj.263.
- Çetinavcı, U. R., & Tütüniş, B. (2012). "Making use of poems to teach English", *The Journal of Language Teaching and Learning*, 2(2), 75-88.
- Diehl, M.B. (2021). The Trouble with Poetry: Teachers' perceptions on poetry teaching and learning in the secondary classroom.', in *Imagining Better Education: Conference Proceedings 2020*. Durham: Durham University, School of Education, pp. 22-34. *Imagining Better Education*.
- Friedman, A.A.; Pedersen, J.M. & Bacon, C.K. (2019) "Getting to What Is: Poetry as a Genre of Access for Multilingual Learners," *Teaching/Writing: The Journal of Writing Teacher Education*, 6(1), 23-56.
- Gönen, SIK. (2018). Implementing Poetry in the Language Class: A Poetry-Teaching Framework for Prospective English Language Teachers. *Advances in Language and Literary Studies*, 9(5), 28-42.
- Hanauer, D. I. (2010). *Poetry as research: Exploring second language poetry writing*. Philadelphia, PA: John Benjamins Publishing.
- Hanauer, D. I. (2015). Measuring voice in poetry written by second language learners. *Written Communication*, 32(1), 66-86.

- Hughes, J. & Dymoke, S. (2011). "Wiki-Ed poetry: Transforming pre-service teachers' preconceptions about poetry and poetry teaching", *Journal of Adolescent & Adult Literacy*, 55(1), 46-56.
- Iida, A. (2016). "Poetic identity in second language writing: exploring an EFL learner's study abroad experience", *Eurasian Journal of Applied Linguistics*, 2(1), 1-14.
- Mavhiza, G & Prozesk, M. (2020). Mapping Pathways for an Indigenous Poetry Pedagogy: Performance, Emergence and Decolonisation. *Education as Change*, 24:1-25.
- Mora, P.A.F., Coyle, Y. & López, A.M (2020). The use of poetry for EFL: Exploring the beliefs of primary school trainees. *Revista Signos. Estudios De Lingüística*, 53(102) 56-79.
- Motlhaka HA & Jore, M. (2022). Investigating Learners' Difficulties in Analysing Drama in English First Additional Language at Capricorn North District, Limpopo Province. *International Journal of Special Education*, 37(3), 4134-4143.
- Proitsaki, M. (2019). "Poetry as Strategy for Teaching English: Using Nikki Giovanni's Poetry for the English as a Second-/Foreign-Language Classroom." *Journal of the Austrian Association for American Studies*, 1(1), 121-134.
- Sigvardsson, A. (2020). Don't Fear Poetry! Secondary Teachers' Key Strategies for Engaging Pupils with Poetic Texts. *Scandinavian Journal of Educational Research*, 64(6), 953-966.
- Syamsia, S. & Ishmael, H. (2021). Teaching English Poetry in EFL Classroom through Classroom Presentation. *Journal of Linguistics, Literature, and Language Education*, 4(1), 1-13.
- Syed, A.J.A & Wahas, Y.M.A. (2020). Challenges and Solutions in Teaching English through Poetry to EFL Students at Hajjah University: A Case

Study of William Wordsworth's Lucy and John Donne's Death Poems. *Sola Reflection*, 27(2), 189-198.

Ugwuzor, F.O. (2020) Constructivism as pedagogical framework and poetry learning outcomes among Nigerian students: An experimental study, *Cogent Education*, 7(1), 1-20.

Wai, T.L.K. & Abidi, H.Z (2020). Learning Poetry: Attitudes and Challenges Faced by ESL Students. *LSP International Journal*, 7(2), 55-69.

Yimwilai, S. (2015). An Integrated Approach to Teaching Literature in an EFL Classroom. *English Language Teaching*, 8(2), 14-21.

**APPENDIX**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN, BENIN CITY**  
**EDO STATE**

**STUDENTS' QUESTIONNAIRE**

Dear Respondents,

I am an undergraduate in the above Department currently carrying out a research on : A survey on the Method of Teaching Poetry in Junior Secondary Schools in Egor Local Government Area of Edo State.

Please tick (✓) the questionnaire sincerely as all information gathered shall be used purely for research purposes and shall be treated with utmost confidentiality.

**Enoghayin Sydney Osaiyekemwen**

**RESEARCHER**

***SECTION A***

**INSTRUCTION:** Please tick the answer that best describes your response.

Sex: Male ( ) Female ( )

Age: 10 – 12 years ( ) 13 – 15 years ( ) 16 years & above ( )

Class: JSS 1 ( ) JSS 2 ( ) JSS 3 ( )

## SECTION B

Instruction: Please answer all questions: indicate the answer(s) most appropriate to you by ticking (√) in the box provided. Thank you

### *What methods do teachers employ in teaching poetry?*

S/N	ITEMS	SA	A	D	SD
1.	Teachers encourage student to read and recite the poems.				
2.	Teachers talk about the subject matter of the poem.				
3.	Teachers take notes of the rhyme scheme.				
4.	Teachers encourage students to explain poems in their own words.				
5.	Teachers and students rephrase the key points in their own words.				
6.	Teachers summarize the poem in their own words.				
7.	Teachers initiate and lead the students into constructing and understanding the poem.				
8.	Students exchange ideas and knowledge about the poem.				
9.	Students present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge and understanding, or interpretation of the poem.				
10.	Teachers encourage students' creativity in interpreting and writing poetry.				
11.	The use of creative writing activities impact students' understanding and enthusiasm for poetry.				
12.	Teachers engage students in close reading so as to enhance their understanding of the poem.				

***What teaching methods are commonly used by Junior Secondary School teachers for poetry instruction?***

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
13.	Teachers use traditional teaching methods, such as memorization for poetry instruction.				
14.	Teachers employ paraphrasing methods..				
15.	Teachers incorporate creative writing activities, like composing original poems, as a method for teaching poetry.				
16.	Teachers incorporate guided reading and annotation methods, when instructing poetry to Junior Secondary School students				
17.	Teachers use summary methods in teaching poetry.				

***What challenges do junior secondary school teachers face in the teaching of poetry?***

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
18.	Many students do not have textbooks.				
19.	Many students have erroneous belief that poetry is difficult to understand.				
20.	The brevity of the subject can affects the learning of poetry.				
21.	The students' proficiency level.				