



Techniques Secondary School Teachers Employ to Motivate Students to Learn Poetry in Ado-Ekiti, Nigeria

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Abstract- Motivating students to engage actively and passionately in the study of poetry is a significant challenge faced by educators worldwide, particularly in the dynamic and culturally diverse educational landscape of Nigeria. Ado-Ekiti, being a key educational hub in the country, presents a unique setting to explore the strategies employed by secondary school teachers to stimulate students' interest and enthusiasm towards poetry learning. This study aims to comprehensively assess the various techniques employed by teachers in Ado-Ekiti to motivate students to embrace poetry, thereby fostering a deeper appreciation for literary expression. Specifically, the study investigated: (i) techniques that are commonly used by secondary school teachers in motivating their students to learn poetry; (ii) difference in the techniques secondary school teachers employ to motivate students to learn poetry on the basis of gender, qualification, teachers' experience, and school type. The present study is of descriptive research type. The population for this study comprises both public and private senior secondary school teachers in Ado-Ekiti, Nigeria, while the target population consisted of senior secondary schools Literature-in-English teachers. The stratified and proportional sampling techniques were adopted in selecting 117 respondents for the study. A researcher-designed questionnaire titled "Techniques Secondary School Teachers Employ to Motivate Students to Learn Poetry Questionnaire (TSSTEMSLPQ) was used for data collection. The reliability of the instrument was determined by adopting the test-retest method, while reliability co-efficient stood at .78. Percentage was used to describe the demographic characteristics of the respondents. Research question one was answered using mean rating, while the independent t-test, and the Analysis of Variance (ANOVA) were used to test research hypotheses. Furthermore, the qualitative part of the questionnaire which was open-ended was subjected to the Thematic Analysis. It was concluded that the main technique employed by English literature teachers to motivate students to learn poetry was dramatization in Ado-Ekiti, Nigeria. The implication is that teachers should consider integrating interactive and performance-based activities to engage students and enhance their understanding and appreciation of literature. It was recommended that educators should incorporate dramatic elements and performance-based activities into their teaching strategies. It was further recommended that teachers of Literature-in-English should foster an inclusive and diverse classroom environment.



Keywords- Poetry teaching, Poetry learning, Student motivation, Motivation techniques, Teaching techniques, Secondary school teachers, Students' engagement

I. Introduction

It is pertinent for teachers to note that a convenient way to start discussing poetry is to make a cursory reflection on the concept of Literature and its genres, together with its importance and functions in education. Literature is an artistic work of art whose major business is to mirror life. It does this work of mirroring, using its genres, among which poetry is included. Poetry is an important concept in Literature-in-English as a subject taught in senior secondary schools without which any Art student cannot proceed in his/her educational endeavours.

Olubunmi and Olusegun (2019) define poetry as a literary work of art in which human language is used for its aesthetic qualities. It uses a condensed form to convey its emotion to the readers. It is one of the aspects of Literature-in-English which invariably becomes one of the core subjects that students are expected to offer at the senior secondary school level. It is a prerequisite for admission into institutions of higher learning for any student who wants to study any Arts and Humanities related course. Poetry involves the use of language in the more economical way, which at the same time exhibits beauty of expression. According to Olubunmi and Olusegun (2019), poetry seems to be the most difficult of all the genres of Literature as it rarely appeals to most of the readers. The complexity is pronounced by the poetic license given to each poet to freely use language to paint their feelings to the readers and this in turn has created complexities in the minds of the readers (Olubunmi & Olusegun, 2019). The poetry is the genre of literature that employs compressed language and massive use of words and sentences with figurative meanings. At such, students are left with disputed thoughts to create meanings by themselves after reading some lines of poetry.

Figures of speech and devices like assonance, alliteration, onomatopoeia and rhythm are used to achieve musical or incantational effect, while the use of ambiguity, symbolism, irony and other stylistic elements of poetic diction often leave a poem to multiple interpretations. It is pertinent to note that poetry is an aspect of literature where, due to the poetic license poets enjoy, language is used in a condensed way. No wonder Lawal (2012) describes it as the most problematic genre of literature. This is one of the major reasons teachers have to go extra miles to show much creativity in their use of effective methods, techniques and resources in teaching poetry.



On the contrary, most teachers do not do the needful, this is evident in Lawal's (2009) assertion that many teachers in most secondary schools that are less resourceful and non-result-oriented adopt a dogmatic approach to teaching, they do not employ the materials and techniques that would satisfy the needs of the learner and motivate the learners to learn. Omoyeni (2009) describes poetry as a product of imagination, an emotional and imaginative discourse in a metrical form, which has special reference to emotional significance. Being a product of imagination personal to the poet, Hanauer (2011) is of the opinion that poetry becomes coloured, inspired by the emotions of the poet and that the language of the poem directs and mediates the process of understanding.

The greatest aesthetic demands on the reader are made in poetry simply because it is a sophisticated art form which calls for a high experiential involvement. Poetry processes are mechanical and drawn from the vast resources of language often beyond the use of general reader or the average student. Poetry operates on an imaginative level and to understand and appreciate a poem, teachers and students have to be able to operate on the same level in order not to encounter comprehension difficulties. The observation above remains a fact to be reckoned with as it has shown that English literature teachers need to apply more advanced techniques in the context of teaching poetry in Secondary schools. One case is to obtain accurate knowledge about poetry teaching, another is to be able to utilise this pedagogical knowledge of poetry teaching in the Literature-in-English classroom contexts.

Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something (Parvesh, 2015). Motivation according to Jason (2023) is the act of stimulating someone or oneself to get a desired course of action or to push the right button to get a desired reaction. Motivation is a process of inducing, inspiring and energising people to work willingly with zeal, initiative, confidence, satisfaction and an integrated manner to achieve desired goals. It is a moral boosting activity (Jason, 2023).

Different types of motivation are frequently described by Parvesh (2015) as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise while intrinsic motivations are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem. Jere (2004) writes that students' motivation is rooted in their subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so.



Jere (2004) continues by positing that if intrinsic motivation is ideal but unattainable as an all-day, everyday motivational state for teachers to seek development in their students, what might be a more feasible goal? He believes that it is realistic for teachers to seek development and sustain their students' motivation to learn from academic activities: their tendencies to find academic activities meaningful and worthwhile and to try to get the intended learning benefits from them.

Many teachers are unaware that teaching literature, especially in a foreign language like English, is a complex exercise that requires a concerted effort of engaging in a good technique that would enhance effective teaching and learning. Dabbs (2013) describes teaching as an art which requires the teacher to be creative and diverse in teaching methods, strategies and techniques. Dabbs further explains that there is the need to incorporate interaction, collaboration and brainstorming so as to engage the learners in discussion.

Students tend to hail this approach of tackling a poem as it simply saves their time and avoids herculean task of appreciating the poem. The students simply read the notes given to them and memorise them whenever necessary. In order to motivate and keep the learners engaged and excited in the classroom, some teachers also employ traditional method of reading the poem, provide their own interpretations to it and ask questions on the poem (Olubunmi & Olusegun, 2019). Nevertheless, with the countless number of techniques available for teaching and the merits behind the effectiveness of using them, some factors, such as teacher's gender, qualification, experience and school type are still militating against the adequate selection and effective use of techniques to motivate the students to learn poetry in Literature-in-English class.

II. Review of Related Literature

Here, concepts that are related to the study were reviewed in line with the submissions of the scholars in the various studies. Consequently, these concepts were reviewed under the following sub-headings:

- The Concept and Dimensions of Literature
- The Status of the Teaching and Learning of Literature-in-English in Secondary Schools
- The Concept and Feature of Poetry
- The Concept and Types of Motivation
- Techniques for Motivating Students in Learning Poetry
- School Teachers and Learners' Factors on Effective Teaching and Learning of Poetry



- Appraisal of the Literature Reviewed

1. The Concept and Dimensions of Literature

Literature as a word has been defined in different ways by different individuals. However, all the different definitions point towards related meaning. In a broader sense, literature means whatever that is said about a particular subject, or any printed material that gives information, hence we have literatures that deal with banking, law, politics and so on. It means any verbal communication in language which could be oral or written, with some degree of emphasis on style, imaginative quality and emotional interest (John, 2012).

In line with the above definition, Otagburuagu (2012) states that literature is a representation of life based on the artistic imagination of the author. According to him, literature shows clearly the creative ability of the author and his perception of life which he tries to bring out through the characters and the event he creates. Literature is life; hence it attempts to create life in the human society through the author's vision. It then follows that the subject-matter of Literature must be of wide interest and have human relevance, the form and mode of expression must be artistic through the use of language.

The term 'Literature' is of two natures, one refers to the build-up that is written in a particular discipline, in other words, we can refer to what is documented in the field of Physics, Astrology, Marxism or Necromancy as their literatures. Equally, there is Medical Literature relating to medicine, Socio-linguistics Literature relating to Socio-linguistics, Religion Literature relating to Religion, to mention just few. Literature in this sense refers to any written material including letter, composition and report. The etymological meaning of literature states that literature originated from the Latin word: "Literare" meaning to write.

The other literature which is our concern refers to product of imaginative or creative writing, namely Drama, Prose, Poetry and Appreciation or Criticism and this could be oral or written. Agbaje (2005) sees literature as a technical term, meaning any work of art in the established genre of Prose, Poetry and Drama. In this latter sense, literature is very much part of our everyday life as it has social values. Such values include education functions, entertainment function and revealing functions.

Literature according to McKay (2001) provides an ideal context for exploring cultural differences. It covers four dimensions of culture. First is the aesthetic dimension where a language is linked with literature, film and music of a particular group of individuals. Second is the pragmatic dimension in which norms influence what language is



appropriate for in what context. Third is the semantic dimension where a culture conceptual system is embodied in the language. Fourth is the sociological dimension where language is associated with institution and custom of a Country (Mc kay 2001). Babatunde (2012) however observes that literature is more than just a mechanistic reflection of social reality, it does shape our attitude to life of the daily struggle within our individual souls and selves. He further stressed that literature uses the vehicle of language to convey the reality that is daily witnessed by a people. From the foregoing, literature could be seen as what is read, as well as something experienced in real life, it may also be a story heard, a poem recited or a play seen or enacted with the aim of giving pleasure and nourishment to the mind. Literature is therefore seen as the expression of the whole man as it reveals life in its entirety.

Apart from language learning and teaching, every genuine literature contains imaginative vitality and it sharpens the readers' imaginative life. It is the aesthetic use of words and conscious or deliberate choice of diction with an intention to produce a desired effect on the reader. Since literature develops imaginative ability, it will help develop the students' creative imagination. This may help them to understand comprehension passages and improve their performance in the learning of English language and literature.

2. The Status of the Teaching and Learning of Literature-in-English in Secondary Schools

Literature-in-English is one of the subjects examined by the West African Examination Council (WAEC), the National Examination Council (NECO) and the Joint Admission and Matriculation Board (JAMB). Without at least 50% success in the subject, it will be very difficult and impossible for an Arts' student to gain admission into any institution of higher learning. The overall success of any Arts' student in the aforementioned external examinations is mainly determined by a pass grade in few subjects (Mathematics, English, Literature, Government) among which Literature belongs.

Teaching and learning of English Literature in secondary schools is one of the ways to make students attain proficiency in the use of English language. Thereby, English literature as an academic discipline today in schools and universities owes its heritage to ancient times. The broad objective of teaching English literature at secondary education is to expose the students to various English language speaking and writing practices through literary works. According to Amadi (2010), literary works especially those written in English make good use of language in different ways to get their meaning across and this can be an added advantage for English literature students. Exposing students to literature will make them to internalize and consciously adopt the



rhythm of natural speech, economy and richness of diction, rhetorical and organizational device from drama, prose, poetry and appreciation.

In Nigerian secondary schools, available evidences have shown that students' use of the English language leaves much to be desired (Fatimayin and Lawal, 2010). Students can no longer converse fluently in English language and cannot write good essays even at senior secondary school classes. This is as a result of the classroom observations by Faleye (2013) which find out that literature is not properly taught by teachers in most cases and that most schools do not have enough English literature teachers resulting in haphazard teaching and learning of English literature. This in turn deteriorates the students' acquisition of new vocabularies and deter the students' adequate command of the English language.

Grace and Oluremi (2018) shows that out of the fifteen objectives stated for primary and secondary schools in Nigeria, the following can be achieved through the study of English literature.

- Catering for the difference in talents opportunities and roles open to students after their secondary education.
- Encouraging students to develop a desire achievement, continual self-improvement both in school and inter life.
- Helping students appreciate and understand Nigerian culture as well as the world's cultural heritage.
- Fostering clear communication of thoughts and making relevant judgment.

In the light of the above and in consonance with the educational goal which is the all-round development of a child, a proper teaching and learning of English literature is very desirable if the said goal is to be achieved. It is evident that the teaching and learning of English literature at the senior secondary school level is not properly handled and some factors are likely to be responsible for the poor teaching and learning of English literature. The sources of literature mostly rise out of inherent nature of man. Its variations reflect the social, political, religious, cultural and environmental changes along the ages of humanity.

The objectives of English literature demonstrate the dominant ideas, events, concepts, beliefs as well as time and space in the society. The contemporary societies who are the inhabitant of both oral and written literature held allegiance to the African traditional society who started it orally. Idowu (2012) states that education can be of more benefits when it takes English literature as its bedrock, because it deals with human innermost feelings.



Vero-Ekpris (2012) has it that our traditional literatures with which people are informed and the modern African literature are no times distinct literature, they cannot be transformed into something or somebody else but into something or somebody new. This shows that our traditional literature moulds us while the modern literature modernizes us. Literature has a vital role it plays to individual and the society and it should not be taken for granted. In every language including English, its writers actively involves in renewing, expanding and updating the language by discarding awkward and outdated syntactic structure and sustain the new grammatical forms of structure.

Thus, the purpose and role played by English literature is to structure English language grammar in reflection of individual feeling and emotion to serve as vehicle for culture transmission and preservation. Idowu (2012) posits that the study of literature in any language, especially English literature is a function of cultural preservation and propagation. The cultural values of a people are encoded in their literature and for those regions where English language is their official language; the English literature allows proper and detailing cultural sustenance. Thus, the role played by literature in cultural preservation calls for more attentions from teachers that handle literature in our schools to make these plausible functions realizable by cultivating and stimulating positive students' attitude towards English literature.

Many educationists are deeply concerned with the falling standard of English literature in our schools. The Nigerian government after the attainment of independence and with the wave of Western ideologies saw a great need of making English literature a discipline in school curriculum. This was done not only to educate but also to propagate the cultural heritage of the Country. Since Independence, efforts have been sustained by government to enhance proper teaching and learning of English literature. The teaching and learning of this subject start from the first stage of formal education in the poetry form known as nursery poem or hymns which is done through recitation. It advances in stage as one advance in education. Literature is completely introduced in junior secondary schools as it comprises of the three genres (Drama, Prose and Poetry). English language and literature were thereby integrated to be known as English Literature studies, (Vero-Ekpris, 2012), which everybody have to study.

It is important for teachers and learners to understand the goal of language teaching and learning, as well as how to achieve it. It is pointed out that the goal of language teaching is to develop learners' communicative competence (Liu, 2013). As advised in Wilson, Flodden and Ferrini (2001), when selecting learning activities, we must always remember that our goal is for the students to be able to interact freely with others: to understand what others wish to communicate in the broadest sense, and to be able to convey to others what they themselves wish to share. Following this point, Liu (2013)



believes that the ultimate goal of language instruction is to equip learners with the ability to use the language for their communication.

This reasonably explains why the four macro language skills (listening, speaking, reading, writing) fall into the two categories: vocal and written communication. Listening and speaking are the most important forms of vocal communication, whereas reading and writing are the most important forms of written communication. Therefore, to achieve a high level of students' proficiency in the English Language, the Literature-in-English subject has been introduced so as to sharpen the students' language skills, improve their understanding and academic performance and most importantly, for them to be able to attempt any assignment or exam given and also for them to perform skillfully and magnanimously in various ramifications of life.

3. The Concept and Features of Poetry

The definition of poetry is inexhaustible owing to the fact that it means a lot of things to a lot of different people. This is because there is much poetry as there are many poets; this makes the meaning of Poetry vary from one literary view to another. Poetry, to Williams Wordsworth, an 18th century romantic poet, cited by Smith (2010), is a spontaneous overflow of powerful feeling or thinking reconverted in tranquillity or an exposition of one's inner feeling when the mind is at rest. Chinweike (2003) affirms that poetry is about beauty, passion, rhythm and grace therein in any emotional expression. Chinweike (2003) further affirms that the poet is an artist who conceptualizes or imagines an idea based on an object, an accident or an aspect of it and uses words, phrases, poetic devices like figures of speech and imageries to concretize this idea in a poem.

Chinweike (2003) arranges the words in a systematic pattern to achieve rhythm, harmony, symmetry and grace. With these, he creates a vivid picture of his idea for the enlightenment and entertainment of his audience. Faleye (2013) posits that poetry is that which explores the possibilities of language and used it to control and clarify emotions, spiritual and social experience. Like other forms of literature, poetry may seek to tell a story, enacts a drama, conveys ideas, offers vivid and unique descriptions or expresses our inward spiritual, emotional, or psychological states (Manoj, 2018).

Manoj (2018) asserts that poetry pays particularly close attention to words itself into the sounds, textures, patterns, and meanings, it is composed into the different forms as, sonnet, ode, lyric, ballad, villanelle, haiku, limerick, epic poetry, elegy, epitaph, and free verse, and in the genres, it is narrative poetry, dramatic poetry, and lyrical poetry, erected with the structure of prosody that is decorated with the various attires of figures of speech. Its themes reveal into the different images as, war, love, nature, metaphysics,



science, religion, culture etc. It takes the special pleasure in focusing on the verbal music inherent in language (Manoj, 2018). A poem is an intervention on the reader's consciousness and perception, first of all by fixing the reader's attention upon it, its situation, speaker, objects, attitudes, feelings and characters.

Ayanniyi (2009) asserts that poetry is not easily understood when reading and that a more look at the language pattern and style of the four genres of literature: prose, poetry, drama and appreciation revealed that poetry seems to be the most difficult this is because of its ambiguity, obscurity, unfamiliarity of words and elliptical nature. Aboyeji (2005) affirms that the value of poetry lies not only in its beauty of form and emotional effect, but also in its ability to elevate and transform experience, communicate emotional, spiritual or intellectual concern of mankind.

More so, it is in its power to instruct, inform, entertain, express personal joy or pain, reflect religion devotion or advocate a particular point of view, be it political, social or aesthetic. Howell (2010) maintains that poetry can enlarge the scope of human experience, help and encourage a reader, challenge social norms and point out what is there in contemporary life that amounts to an insult to humanity of living people. He also believes that poetry transforms the reader to possess intellectual wisdom by exposing the reader to worthy experience and sensitising him to the truth, justice and fair play. Howell (2010) posits that poetry, if well taught, equips the students with the necessary behavioral pattern in terms of attitudes, norms and values necessary for living and developing in the given society.

Elliot (2008) affirms that poetry communicates new idea and experience to the reader. He further emphasises that poetry affects the speech and the sensibility of the whole Nation. It is a civilising force and its decline in a Nation means a decline in expression and civilisation, to him poetry has historical, religious, moral and even therapeutic values. Iskov (2013) observes that poetry is ancient and, in all ages, and all countries, poetry has been written. Both the most primitive people and the most civilised ones have used and cultivated it. It is not only an aid to living but a means of living and it takes all life as its province. Its primary concern is with all kind of experience, beautiful, ugly, strange and common, noble and ignoble, actual and imaginary.

Iskov (2013) further expresses that one of the paradoxes of human existence is that all experiences, when transmitted through medium of art, become enjoyable and useful. Therefore, poetry comes to us, bringing life and focusing on giving us a better understanding of life (Iskov, 2013). Iskov (2013) is of the belief that poetry achieves its extra dimensions per word by employing poetic devices which includes metaphor, allusion, sound repetition and symbolism, irony, connotation and imagery. With these



resources and materials of life, poetry, in its highest form, comes alive on the page. All these views point to the fact that poetry is valuable because it has a lot of functions that deal with the feeling and sense of man and by so doing, develop the emotional and imagination aspect of him, it penetrates into the readers' minds to shape and channel their thought and action positively for the benefit of themselves and the society.

Considering the challenge of poetry, Bodunde (2007) affirms that no one definition can capture the complex nature of poetry even in a given period. Flanagan (2013) maintains that the very nature of poetry as an authentic and individual mode of expression makes it nearly impossible to define. The difficult and challenging nature of poetry is best examined through some of its definition which identifies it as a special form of writing different from prose or drama. Some of these definitions reveal that poetry is a form of writing commonly used to express powerful emotion in heightened and evaluated language.

Similarly, poetry uses contrast, recondite, allusions, startling images and extreme condensation that require much reading between the line. The peculiar nature and form of poetry makes it difficult for most students to read and comprehend. As a result, many of them hate poetry as a school subject and refuse to put in for the subject; this view is justified by Kolawole's (2012) assertion that poetry is the most problematic literary genre.

4. The Concept of Types Motivation

A leader must be able to motivate others to achieve goals, accomplish tasks, and complete objectives. Motivation is one key indicator of behavior. We behave in a way that will satisfy motive based on a need. However, we don't always have the luxury of knowing what our needs or motives are. Knowing potential areas of motivation can provide guidance in working with and discussing concerns with others (Parvesh, 2015). The word motivation has been derived from the Latin word "movere" which means "to move" (Parvesh, 2015).

According to Parvesh (2015), Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors, it is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term motivation is frequently used to describe why a person does something (Parvesh, 2015). Motivation according to Jason (2023) is the act of stimulating someone or oneself to get a desired course of action or to push the right button to get a desired reaction.



Motivation is a process of inducing, inspiring and energizing people to work willingly with zeal, initiative, confidence, satisfaction and an integrated manner to achieve desired goals. It is a morale-boosting activity (Jason, 2023). Different types of motivation are frequently described by Parvesh (2015) as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise while intrinsic motivations are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem.

Jere (2004) writes that students' motivation is rooted in their subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so. Jere (2004) continues by positing that if intrinsic motivation is ideal but unattainable as an all-day, everyday motivational state for teachers to seek development in their students, what might be a more feasible goal? He believes that it is realistic for teachers to seek development and sustain their students' motivation to learn from academic activities: their tendencies to find academic activities meaningful and worthwhile and to try to get the intended learning benefits from them.

5. Techniques for Motivating Students in Learning Poetry

It is one of the assertions of Olajide (2018) that since the beginning of teaching, it has had to do with the sharing of experiences for the purpose of modifying especially the learner's behavior. Olajide (2018) continues by positing that teaching is organized and systematic, involving methodical planning and dispassionate execution of ideas. Richards and Rodgers (2001) define techniques as the procedure used in the classroom and that it also includes practice that is derived from a particular teaching design and lesson. Richard and Rodgers (2001) further justify techniques as having three uses in the classroom.

- Using tactics to present content
- Using activities that offer suggestion to follow
- Recognizing resources such as time, space and equipment in educational settings.

Brown (2001) views it as any of the wide variety of exercises or activities used in the language classroom for realising lesson objectives. This means that the implementation of a given method entails series of activities or step which necessarily involves teaching resources for the purpose of actualizing the objective of lesson. Lawal (2004) relates objective to techniques and submits that both are located at the lowest hierarchical level which mostly belongs to the province of the teacher. He affirms that objectives are sub-



goals, techniques are more specific component of a method and they have a short-time duration usually covering a lesson or related stage within the lesson.

In order to make the meaning of technique more explicit, Lawal (2009) further expatiates it to mean specific steps, actions and activities which the teacher either adopts at the key stages of introducing, explaining, giving practice, in evaluating and recapitulating his or her lesson. Techniques, according to (Lawal, 2009), enable the teachers to think of better ways to enhance their performance, it also encourage the students to be active in classes which is essential for poetry teaching. Techniques provide the students, ample opportunity of being in the class activities emotionally and cognitively.

From the foregoing it can be deduced that the use of techniques is dependent on the level of the teacher's pedagogical skill. This could be why the implementation of a particular method as implied in techniques by different teacher may result in different learning techniques. To know a method is not enough for a teacher but also to be equipped with its appropriate techniques for a successful teaching and learning process (Lawal, 2009). The following techniques can be used to motivate students to learn poetry:

Drama as a Technique of Motivating Students in Learning Poetry: The word "drama" came from Greek, meaning "action" or a play, it is usually used to inform, educate, entertain and in some cases, mobilize the audience (Onyeka, 2008). Drama can generate a need to speak through contexts that appeal to the students. It stimulates them to reveal their creative potentials and to apply their artistic talents. Students become more motivated that they experience a sense of achievement and this reinforces their learning. The real world provide speaker with a variety of contexts. Using drama makes it possible to transform a traditional learning space into a meaningful environment: an airport, office or restaurant, garden, court etc. this context is provided with the option of a wide range of opportunities and a number of situations to learn poetry in a communicative manner.

Royka (2002) pointed out that drama is claimed to provide cultural and language enrichment by revealing insight in to the target culture feature and presenting language contexts. Drama as a communicative technique can provide an opportunity for language/poetry learner to become personally and fully involved in the learning process, in a context in which it is possible for learner to feel less self-conscious and more empowered to express themselves through the multiple voices when they are more open to new concept and learning will occur.



Dramatic activities like role-play and simulation in any language classroom are ingredient to achieve success in a communicative manner while teaching poetry. To Wilkins and Matson (2006), role-play is actually a imitation of reality. The students are required to speak properly in line with context and their "roles". The process of organizing the practice of role-play requires the teacher to provide a context and several roles for student to prepare and then perform in the class. The performance can be developed by several groups. While a group is performing, the other students are audience. For example, student can be given a role to play more especially on poems that have characters such as J.P Clark's Streamside Exchange, Students can take roles one after the other, in pairs as "bird" and "child".

The Use of Games to Motivate Students in Learning Poetry: Games are student-focused activities requiring the active involvement of learners. This is when learners are motivated to take an active role in their learning process. (Deesri, 2002) describes game as "an activity with rules, a goal and an element of fun". Games increase learners' proficiency in language learning through poetry. From an instructional viewpoint, creating a meaningful context for language use is another advantage that games present. By using games, teacher can create context which enable unconscious learning because learner's attention is on the message not on the language.

Therefore when they completely focus on a game activity, students acquire language in the same way that they acquire their mothers' tongue, that is, without being aware of it (Cross, 2000). In poetry class, a teacher can use array of games such as card games, spelling games, listen and do games vocabulary games, conversation games etc. if a teacher carefully chooses the most suitable one for each poem, it will pave way for both the teacher and learners to benefit because already, there's an already-made motivation that already makes the students interested in whatever the teacher has already made for them.

6. School Teachers and Learners' Factors in Effective Teaching and Learning of Poetry According to Mordecai (2009), the teaching of poetry calls for total involvement on the part of the teacher and students alike; the teacher has his role to play and so do the students. Available literatures on the teaching of poetry in Nigerian Schools clearly show that the subject is poorly taught at the Secondary level. To justify this, Vincent (2003) observes that many secondary school teachers see poetry teaching as no more than the mere identification of a few figures in a poem together with its scheme and musicality.

The following are major factors that affect the effective teaching and learning of Poetry in secondary schools:



The School Factor: No nation can be proud of educational standard without qualified teachers. Also, not only that the teachers need to be qualified, they also need to be adequate. The teachers' factors that bring about poor teaching of Poetry in English literature started from quality of teachers recruited for the tasks, Adewale (2014) argues that teachers are at the central of every curriculum implementation, however, teachers are always considered last during planning and implementation.

School is among the factors that can determine the effectiveness of teaching and learning of Poetry in Literature-in-English. According to Simbo (2003), the type of school attended by students can determine their accessibility to learning facilities, so also, calmness in the learning environment, adequacy of seats for sitting, classroom organisation, as well as interaction among the students. All these are factors related to school that can influence the teaching and learning of subject such as English literature. The priority given to the teaching and learning of Poetry in Literature-in-English can determine the allocation of period for teaching of Literature-in-English.

Likewise, the acceptance of school principals and co-teachers can determine the efficiency of teaching and learning English literature in our schools. According to Okoro (2010), it may be hard to compare the schools with modern physical structures to those without physical structures. More so, schools with learning facilities cannot compete with rest without facilities.

Also, Kalokerinos (2017) has doubted the quality of teachers in most of our secondary schools owing to the fact that the performance of students are continually deploring, despite various calls from educationists and government intervention. Vero-Ekpris (2012) opines that the quality teachers have been absorbed by other professions and organization, the little few are not seeking job with secondary schools but in higher institutions where the take-home money is appreciated and job value is assured.

Teachers' interest is another factor that is likely to affect the teaching of Poetry in Literature-in-English. In a situation where teachers pay less attention to what is being taught in the classroom and have no interest in the level of understanding of respective students in their classroom, such scenario is likely to determine the overall gain from teaching and learning. More so, the punctuality of teachers to their classes as well as overall dedication toward teaching and learning of literature in English could determine the outcome of students.

Competency of teachers is another possible teacher factor. Competencies are the skills and knowledge that enable a teacher to be successful. To maximize students' learning,



teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Aremu, 2011). Teachers with qualification but little competency may have little impact on students gain from teaching and learning. According to Adewale (2014), few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teach.

According to Okoro (2010), learners learn best when the teacher is competent enough to be passive or assumes the role of motivator and facilitator, allowing the learner to work in group in order to bring their prior knowledge to bear on the task. Adewale (2014) expresses further that Poetry teaching is more effective when teachers competently motivate the students by giving the students an opportunity to collaboratively and actively engage in the teaching and learning process instead of working in isolation. Apart from competency, qualification, quantity and interest, the remaining teachers' factor is teachers' workload. Thus, the more the teachers work, the less their efficiency. The teacher, as Lawal (2006) rightly notes, is the most crucial instructional resource, being at once a motivator, initiator, a facilitator and a sustainer of learning. This has formed the basis for this study to examine teacher factors that influence the teaching and learning of poetry. Such factors include teachers' gender, qualification, and experience.

Gender is a crucial factor in the teaching process, it is what necessitates its consideration for this study. Gender is referred to as the socio-cultural influence that brings about differences between boys and girls, men and women as a social group. Jadesola (2002) posits that gender is socially constructed for the purpose of allocating powers, duties, responsibilities, status and roles in any social context. Gender is the observable disparity between male and female in terms of power, position and achievement in a particular context or field of study.

Gender, being an issue with important pedagogical implication in second language teaching and learning, has received attention in English language and literary studies. Howard (2023) opines that females are better than their male counterparts in terms of value and the use of effective educational practices. This is in contrast with the findings of Ferdinand (2007) whose studies show a significant gender difference in the teaching effectiveness among teachers. The male teachers' have high level of teaching effectiveness compared with their female counterparts.

Adeola (2010) reveals that there is no significant difference concerning gender in the teaching effectiveness of prevocational subjects (such as English language) teachers. His outcome negates the findings of Ferdinand (2007) opinion is vice versa on the basis



of teaching effectiveness of teachers. In Nigeria, the teaching effectiveness of both male and female teachers inclines in the performance and achievement of students taught by them in Nigeria Secondary Schools.

Qualification is another key factor that is of interest under this study. Opadokun (2002) sees the teachers as the pillars on which the total educational system rests, that is, the success or failure of any education depends on the quality of its dissemination of quality education. This fact is evident in the section 8 (70) of the National Policy on Education (FGN 2004) which declares that teachers education will continue to be given a high priority in all educational planning because no educational system can rise above the quality of the teachers.

It stipulates the minimum qualification for teaching in primary schools is Nigeria Certificate in Education (NCE), while the post-primary schools teachers' qualification would be first degree i.e. B.A, B.Sc. with PGDE, B.Ed., B.Sc. (Ed), B.A (Ed), in respective areas of discipline. The blueprint states that those already engaged in teaching but not qualified professionally, shall be given a period of time within which to qualify for the teacher's registration (FGN 2004). Okunloye (2006) however, observes that despite this stipulation, primary and secondary schools in the Nation are still occupied by unqualified teachers. The import of qualitative teachers in the quest for quality teaching is crucial for educational achievement in Nigeria.

The influence of qualification on teaching effectiveness had been reported. For instance, Hiebert (2007) reports that increase in qualification promotes teaching effectiveness. Meanwhile, Simbo (2003) finds no significant difference in teaching effectiveness based on academic qualification. Simbo's report that qualification has no influence on the teaching effectiveness of teachers negates the result of Adekola (2006) who affirms that qualification is a major predictor of teaching effectiveness; the graduate teachers were found to be more effective and productive than the non-graduate teachers. Adeola (2010) posits that the outcome of Adekola is interesting because majority of Nigerian non-graduate teachers have been recommended for in-service training in the universities to enhance their capacity and classroom performance.

Judging from the foregoing, it is pertinent to note that qualification can influence the teaching effectiveness of poetry. Moreover, many researchers have carried out numerous studies on the influence of experience on the teaching of Literature-in-English. Acquiring experience is a process of trying to make things work more differently; therefore, experienced people are considered better practitioners (Johnson, 2009). Fatimayin and Lawal (2010) find out that experience of teachers do influence



significantly the techniques teachers employ in motivating students to learn. From the research conducted on 50 teachers,

Fatimayin and Lawal (2010) maintain that an experienced teacher uses instructional media, dictionary, question testing technique, combination of techniques, reinforcement and evaluation better than the less experienced ones. According to Abiri (2008), a professional becomes more efficient when he/she stays on his/her job, not only this, but to update existing knowledge by attending seminars, workshops, conferences and other educational programs. Justifying the above, experience is a key factor than can influence poetry teaching.

The Learners' Factor: One of the students' factors that is likely to affect the outcome of teaching and learning of any subject in schools is attitude. Idowu (2012) defines attitude as personal view of something. That is an opinion or general feeling about something. Many authors have given different kinds of definitions of attitude. Generally, attitude is seen as someone's way of thinking, feeling or behaving towards something or somebody. According to Farooq and Shah (2014), attitude is seen as a predisposition to respond in a favorable or unfavorable manner with response to a given subject. Attitude therefore, is seen as one of the crucial factors that determines an individual cause of action.

Psychologists and educationists hold a strong belief that attitude affects someone's acceptance of a subject and determines achievement in the subject (Farooq & Shah, 2014). It goes without argument that a favorable attitude towards a particular subject in school indicates a liking for that subject, while an unfavorable attitude indicates hatred for the subject. Keith, Ralf and Muir (2011) attributed the poor attitude among students to their poor performance in literature in English at all levels. Thus, when students' attitude towards English literature is poor, the performance of teaching and learning of literature in English will not be encouraged. Other students' factors that are likely to affect the teaching and learning of subject in schools include participation in classroom activities, attendance in classes, punctuality at schools, disciplines and conformity with the law and order as well as peer pressure.

The contribution from parents toward child education is another factor that cannot be overlooked concerning the outcome of teaching and learning. When parents have interest in education of their children, the child's performance may be influenced. Parental involvement is based on family income, parental occupation and social status in the community. In addition, income stocks do not only affect investment in children's education but also children's performance. When families are constrained by fewer resources, children's learning is consequently affected. Also, a research by Aremu



(2011) argues that Children's test scores are lowest when poverty persists across the generations and highest when material advantage is long-lasting. Okoro (2010) defines parental involvement in education as an aggregate concept that includes both resource-based and prestige-based measures, as linked to both childhood and adult social class position from among the children.

Simbo (2003) also mentions parental involvement in his work to be a strong factor upon which the academic performance of the students stands. According to his investigation, parental involvement cannot be sufficient to sustain the academic and personal social life of the students in sub rural school areas. This can seriously affect the psychological balance or homeostatic balance in the classroom, which causes low concentration, low perception, frustration, sickness and emotional disability in academic performance of the students and can also lead to dropping out or withdrawal.

7. Appraisal of the Literature Reviewed

From the review of literature, it is revealed that literature is seen in various ways. It is seen as part of everyday's life, having several social values, containing universal ideas, human imagination, language based and artistic in natures. It is established that literature plays significant roles in the society, it informs, entertains and educates the people (Ibitola, 2005). It communicates new ideas and equips students with the necessary behavior patterns in terms of attitudes, norms and values necessary for living in and developing the given society (Howell, 2010), it also provides an ideal context for exploring cultural differences and enhancing cultural learning.

It is also established that poetry is as old as man (Iskov, 2013). It is an aural art like music which began generations ago as a speaking and listening experience (Dawson, 2004), the language of poetry is concise and condensed; this shows that poetry is an elevated kind of artistic work that possesses uncommon qualities. Ayanniyi (2009) and Kolawole (2012) agree with this and remark that poetry is not understood when reading, as it is the most problematic literary genre.

Researchers agreed that approaches, methods and techniques as the pedagogical trio are hierarchical in nature (Richards and Rodgers, 2001; Lawal, 2009). Definition of each was given to clarify their difference. Liu and Mathews (2005) dismiss mechanical learning methods and techniques in traditional class through passive memorization and adopted co-operative learning as a constructive teaching approach or method through small group interacting in poetry teaching and learning. This approach or instruction addresses the reluctances or passiveness in the poetry classroom activities. Adeboye (2003) strongly recommends the use of introspective technique in teaching literature.



The introspective technique is seen as the centre piece of a method by which teachers promote his student's enjoyment of literature and guide them exploring and sharing the imaginative experience an author. The technique requires the learners to first read a section or chapter silently, before they are asked to carefully prepared questions (Adeboye, 2003). The related literature reviewed also reveals that a teacher of poetry should be aware of the techniques for communicative language teaching to achieve comprehension and appreciation of poetry and know how to put these into use at the implementation stage of the Literature in English curriculum.

There cannot be motivation in the students' learning of poetry without the teacher's clear understanding of the appropriate techniques. This is what this study sets out to investigate. Students of senior secondary schools can appreciate poems if teachers take their time to study poems, employ appropriate techniques and use them effectively at the implementation stage. This review also discussed the concept of literature, the status of teaching and learning of Literature-In-English in secondary schools, the concept of poetry, the concept of motivation, techniques for motivating students in learning poetry and the factors affecting the effective teaching and learning of English Poetry.

In conclusion, the researcher of this study has been richly enriched in the knowledge of the studies made by previous researchers, thereby possessing the skills and further knowledge to include the missing where necessary. Of course, previous studies carried out by previous researchers are related but did not focus directly on techniques teachers employ to motivate students' learning of poetry, investigating that in this study makes the study unique and for this reason, the study deserves adequate concentration for it contains information that will help even the future researchers who may subsequently have interest in carrying out research in fields related to this study.

III. Research Methodology

The techniques and procedures that were used to carry out this study are presented in this section under the following sub-headings:

- Research Type
- Population, Sample and Sampling Techniques
- Instrumentation
- Procedures for Data Collection
- Data Analysis Techniques



1. Research Type

This research was a descriptive survey. The researcher employed the descriptive method to assess the techniques senior secondary school teachers employ in motivating their students to learn poetry in Ado-Ekiti, Nigeria. The descriptive method enables the researcher to obtain relevant information from a representative sample of the target population so as to be able to cover the entire population. Thus, this research type is considered appropriate for this study; and enable the researcher elicit information from the representative sample so as to be able to generalise the findings of the study for the population.

2. Population, Sample and Sampling Techniques

This study is concerned with the techniques employ by senior secondary school teachers in motivating students to learn poetry in Ado-Ekiti, Nigeria. The population for this study comprises both public and private senior secondary school teachers in Ado-Ekiti, Nigeria. The target population consisted of senior secondary schools Literature-in-English teachers in Ado-Ekiti. There is only one Local Government Area in Ado-Ekiti i.e., Ado Local Government Area. Based on the data made available by Ekiti State Ministry of Education, there are twenty (20) public senior secondary schools and One hundred and sixteen (116) private senior secondary schools in making a total of one hundred and thirty-six (136) senior secondary schools in Ado-Ekiti, Nigeria.

Stratified and proportional sampling techniques were adopted for this study. The researcher employed the stratified technique to group the schools based on school type. In order to ensure that the number of schools selected is proportional to the total number of schools in the Local Government Area, the proportionate sampling technique was used to select twenty (20) public secondary schools and forty (40) private secondary schools making a total of sixty (60) senior secondary schools. Purposive sampling technique was adopted to select two Literature-in-English teachers per school; Therefore, the sample of the respondents was determined after visiting the selected schools.

3. Instrumentation

A researcher-designed questionnaire was used for data collection. The research questionnaire was divided into three (3) sections A, B and C. Section A contained background information of the respondents, that is, senior secondary schools Literature-in-English teachers on gender, qualification, experience and school type. Section B contained items on the techniques teachers employ in motivating students to learn poetry in Ado-Ekiti, Nigeria. The response pattern was based on four points Likert's scale: 'Always' (A) 3, 'Often' (O) 2, 'Seldom' (S) 1 and 'Never' (0), while section C



was based on general comments on appropriate techniques employ to motivate senior secondary school students to learn poetry.

The instrument was validated by submitting it to the researcher's supervisor and some other experts in the Department of Arts Education, University of Ilorin, for face and content validity. Their corrections and suggestions were used to design the final version. The reliability of the instrument was determined by adopting a test-retest method. The instrument was administered twice, in an interval of two weeks, on the Literature-in-English teachers in the schools that were not part of the study's sample. The scores of the two tests were correlated using Pearson's Product Moment Correlation (PPMC). The value of correlation coefficient was reported to be .78.

4. Procedures for Data Collection

The researcher obtained an introductory letter from the department of Arts Education and visit the sampled schools within the Local Government Area sampled for the study. The schools that were visited include twenty (20) public schools and forty (40) private schools. The researcher met with the principals and teachers of the schools selected for the study, relate with them and explain the purpose of his/her visit. Specifically, she reaches out to the senior secondary schools' Literature-in-English teachers and then sought their cooperation on the instrument.

5. Data Analysis Techniques

Percentage was used to describe the demographic characteristics of the respondents. The first research question was answered using mean rating. The hypotheses formulated were tested using the inferential statistics. Specifically, hypotheses one, two and four were tested using the independent t-test, while hypothesis three was tested using the Analysis of Variance (ANOVA) all at 0.05 level of significance. However, qualitative part of the questionnaire which was the open-ended was answered using the Thematic Analysis.

IV. Data Analysis and Results

This section is devoted to collation, analysis and results interpretation and presentation in relation to research objectives, research questions and the hypotheses postulated for the study. One hundred and twenty copies of questionnaire were administered but three were not properly filled and they were discarded. This brought about the mortality rate of 2.5%. The demographic characteristics of the respondents was described using percentage, while mean rating was used to answer research question 1. The hypotheses formulated for this study were tested using the independent t-test and the Analysis of



Variance (ANOVA) at 0.05 level of significance Statistical Package for Social-Sciences (SPSS 25.0) was used as reference.

1. Demographic Description of the Respondents

The data presented in Table 1 were based on the demographic characteristics of the respondent.

Table 1: Distribution of the Respondents by Gender, Qualification, Years of Experience and School Type

Variables		Frequency	Percent
Gender	Male	56	47.9
	Female	61	52.1
	Total	117	100.0
Qualification	Qualified	78	66.7
	Unqualified	39	33.3
	Total	117	100.0
Experience	Less Experienced Teacher	39	33.3
	Experienced Teacher	72	61.5
	Very Experienced Teacher	6	5.1
	Total	117	100.0
School Type	Public School	48	41.0
	Private School	69	59.0
	Total	117	100.0

Results in Table 1 revealed that out of the 117 secondary school English literature teachers that participated in the study, 56 which represents 47.9% of the entire respondents were males, and 61 which represents 52.1% of the entire respondents were females. Thus, there were slightly more female participants than male respondents. Also, from Table 1, 78 which represents 66.7% of the entire respondents were qualified English literature teachers, while 39 which represents 33.3% of the entire respondents were unqualified English literature teachers. It shows that the majority of English literature teachers in this study were qualified.

Furthermore, results in Table 1 revealed that, 39 which represents 33.3% of the entire respondents were less experienced English literature teachers, 72 which represents 61.5 % of the entire respondents were experienced English literature teachers, while 6 which represents 5.1 % of the entire respondents were very experienced English literature teachers. It means that a greater proportion of the English literature teachers in this study were experienced. Also, from Table 1, 48 which represents 41.0% of the entire



respondents were from public secondary schools, while 69 which represents 59.0% of the entire respondents were from private secondary schools. It shows that the majority of English literature teachers in this study were from private secondary schools.

Answering of Research Questions

Five research questions were raised, research question 1 was answered using mean rating, while research question 2 – 5 that had corresponding hypotheses were tested with the use of the independent t-test and One-way ANOVA statistical tools.

Research Question One: What techniques do secondary school teachers employ to motivate students to learn poetry?

In order to answer this research question, participants' responses on the techniques English literature teachers employ to motivate students to learn poetry questionnaire were analysed and the summary using mean rating. Hence, the mean score ranging from 1.00 to 2.49 was regarded as not employed while any mean score ranging from 2.50 and 4.00 was regarded as employed and the result of the analysis is reported in Table 2.

Table 2: Mean Rating of Techniques Secondary School Teachers Employ to Motivate Students to Learn Poetry

S/N	I use the following techniques to motivate students to learn poetry:	Mean	Ranking
7.	I also use drama as a technique to motivate my students in learning poetry.	3.36	1 st
13.	I use repetition and drills to teach poetry in my Literature-in-English class.	3.26	2 nd
12.	I allow students to relate their personal experience to the themes and subject matter of the poem.	3.18	3 rd
3.	I allow learners to discover the themes and subject matter when teaching them poetry.	3.15	4 th
11.	I assist students to discuss the way they understand the poem to others in the class.	3.11	5 th
4.	I allow students to contribute to the lesson based on the aspect of diction encountered in the poem.	2.83	6 th
8.	I ask students to supply another words or phrases to some technical words as they appear in the poem.	3.09	7 th
2.	I allow students to interact in order to motivate them to learn poetry.	3.08	8 th



1.	I teach poetry in Literature-in-English is its technicality in class.	3.05	9 th
9.	I encourage the students to commit the poem in memory for memory retention.	3.01	10 th
10.	I persuade learners to convert poems to song for easy analysis in class.	2.94	11 th
6.	Games are one the techniques I use in motivating the students to learn poetry.	2.93	12 th
5.	I encourage students to discover and identify figures of speech in the poem.	2.81	13 th
14.	I show audio, and video clips that contains relevant information to the themes of the poem to the students in class.	2.68	14 th
15.	I combine some of the aforementioned techniques while teaching poetry in my class.	2.56	15 th

From Table 2, all the techniques were employed by English literature teachers to motivate students to learn poetry. However, the three main techniques were employed by English literature teachers to motivate students to learn poetry are “the use of drama as a technique to motivate students in learning poetry” with a mean score of 3.36 ranked 1st, followed by “the use of repetition and drills to teach poetry in Literature-in-English class” with a mean score of 3.26 ranked 2nd, while “allow students to relate their personal experience to the themes and subject matter of the poem” with a mean score of 3.18 ranked 3rd.

2. Analysis of Qualitative Data

Thematic Analysis

There are various techniques that can be used to motivate students to learn poetry in class.

- Relating to personal experiences: Encourage students to connect with the themes, emotions, and experiences portrayed in the poems. Relate the poems to their own lives, encouraging them to share their thoughts and feelings.
- Visual aids: Use visual aids such as images, videos, or multimedia presentations to enhance understanding and engagement. Visual representations can help students visualize the imagery and concepts within the poems.
- Recitation and performance: Allow students to recite and perform poems individually or in groups. This gives them an opportunity to express themselves creatively and develop confidence in public speaking. Consider organizing poetry slams or recitation competitions.



- Collaborative learning: Foster a collaborative learning environment where students can discuss and analyze poems together. Encourage group discussions, peer evaluations, and collaborative projects. This promotes active engagement and helps students gain different perspectives.
- Incorporating technology: Utilize digital tools and resources to explore poetry. Online platforms, interactive websites, and poetry apps can provide additional materials, games, and activities that make learning poetry more interactive and enjoyable.
- Creative writing exercises: Encourage students to write their own poems. Providing opportunities for creative expression can deepen their understanding and appreciation of poetry. Consider organizing poetry workshops or writing contests.
- Audio and music: Play audio recordings of poems, including readings by professional poets or even the poets themselves. You can also explore musical adaptations of poetry, such as song lyrics, to enhance students' interest and connection to the text.
- Field trips and guest speakers: Arrange visits to poetry readings, spoken word events, or local literary festivals. Inviting guest speakers, such as poets or poetry enthusiasts, can inspire students and provide real-world examples of the power and relevance of poetry.
- Cross-curricular connections: Highlight connections between poetry and other subjects, such as history, science, or social issues. Show how poetry can be a medium to explore different disciplines, encouraging interdisciplinary learning.
- Celebrate achievements: Recognize and celebrate students' efforts and achievements in learning and appreciating poetry. Showcase their work through displays, presentations, or performances. This recognition fosters a sense of accomplishment and pride.

Testing Hypotheses

In this section, 4 research hypotheses were tested using independent t-test and One-way Analysis of Variance (ANOVA) in the course of this study.

HO1: There is no significant difference in the techniques male and female teachers employ in motivating secondary school students to learn poetry.

In order to test this research hypothesis, teachers' response on techniques English literature teachers employ to motivate students to learn poetry was analysed using the independent t-test were analysed based on gender as shown in Table 3.



Table 3: The t-test Analysis of Difference in the Techniques Male and Female Teachers Employ in Motivating Secondary School Students to Learn Poetry

Gender	No	Mean	Std.	df	Cal.t-Value	p -value	Decision
Male	56	48.86	7.06	115	3.65	.00	Rejected
Female	61	44.52	5.77				

$p < 0.05$

Results in Table 3 indicates a calculated t-value of 3.65 and p-value of .00 computed at 0.05 level of significance. Since calculated p-value .00 is lower than 0.05 level of significance, the null hypothesis one is significant. This indicates that there is a significant difference in the techniques male and female teachers employ in motivating secondary school students to learn poetry. This is in favour of male English literature teachers with mean score of 48.86 greater than mean score of 44.52 for female English literature teachers.

HO2: There is no significant difference in the techniques used by qualified and unqualified secondary school teachers of Poetry to motivate their students to learn poetry.

In order to test this research hypothesis, teachers' response on techniques English literature teachers employ to motivate students to learn poetry was analysed using the independent t-test were analysed based on qualification as shown in Table 4.

Table 4: The t-test Analysis of Difference in the Techniques used by Qualified and Unqualified Secondary School Teachers to Motivate their students to Learn Poetry

Qualification	No	Mean	Std.	df	Cal.t-Value	p -value	Decision
Qualified	78	46.72	6.87	115	.27	.79	Accepted
Unqualified	39	46.36	6.58				

$p > 0.05$

Results in Table 4 indicates a calculated t-value of .27 and p-value of .79 computed at 0.05 level of significance. Since calculated p-value .79 is greater than 0.05 level of significance, the null hypothesis two is not significant. This indicates that there is no significant difference in the techniques used by qualified and unqualified secondary school teachers of Poetry to motivate their students to learn poetry.



HO3: There is no significant difference in the techniques employed by the very experienced, experienced and less experienced secondary school teachers of poetry to motivate their students to learn poetry.

In order to test this research hypothesis, teachers' response on techniques English literature teachers employ to motivate students to learn poetry was analysed using the One-way ANOVA were analysed based on years of teaching experience as shown in Table 5.

Table 5: ANOVA Summary Showing Difference in the Techniques Employed by the Very Experienced, Experienced and Less Experienced Secondary School Teachers of Poetry to Motivate their students to Learn Poetry

Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	23.42	2	11.71	.25	.78	Accepted
Within Groups	5260.70	114	46.15			
Total	5284.12	116				

Table 5 shows an F-value .25 which is not significant at 0.05 alpha level. The null hypothesis three is not rejected since the p-value of .78 is greater than 0.05 alpha level (.78 > 0.05). Thus, there is no significant difference in the techniques employed by the very experienced, experienced and less experienced secondary school teachers of poetry to motivate their students to learn poetry.

HO4: There is no significant difference in the techniques used by teachers of private and public secondary schools to motivate their students to learn poetry.

In order to test this research hypothesis, teachers' response on techniques English literature teachers employ to motivate students to learn poetry was analysed using the independent t-test were analysed based on school type as shown in Table 6.

Table 6: The t-test Analysis of Difference in the Techniques used by Teachers of Private and Public Secondary Schools to Motivate their students to Learn Poetry

School Type	No	Mean	Std.	df	Cal.t-Value	p-value	Decision
Public	48	47.69	6.25	115	1.46	.15	Accepted
Private	69	45.84	7.02				

$p > 0.05$



Results in Table 6 indicates a calculated t-value of 1.46 and p -value of .15 computed at 0.05 level of significance. Since calculated p -value .15 is greater than 0.05 level of significance, the null hypothesis four is not significant. This indicates that there is no significant difference in the techniques used by teachers of private and public secondary schools to motivate their students to learn poetry.

V. Discussion, Conclusion and Recommendations

This study focused on the techniques secondary school teachers employ to motivate students to learn poetry in Ado-Ekiti, Nigeria. The findings obtained in Chapter Four were discussed in this chapter. A total of 117 secondary school English literature teachers in Ado-Ekiti, Ekiti State, participated in the study. Thereafter, discussion and conclusions were drawn on the basis of the findings obtained while recommendations were proffered to bring about improvement in the strategies used in motivating secondary school students so that they learn poetry more effectively in Ado-Ekiti, Nigeria, suggestions were then made for further studies.

Technique Employed by English Literature Teachers to Motivate students to Learn Poetry

The finding revealed that the main technique employed by English literature teachers to motivate students to learn poetry was the use of dramatization. There could be several reasons for the finding. Through role-playing, recitation, and performance, students are immersed in the poem's themes, characters, and emotions. This active engagement can make the learning experience more interactive, memorable, and enjoyable. Drama often incorporates visual, auditory, and kinesthetic elements, stimulating multiple senses simultaneously (Neumann, et. al., 2012). This multi-sensory experience enhances students' understanding and connection with the poem. By embodying the characters and conveying the poem's meaning through voice, gestures, and facial expressions, students can develop a deeper appreciation for the poetry. Wu and Wu (2008) stated that the applying particular techniques and approach in teaching and learning literature such as student-centered activities, teaching and learning literature can be an enjoyable, exciting, and uplifting experience because the reading process provokes students' individual thoughts and interpretations.

Furthermore, Dweikat, and Shbietah (2014) result revealed that the information- based approach was the most favored approach in the literature class while the stylistic approach scored the lowest level of use. Rashid, Vethamani, and Rahman (2010) reported that the information-based approach is the most favoured approach among teachers. This is followed by the moral-philosophical approach, paraphrastic approach, and the personal-response approach. While, the least employed is language-based



approach. Hwang and Embi (2007) whose findings manifested that the paraphrastic approach was the most favoured approach in the literature classroom.

Difference in the Techniques Male and Female Teachers Employ in Motivating Secondary School Students to Learn Poetry

Another finding indicates that there was a significant difference in the techniques male and female teachers employ in motivating secondary school students to learn poetry. This outcome could be influenced by several factors. Male and female teachers may have different teaching styles and preferences when it comes to engaging students with poetry. For example, male teachers might lean towards using techniques that involve more active participation, such as drama or performance-based activities. Meanwhile, female teachers may employ techniques that emphasize written analysis, reflection, or discussion (Ogbuanya & Owodunni, 2015). These differences in teaching styles can contribute to variations in the techniques used to motivate students.

Also, the finding might be influenced by the evaluation or scoring process used to assess the effectiveness of the techniques employed by teachers. The criteria used for evaluation could favor certain types of techniques more commonly employed by male teachers, leading to higher mean scores for their techniques compared to those used by female teachers. Societal norms and cultural expectations can impact teaching practices. In some cultures, traditional gender roles or expectations may influence the techniques employed by male and female teachers (Kim, & Weseley, 2017). For instance, male teachers might be more inclined to adopt performance-oriented techniques, which are often associated with qualities traditionally attributed to masculinity.

Cultural or societal factors can shape teachers' choices and preferences in motivating students. This finding is in line with that of Roy (2017) who reported that there was significant difference between males and female's teacher in their techniques used in teaching poetry in English in Bangladesh. Dweikat, and Shbietah (2014) reported that no statistically significant differences for the total degree, nor for any of the domains with the exception of the personal-response approach in the literature class due to gender, specialization and experience.

Difference in the Techniques Used by Qualified and Unqualified Secondary School Teachers of Poetry to Motivate their students to Learn Poetry

Finding further revealed that there was no significant difference in the techniques used by qualified and unqualified secondary school teachers of Poetry to motivate their students to learn poetry. The outcome of this study could be influenced by several factors and this could include: Both qualified and unqualified teachers can possess a



genuine passion for teaching poetry and a strong commitment to motivating their students. Their enthusiasm and dedication to the subject can drive them to employ similar techniques to engage and inspire students, regardless of their formal qualifications. Teaching is a complex skill that involves various factors beyond formal qualifications (Guerriero, 2013). Some individuals may possess innate teaching abilities, such as effective communication, creativity, and adaptability, which can contribute to their success in motivating students to learn poetry. These innate qualities might be present in both qualified and unqualified teachers.

The lack of significant difference in techniques used by qualified and unqualified teachers might be influenced by contextual factors, such as school environment, student population, or available resources. These factors can shape the teaching approaches and strategies used by all teachers, regardless of their qualifications. This finding is against that of Timothy and Obiekezie (2019) whose finding revealed that there was statistically difference in the approaches used by pre-service teachers and teachers of Literature-in-English in Nigeria.

Difference in the Techniques Employed by the Very Experienced, Experienced and Less Experienced Secondary School Teachers of Poetry to Motivate their students to Learn Poetry

Furthermore, finding indicates that there was no significant difference in the techniques employed by the very experienced, experienced and less experienced secondary school teachers of poetry to motivate their students to learn poetry. This outcome could be influenced by several factors. Teachers' effectiveness in motivating students to learn poetry may not be solely determined by their years of experience. Factors such as instructional strategies, enthusiasm, rapport with students, and ability to create an engaging learning environment can play a more significant role in motivating students, regardless of their level of experience.

Teachers, regardless of their experience level, may actively engage in continuous professional development to enhance their teaching skills and knowledge. They may attend workshops, conferences, or engage in self-directed learning to stay updated with current educational practices. This dedication to professional growth can bridge the gap in techniques employed by teachers at different experience levels. Teaching techniques and approaches can vary widely among teachers, regardless of their experience level (Moore, 2014). Within each group of very experienced, experienced, and less experienced teachers, there can be significant individual variation in instructional methods, creativity, and adaptability. This variation might outweigh the differences based solely on experience.



Regardless of experience level, teachers generally share the common goal of motivating students to learn and appreciate poetry. This shared objective may lead to the adoption of similar techniques and strategies, resulting in no significant difference between experience groups. Dweikat, and Shbietah (2014) reported that no statistically significant differences for the total degree, nor for any of the domains with the exception of the personal-response approach in the literature class due to gender, specialization and experience.

Difference in the Techniques Used by Teachers of Private and Public Secondary Schools to Motivate their students to Learn Poetry

Finally, finding shows that there was no significant difference in the techniques used by teachers of private and public secondary schools to motivate their students to learn poetry. However, the outcome of this study could be influenced by several factors. Both private and public-school teachers generally aim to motivate their students to learn and appreciate poetry. They share a common goal of engaging students and fostering their interest in the subject matter. This common objective may lead to the adoption of similar techniques, resulting in no significant difference between the two groups. Teachers in both private and public schools typically have a degree of autonomy in selecting their teaching methods and approaches.

This autonomy allows them to choose techniques that they believe will be most effective in motivating their students to learn poetry. As a result, teachers in both settings may employ similar techniques based on their individual teaching styles and preferences. This finding is in line with that of Işıklı, and Tarakçıoğlu (2017) reported that was no significant difference in the techniques used by teachers in English literature teaching to EFL high school students in Turkey with focus on language proficiency based on school type.

Conclusion

Based on the findings of this study, several conclusions can be drawn regarding the techniques employed by English literature teachers to motivate students to learn poetry: The use of drama as a technique to motivate students in learning poetry emerged as the main technique employed by English literature teachers. This suggests that incorporating dramatic elements and performance-based activities can be an effective strategy for engaging students and fostering their interest in poetry. Male English literature teachers were found to employ techniques that scored higher on average compared to their female counterparts. This finding highlights the need to explore and understand the factors contributing to these gender-based differences in teaching approaches and preferences.



Both qualified and unqualified teachers employed similar techniques, emphasizing that effective teaching methods can be observed across different qualification levels. The experience level of secondary school teachers also did not yield a significant difference in the techniques employed to motivate students to learn poetry. Very experienced, experienced, and less experienced teachers utilized similar approaches, suggesting that teaching effectiveness in this context is not solely determined by years of experience. No significant difference was found in the techniques employed by teachers of private and public secondary schools to motivate students in learning poetry. Both groups of teachers exhibited similar approaches, indicating that effective techniques for motivating students can be observed across different school settings. Inclusive, these findings highlight the importance of employing engaging and varied techniques, such as drama, regardless of gender, qualification status, experience level, or school type, to effectively motivate students to learn poetry.

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