

**TEACHER AWARENESS AND IMPLEMENTATION OF TWO
INTERACTIVE INSTRUCTIONAL STRATEGIES IN POETIC
LITERATURE-IN-ENGLISH CLASSROOM IN AKURE,
NIGERIA**

BY

**Martha Arit BASSEY
MATRIC No.: 161978**

**A Thesis in the Department of Arts and Social Sciences Education
Submitted to the Faculty of Education
In partial fulfillment to the requirements for the Degree of
Doctor of philosophy**

of the

UNIVERSITY OF IBADAN

February, 2021

ABSTRACT

Poetry is an aspect of Literature-in-English that is taught at senior secondary school to promote moral and intellectual development of students. To achieve these objectives, different strategies such as peer conferencing, Socratic dialogue have been prescribed for its teaching. However, observations have shown that these strategies are hardly well-implemented due to inadequate awareness of their procedures while those who are aware do not show sign of effective use of such strategies. Previous studies focused largely on teachers' interventions to determine the effect of peer conferencing and Socratic dialogue strategies in enhancing learning outcomes with little emphasis on teachers' awareness and implementation of these strategies to teach poetry. Therefore, this study was carried out to investigate teachers' awareness and implementation of peer conferencing instructional strategy (PCIS) and Socratic dialogue instructional strategy (SDIS) in Akure, Nigeria. The extent to which teaching qualification and experience influence awareness and implementation of PCIS and SDIS were also determined.

Conscientisation and Social Learning theories provided the framework, while the mixed methods design was adopted. The two local government areas (LGAs) in Akure (Akure North and Akure South) were used. Random Sampling technique was used to select 30 schools (15 per LGA). An intact class of SS2 Literature-in-English students and one teacher were purposely selected from each school. Instruments used were interview guide ($r=0.77$), Teacher Awareness PCIS ($r=0.79$), and Teacher Awareness SDIS ($r=0.81$) questionnaires; Teacher Implementation PCIS ($r=0.77$) and Teachers Implementation SDIS ($r=0.80$) rating scales. In-depth interviews were held with the 30 teachers. Quantitative data were analysed using descriptive statistics and Pearson's product moment correlation at 0.05 level of significance, while qualitative data were content analysed.

Teachers' age was 45.30 ± 2.30 SD, while 70% of them were married. Teachers were moderately aware of PCIS ($r=2.68$) and SDIS ($r=2.59$) as against the threshold of 2.50, while their implementation of PCIS ($r=2.46$) and SDIS ($r=2.33$) were low. Teaching qualification had a significant correlation with teachers' awareness of SDIS ($r=0.7$) but not with PCIS. Teaching experience correlated significantly with both awareness of PCIS ($r=0.49$) and SDIS ($r=0.41$). While teaching experience correlated significantly with the implementation of both PCIS ($r=0.56$) and SDIS ($r=0.45$), their qualifications did not. The perceived challenges of implementing the strategies were space constraint, rigid time table, lack of facilities and instructional materials, non-commitment of teachers to use the strategies, students' loafing and their poor level of proficiency in English Language.

Teacher awareness and implementation of Peer Conferencing Instructional strategy and Socratic Dialogue Instructional Strategy were moderate and poor respectively, while teaching qualification and experience had direct relationships with these strategies in Akure, Nigeria. The level of teacher awareness and implementation of these strategies should be raised through various developmental programmes.

Keywords Peer conferencing, Socratic dialogue, Poetic Literature-in-English

Word count: 478

CERTIFICATION

I certify that this work was carried out by Martha Arit **BASSEY**. with Matric No 161978 in the Department of Arts and Social Sciences Education, University of Ibadan under my supervision.

Supervisor

Prof. D.O. Fakeye

B.A.Ed (Hon) Ife; Ph.D (Ibadan),

Department of Arts and Social Sciences Education,

University of Ibadan,

Ibadan, Nigeria.

DEDICATION

I dedicate this research work to the Almighty God, my Rock of ages, my Keeper and my Shield, and to my late parents, Pa Linus and Mrs Angela Bassey, who set me up on a firm foundation.

ACKNOWLEDGEMENTS

I give thanks to the Almighty God for His favour, grace, good health, provisions and protection towards me throughout the period of this programme. May His name be praised forever.

The deepest gratitude goes to my supervisor, Prof. Fakeye, for his enormous efforts, patience and understanding throughout the period of this work. I am particularly grateful for his constructive criticisms and corrections with the view of bringing out the best in me. May God bless him. Amen.

Very valuable to this work are the contributions of my H.o.D. Prof. C. O. O. Kolawole, Prof. F. O. Ezeokoli, Prof. S. Ajitoni, Dr. E. Ukoh, Dr. A. Adeyinka, Dr. Ohia and Dr. A. Tella whose series of advice and admonitions helped in the completion of this work. I am also greatly indebted to the contributions of my erudite lecturer, Prof. O. Oha, in the Department of English, Faculty of Arts and all other lecturers who have taught me during this programme. May God bless them all.

I am very grateful to my loving husband, Dr. U N. Bassey, of the Department of Mathematics, Faculty of Science, University of Ibadan, for his love, encouragements and supports. I also appreciate my children; Atim, Nkoyo, Veron, Nyong, Utibe and Ukeme for their love, prayers and concern for this programme. May God continually bless them.

I appreciate all my pastors, particularly, Pastor Jide Asubiojo, Pastor Ajayi, Pastor Oladimeji and Pastor Sunday, Pastor Akanbi and their families for their encouragement and prayers. I am also grateful to God for my siblings, Jane, Tecy and Pst. Assian, Becky and Barr. Ememobong, John and Gabriel. May they all be blessed forever.

I cannot but mention my friends, Dr Yemisi Ilesanmi, Dr. Evelyn Ayede, Dr. Dorcas Jimoh, the Alikis, the Aribigbolas, Mrs Akintunde, Mrs Sola Giwa, Mrs Akinduro, Glory Udiminue, my principal, Mrs O. T. Bola, my vice principals, late Mrs Jegede, Mrs Ojoge, my colleagues, Mrs Ayo-Ajayi, Mrs Akinlose and others too numerous to mention. May God bless them all.

Finally, I am grateful to the authors of the books, projects, articles, journals and theses cited in the process of this work. May God continue to enrich their knowledge. Amen.

Martha A. Bassey.
February, 2021

TABLE OF CONTENTS

	PAGE
Title Page	i
Abstract	ii
Certification	iii
Dedication	iv
Acknowledgements	v
Table of contents	vi
 CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	10
1.3 Research Questions	10
1.4 Hypotheses	11
1.5 Scope of the Study	11
1.6 Significance of the Study	12
1.7 Operational Definition of Terms	12
 CHAPTER TWO: LITERATURE REVIEW	
2.1 Theoretical Framework	13
2.1.1 Theory of Conscientization and dialogue	14
2.1.2 Social Learning Theory	17
2.2 Conceptual Review	19
2.2.1. Meaning and Nature of Literature	19
2.2.2 Functions of Literature	21
2.2.3 Genres of Literature and Concept of poetry	22
2.2.4 Evolution and Characteristics of poetry	26
2.2.5 Objectives of Teaching and Learning poetry in Schools.	29
2.2.6 Values of Teaching and Learning poetry in Schools.	30
2.2.8 Methods and Strategies of Teaching Poetry	37
2.2.9 Classroom dynamics in the teaching of Poetry	40
2.2.10 Factors Affecting the Teaching and Learning of Poetry in Schools	41
2.2.11 Peer Conferencing Instructional Strategy	45
2.2.12 Socratic Dialogue Instructional Strategy	46

2.3	Empirical review	49
2.3.1	Studies on the Teaching and Learning of Poetry	49
2.3.2	Studies on Peer Conferencing and Poetry Teaching	54
2.3.3	Studies on Socratic Dialogue and Poetry Teaching	57
2.3.4	Teachers' Awareness and Implementation of Peer Conferencing Strategies	61
2.3.5	Teachers' Awareness and Implementation of Socratic Dialogue Strategy	64
2.3.6	Teachers' Qualifications and Awareness of Peer Conferencing and Socratic Dialogue Strategies in Poetry Teaching	66
2.3.7	Teachers' Experience and Awareness of Peer Conferencing and Socratic Dialogue Strategies in Poetry Teaching	67
2.3.8	Teachers Qualifications and Implementation of Peer Conferencing and Socratic Dialogue Strategies in Poetry Teaching	69
2.3.9	Teachers' Experience and Implementation of Peer Conferencing and Socratic Dialogue Strategies in Poetry Teaching	70
2.4	Appraisal of Literature Reviewed	72

CHAPTER THREE: METHODOLOGY

3.1	Research Design	74
3.2	Population of the Study	74
3.3	Sampling and Sampling Technique	74
3.4	Research Instruments	75
3.4.1	Teacher Awareness of Peer Conferencing Strategy Questionnaire	75
3.4.2	Teacher Awareness of Socratic Dialogue Strategy Questionnaire	75
3.4.3	Teacher Implementation of Peer conferencing and Socratic Dialogue Strategies Assessment Sheets	76
3.4.4	Oral Interview Guide	76
3.5.	Research Procedure	77
3.5.1	Introduction to the Selected Schools for the Study	77
3.5.2	Administration of Questionnaires and Assessments of Implementation of Strategies	77
3.5.3	Conduct of Oral Interview	77
3.5.4	Classroom Observation of the Implementation of the Strategies	78
3.5.5	Methods of Data Analysis	79

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Results	80
4.2 Thematic Analysis of the Oral Interview	106
4.3 Discussion of the Findings	107
4.3.1 Awareness of Literature-in-English Teachers of Peer conferencing and socratic dialogue strategies in teaching poetry	107
4.3.2 Literature-in-English Teachers' Implementation of Peer Conferencing and Socratic Dialogue Strategies in Teaching Poetry	108
4.3.3 Teachers' Teaching Qualification and Awareness of Socratic Dialogue Strategy	110
4.3.4 Teachers' Teaching Experience and Awareness of Peer Conferencing and Socratic Dialogue Strategies	112
4.3.5 Teachers' Teaching Experience and Implementation of Peer Conferencing and Socratic Dialogue Strategies	113
4.3.6 Perceived Challenges and Constraints in the Effective Implementation of Peer Conferencing and Socratic Dialogue Strategies	114

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Summary	and	Findings
121			
5.2			Conclusion
122			
5.3			Implications
122			
5.4			Recommendations
122			
5.5	Limitations	to	the Study
123			
5.6	Suggestions	for	Further Studies
123			
5.7	Contributions	to	Knowledge
123			

REFERENCES

124

APPENDIX	1
141	
APPENDIX	2
143	
APPENDIX	3
145	
APPENDIX	4
146	
APPENDIX	5
147	
APPENDIX	6
148	
APPENDIX	7
149	
APPENDIX	8
151	

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Literature is a very useful instrument for moral and intellectual growth of an individual and the society. Literature also plays a major role as a subject in the curriculum of secondary and tertiary institutions. It is a humanising subject in the school curriculum that instructs, entertains and helps students overall development. Through this subject, students are shown the humanitarian way of testing the views and actions of men. The texts used in the subject enrich the human' thoughts and emotions with special effect from the texts. Literature is therefore, imperative to students since it has the ability to educate, amuse and enhance their ability to communicate effectively.

Literature, according to Edgar and Jacobs (1840), is a composition that tells stories, dramatizes situations, expresses emotion and analyses and advocates ideas. New Standard Encyclopaedia of Literary Terms (2009) also looks at literature as imaginative or fictional works that have claim to artistic values. For the purpose of this research, literature is taken to be an imaginative writing that gives expression to various human experiences. Literature is taught at senior secondary schools as Literature-in-English. Four African and non-African texts (two novels and two drama texts) and 12 poems comprising six African and six non-African are recommended for the Senior Secondary School Certificate Examination conducted by the West African Examinations Council (WAEC) and National Examinations Council (NECO). To excel in examination and appreciate the moral values inherent in the texts, students are expected, to read them as many times as possible. Literature-in-English is a subject that is crucial in enabling students come to full actualization of their career aspirations. Tertiary institutions in Nigeria require that students get a credit pass in Literature-in-English to gain admission to study courses like Law, English Language, Theatre Arts, Mass Communication, Linguistics, Classics and other arts-related courses (Joint Admission and Matriculation Board, 2018).

The relevance of literature to the realisation of Nigerian philosophy of education lies in its use to realise the national objective of encouraging people to live

peacefully with one another. Literature, a mirror of the people, is contributory to the improvement and progress of the society in all aspects (Ghasemi, 2008; Adekoya, 2011). The different characters portrayed in literary works are reflections of people in true life situations. The experiences of these characters and the way they react to life issues help learners to have a deeper understanding of human nature (Idialu, 2014).

Despite the invaluable contributions of Literature-in-English to the overall development of human beings, the poor performance in this subject at the senior school certificate level has given students, teachers and school authorities a big cause for anxiety. Report from the West African Examinations Council (WAEC) reveals that for seven consecutive years (2009-2015), only about 42.0% of Literature-in-English students who wrote the examinations had credit, 33.0% had a mere pass, while the failure rate is 21.0%. For instance, in 2009, out of 401,890 students that sat for the examinations, only 40.4% had a credit pass while 15.3% had a pass and 38.4% failed the subject. In 2010, out 376,134 students that sat for the examination, 36.0% obtained a credit pass in the subject, 20.0% had a pass and 38.0% failed. The situations were not different in 2011 and 2012 where 41.0% and 40.2% obtained a credit pass respectively and 40.2% and 31% failed the subject. In 2013 and 2014, 19.9 % and 25.5% had a credit pass while 35.8% failed respectively. In 2015, 18.0% obtained a credit pass and 44.5 failed the subject respectively.

These analyses revealed deterioration in the achievement of students in the subject over the years, implying that their desire to be admitted into the university to study the aforementioned courses was not achieved. According to WAEC Chief Examiners' Reports May/June (2011) and (2012), the poor performance of students in Literature-in English examinations is related to poor handling of the poetry genre of the subject. The chief examiner, November/December (2010), had earlier pointed out that apart from students negative attitude towards poetry, poor teaching methods and strategies is another factor for the poor performance.

Poetry, as one of the genres of literature, is a type of literary writing which employs the use of artistic and musical features of language to suggest meanings. Edgar(1832) sees poetry as the rhythmical creation of beauty. It is also an impulsive flow of strong feeling or thinking reminisced in a calm mind or an explanation of one's inner emotion when the mind is at peace (Wordsword, 1850). It is also seen as an interaction between humans, be it man or woman or man and his environment which generally leads to some understandings or human feelings such as joy, sorrow,

laughter, words which could be poetic (Dasylyva and Jegede 2005). One can also state that poetry is a unique and specialized form of self-expression, having some artistic features (Akporobaro, 2015). For this study, poetry is an expression of one's strong feelings towards a particular thing or issue or person.

This difficulty in poetry, according to them, is because of the fact that the words are ambiguous, obscure, and unfamiliar. The words are also elliptical in nature. Research shows that it is a usual occurrence for students to give discouraging responses when teachers tell them they are to learn or be taught poetry (Harraldson's2011). This is because students see poetry to be difficult, unimportant, uninteresting and out of date. Apart from the academic implications, there are social implications. Nigeria is striving towards social integrations and unity. Nigeria is also striving not to allow diversity in language and culture to affect the unity of the people, that is harmony and unity in the country is greatly desired. But poor learning outcomes of students in Literature-in-English will affect the realization of this unique goal because it is an important tool for social integration and unity. Tribal and ethnic dispute among the various groups in Nigeria has become a daily affair in the society. The glaring example is the breakdown of law and order in some parts of the country, disharmony in the relationships among the different ethnic groups, resulting in ethno-religious crisis and boundary disputes of high magnitude.

The ineffective strategy refers to a strategy that is mainly teacher centred. It is the habitual way of handling poetry in the classroom. It involves the teacher beginning the class by writing the title of the poem and the poet's name on the board. He/she may recite the poem to the students or gets one student to do so aloud. Thereafter, students are asked questions from the poem. The lesson ends after the students are instructed to identify the literary devices. As expected, this strategy of teaching has been condemned by educational experts. To them, students must be active participants in the class. The teacher that wants to dutifully implement curriculum content must not give learners precise, inflexible and disconnected answers, (Ehinderero, 1986).

Furthermore, most teachers of poetry give more importance to the technical parts of poetry instead of the meaning derived from it. For instance, they assume that learners must be shown and taught figures of speech such as metaphor, oxymoron, synecdoche and others which are often entrenched in poetry. This, according to them, will help them to understand the text. These ineffective strategies have not succeeded

in improving the students' performance in poetry especially. It can be ascribed to the obvious fact that learners are passively participating in the teaching and learning situations. The result is the increasing negative attitude in poetry classes. So many solutions have been suggested by educationists to address poor performance and attitude towards poetry. Prominent among the solutions proffered is the adoption of various effective strategies of teaching literature as a whole and poetry, in particular.

Among the strategies experimented with are; lecture, discussion and activity methods (Aluko, 1990), scaffolding strategy, (Baart, 2002), graphic organizer (Ayanniyi, 2009), stylistic and thematic approaches (Kolade-Ojo, 2012) for poetry, in particular. Studies on effective strategies of teaching literature in general include; small group discussion strategy (Okoro, 2007, readers' theatre (Anyachebelu, Anyamene, Obumneke-Okeke, and Adekoya, 2011) and talking display/tape dialogue (Osisanlu, 2012). Though research findings point to the effectiveness of these strategies, it appears that most Literature-in-English teachers in Akure hardly use them in the teaching of poetry. There is not enough evidence that reveals that teachers in Nigeria are aware of prevailing and current strategies and if these strategies are used efficiently, (Samba, Achor and Ogbeba, 2010).

Conferencing is a strategy commonly used in corporate setting for business meetings. It is not common in educational settings but this study will adapt it to educational setting because it encourages active discussion among students. Undoubtedly as a teacher, one has conducted parent/teacher conferencing, but conferencing, as a strategy, is the kind of conferencing between student and teacher, or between students and students. A conferencing can simply be defined as a discussion between two or more people on a specific topic. While one person talks the other listens, then the roles are reversed. In the beginning, the teacher is the listener and the students interact actively on a poem. Then, the roles switch, where the students listen and the teacher discusses the given poem. According to Business Dictionary (2016), a conferencing is a large assembly of persons or members of one or several organisations, deliberating on matters of mutual concern. It can be either a directive approach or collaborative approach (Byra, 1996).

Peer conferencing, as one of the types of conferencing, involves students supporting students with the kind of help the teacher may not provide. A peer conferencing strategy must have a purpose. The purpose determines its structure and category. Routman (2005) identified four categories: content, procedures, process,

and goals. Anderson (2005) identifies six features of effective conferencing. One of these is to have an expected structure, emphasize on a few ideas, reveal clarifications to students' challenges, allow role reversals, promote the use of words suitable for writing; and motivate excitement in writing. A lot of teachers make use of different characteristics of conferencing in their classes. This is seen as a method of questioning, pursuing understanding of or getting information of or getting more details about phenomena. It incorporates examining data and arriving at an inference. This helps students learn not only the topic but also self-direction, accountability and social communication. It also allows students to conform and adjust to a particular understanding. This strategy does not require much of teacher intervention and is also student-centred. Students are encouraged to work in groups and plan all the stages of their learning.

The benefits of this strategy include the following: students recite aloud and approach their poems in a different way; it develops students' careful listening skills, and helps them to obtain immediate feedback. It is not difficult to set up for a class because the logistics are not complex and it only takes up one class lesson per paper. Peer conferencing and exchanging ideas are the secret treasures of Writing Workshop. It is vital in unravelling the treasure box that honours writers, gives new understandings, distinguishes the instruction, and collects information to assist the students in instructional decisions (Lutz and Hoover, 2010). Writing conference has been reported to be a gathering in which there is discussion between the writer and either an adult or a peer. During this discussion, the adult or the peer asks questions or make observations that explain or inspire the writer to speak to his/her own writing (Calkins, 1996). Studies have confirmed effectiveness of peer conferencing strategy on different subjects such as; English Language (Li and Chun, 2012; Cheng and Chang, 2013)), Physics (Byra; 1996). However, there seems to be paucity of research that focus on teachers' awareness and implementation of this strategy in the teaching of poetry in Akure, Nigeria.

Socratic dialogue, as the name implies, is a pedagogy of Socrates. At the initial stage, Socrates assists his students to seek answers to questions raised by them. Covertly, however, he leads them to other questions that are likely to aid the students to gain more understanding of the lesson. Socratic dialogue, according to Marinoff (2007), is a formal conversation by which a small group of 5 to 15 members are guided by a teacher to find an accurate answer to question like 'What is Ambush?',

‘Why is integrity important?’, ‘Can conflict be fruitful?’. Socratic dialogue is not the same with the so-called Socratic method, advanced in Plato's writings. It is different in the sense that it helps a group to realize what something is in contrast to what it is not. In summary, socratic dialogue is a conversation, a process during which a teacher encourages independent, philosophical, and critical thinking. The skill of questioning is of significance with and without Socrates.

The contemporary design can be used for any form of facts and this has a structure that is agreeable to human interpretation that the facilitator wishes to draw from the minds of his or her students. It presumes that one has an understanding of the subject and an objective that is assessable, and confirmable. Socratic dialogue is as worthwhile as its objective. Decisions are arrived at by group consensus, which makes it different from most other modalities of group work. For instance, the socratic dialogue is neither a debate nor any other kind of competition and so, there are no winners and losers. While the entire group will either succeed or fail to arrive at a conclusion of the dialogue within the assigned time, every step in the process is attained by agreement. Therefore, every significant question, doubt, perception, observation or objection offered by a member is deliberated on by the group as a whole, until everyone is satisfied by the consideration.

Most of the research works on the effects of Socratic dialogue were done in surroundings where English language is a first language and in subjects like Mathematics, Physics and so on but teachers’ awareness and implementation of the strategy for poetry teaching appears not to have been investigated. This might, in the view of Shinn (2007), be connected with the fact that adoption of a teaching strategy is a function of teachers’ knowledge of the workings of the strategy and their practicability in the teaching and learning process. Consequently, it is necessary to assess the level of awareness of Literature-in-English teachers of peer conferencing and Socratic dialogue instructional strategies as this will determine the extent of use of such strategies for poetry teaching. Previous studies related to poetry teaching dwell, mostly, on effectiveness of teaching strategies in enhancing the performance of learners in the respective subjects using quasi-experimental designs (Danmole and Femi-Adeoye, 2004; Nwachukwu and Nwosu, 2007; Longjohn, 2009) without considering teachers’ awareness of the strategies and their ability to implement them. This study, therefore, investigated teachers’ awareness and implementation of peer conferencing and socratic dialogue strategies in poetry teaching.

Teachers' awareness of effective strategies of teaching and learning situations will help them to adopt them to teach effectively. Many teaching strategies abound that reveal poor results because most times teachers are not completely aware of them or teachers use them wrongly and at the wrong time (Fauziah, and Bizmah, 2013). Most of these teachers are not making use of the diverse forms of teaching strategies that can help them handle some particular problems linked to the poetry teaching. In other words, this could mean that they understand the subject matter more than they do the pedagogical aspects, especially as it involves innovative strategies of teaching poetry.

This is likely because of the challenges some teachers may encounter when applying various effective strategies in their classroom. Some of the teachers are not aware of some moderately current and innovative teaching strategies that are advantageous to both the teachers and the students. It is also likely that they have no knowledge of how to make use of those ones they are aware of (Samba, Achor and Ogbeba, 2010). Teachers are expected to be acquainted with the various teaching strategies that take cognisance of the intricacy of the subject or aspect to be discussed. The strategy itself does not have to be a fresh one but its application to a specific topic; concept or theme may be different. Explicitly, the teacher must be aware of a teaching strategy that is suitable for the students in order to guarantee a more efficient teaching and learning. Some teaching strategies encourage students' participation more than others and can even add zest to their daily life. So when a teacher uses only one type of teaching strategy, it cannot be appropriate for students' better understanding of some topics or subject matters or for effective teaching.

Some scholars like Fauziah, and Bizmah (2013) believe in the combination of variety of teaching strategies and that they are more suitable for effective teaching. This is conceivable if only the teachers are aware that these strategies exist and can implement them effectively. The teacher's duty becomes even more complicated when there are students of different abilities and backgrounds. Therefore, teacher's knowledge of teaching strategies is not sufficient but the ability to apply the knowledge to related activities is much more important. Kaya, Kablan, Akadiya and Demir (2015) also observe that despite the numerous researches on student-centred strategies as afore-mentioned in poetry teaching, particularly and Literature-in-English in general, teaching practices still seem to be mostly teacher-centred at every level of education. Most teachers do not possess enough awareness of what student-

centred teaching strategies are and even when they know, are unwilling to implement it in their classrooms. This could be due to the inadequate knowledge of how to teach student-centred lessons, thereby reducing students' active participation in the teaching and learning situation.

Research reveals that teachers' awareness of instructional strategies in the teaching of subjects like mathematics, Biology and so on was on the average (Kaya, Kablan, Akadiya and Demir, 2015). Though the teachers consider the student-centred strategies to be more useful in the teaching of science subjects, they, however, were more aware of teacher-centred strategies and, of course, were more able to implement them. A possible reason for this is because they lack the basic knowledge of some student-centred strategies and are not able to implement the ones they know effectively. To unravel the ambiguity and difficulties behind poetry, a teacher needs a strategy or strategies that engage students optimally in order to arouse their interests and motivate them. So, by implementation, one refers to teachers' level of using a strategy effectively.

Numerous factors are likely to influence teachers' awareness and implementation of peer conferencing and Socratic dialogue strategies. These include teachers' motivation, self-efficacy, qualifications, experience, welfare and others. This study intends to examine two of them. Policy makers and researchers have identified teachers' qualification as one of the crucial variables that is able to predict the quality of teaching and learning (Matthew, Susanne, Christopher, Gabriel and Wong, 2017). Teachers' qualification can be defined as a special skill that makes someone qualified in doing a certain work or activity (Aina and Olanipekun, 2015). So, teachers' qualification is a precise expertise or understanding that someone possesses to make him or her fit to do a teaching job. It is also seen as educational and professional degrees that empower an individual to be a certified instructor in primary or secondary school. These qualifications comprise the Postgraduate Certificate in Education,(PGDE), the Professional Diploma in Education (PDE), Bachelor of Education (B.Ed), Nigeria Certificate in Education, among others (NCE) (Abe, 2014).

The most significant aspect that contribute to poor students' performance, among others, may be untrained teachers (Danhui, 2008).Possessing a teaching certificate at hand in most cases does not indicate adequate knowledge of the subject matter. This type of people cannot be seen as being qualified or possessing teaching qualification yet. This is also applicable when a person without appropriate

understanding of pedagogy or a person who has spent a few years in training without fulfilling all the requirements does not possess teacher qualification (Darling-Harmond, 2010). This is justifiable in the sense that teacher qualification is a modifiable factor. For instance, teachers may be required to exhibit one or more of the above qualifications in order to be qualified for employment or external intervention, and training programs could be expected of the existing teachers in order to keep their jobs. Educational scholars have concentrated on improving teacher qualification as a way to increase student performance without investigating its influence on teachers' awareness and implementation of teaching strategies.

And as concluded by several studies (Danhui, 2008; Akinsolu, 2010; Aina and Olanipekun, 2015 and Matthew et al, 2017), teacher with better teaching qualification can encourage students' higher and greater academic achievement but the influence of teaching qualifications on teachers' awareness and implementation of teaching strategies particularly in the teaching of poetry should not be underestimated. Khurshid and Zahur (2013) findings reveal that more professionally qualified teachers are kept abreast of various new and advanced strategies and they have higher rate of implementation, compare to others. This implementation is observed to be really connected to teachers' experience and professional qualification. However, the influence of this factor, teacher qualification, on teachers' awareness and implementation of peer conferencing and Socratic dialogue strategies is yet to be determined. This study aimed to achieve this.

Experience is a greatly valued factor in the teaching profession like any other professions. With experience having such a key role in secondary schools complex cost-, benefit deliberations, it is, therefore, important to study how teacher's teaching experience has impact on students' performance. Teacher's teaching experience is the sum total of years a teacher has spent in the teaching profession. It is an issue that concern policymakers greatly as experienced teachers are more able and skilled to teach higher level or advanced classes, and therefore, have students that accomplish much in their classrooms. It is, therefore, feasible that learners with low achievement level are likely to have a double disadvantage because of the possibility of being taught by less experienced teachers (Danhui, 2008). Teachers with many years of teaching experience will also produce students with greater success (Akinfe, Olofiniyi and Fashiku, 2012). These studies showed that less experienced teachers are naturally not as competent as the experienced ones.

Furthermore, teachers with many years of teaching experience are believed to be more able to focus on the most suitable way to teach particular subject matter to students who are likely to be different incapacities, prior knowledge and upbringings. Undoubtedly, teachers' teaching experience is positively correlated with students' academic performance. However, its influence on teachers' awareness and implementation of peer conferencing and Socratic dialogue strategies is yet to be determined. This study therefore investigated this.

1.2 Statement of the Problem

Literature-in-English is an essential subject offered in the secondary school for its numerous benefits. Poetry, an aspect of this subject, is taught in schools to equip learners with language skills and develop their sense of aesthetics. It is a powerful tool that can be used to build relationships and communities through the use of recitations, lullaby and so on. It also influences musicality. Despite the invaluable contributions of poetry to human life, reports from public examination bodies point to the fact that students have not been doing well in it. This poor performance has been linked to the poor teaching of poetry. Studies have shown that students see poetry as ambiguous, difficult and obscure. As part of the efforts to address the problem, scholars have experimented with various innovative strategies which are peer conferencing and Socratic dialogue strategies but, it appears that teachers hardly use these strategies in the teaching of poetry, thereby, raising suspicion about their lack of awareness of the way these strategies work.

Studies have also shown that the teachers' level of awareness of teaching strategies will determine the successful implementation of the strategies but there is little emphasis on Literature-in-English teachers' awareness and implementation of peer conferencing and socratic dialogue strategies in poetry teaching. There are many factors that are likely to influence teacher awareness and implementation of peer conferencing and socratic dialogue strategies. Two of such factors include teachers' teaching qualification and teaching experience.

Hence, this study was conducted to examine teacher awareness and implementation of these two interactive strategies in poetic literature-in-English classroom in Akure North and South, Ondo State, Nigeria. It also determined the influence of teachers' teaching qualifications and experience on their awareness and implementation of peer conferencing and socratic dialogue strategies.

1.3. Research Questions

The following research questions were answered in this study:

- 1a. What is the extent of awareness of Literature-in-English teachers of peer conferencing instructional strategy in public secondary schools in Akure North and South?
- b. What is the extent of awareness of Literature-in-English teachers of Socratic dialogue instructional strategy in public secondary schools in Akure North and South?
- 2a. What is the level of teachers' implementation of peer conferencing instructional strategy for poetry teaching in public secondary schools in Akure North and South?
- b. What is the level of teachers' implementation of Socratic dialogue instructional strategy for poetry teaching in public secondary schools in Akure North and South?
3. What are the perceived challenges and constraints faced by teachers in the implementation of these strategies?

1.4 Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Ho1. There is no significant relationship between teachers' teaching qualification and awareness of peer conferencing and Socratic dialogue strategies?

Ho2. There is no significant relationship between teachers' teaching qualification and implementation of peer conferencing and Socratic dialogue strategies?

Ho3. There is no significant relationship between teachers teaching experience and awareness of peer conferencing and Socratic dialogue strategies?

Ho4. There is no significant relationship between teachers' teaching experience and implementation of peer conferencing and Socratic dialogue strategies?

1.5 Scope of the Study

This study encompassed 30 public secondary schools in Akure North and Akure South local governments. It investigated teachers' awareness and implementation of peer conferencing and Socratic dialogue strategies. Thereafter, there were oral interviews of the teachers on the effective ways of implementing peer conferencing and Socratic dialogue instructional strategies for teaching of poetry using 'Ambush' by Gbemisola Adeoti and 'The Dining Table' by Elvis Gbanabom, as examples. The challenges and constraints on the effective implementation of the strategies were also discussed. The effect of teachers' qualifications and teachers'

experience on their awareness and implementation of peer conferencing and Socratic dialogue strategies were also investigated. The poems were taken from the current secondary school syllabus and the research was restricted to Senior Secondary School teachers from the two local governments (Akure North and Akure South), Ondo State.

1.6 Significance of the Study

This study examined teachers' awareness and implementation of peer conferencing and Socratic dialogue strategies in poetry teaching. Findings from this study revealed teachers were aware of peer conferencing and Socratic dialogue to an extent. If flaws in awareness and implementation are remedied, teachers would be more developed in the use of these strategies. It is believed that the result would lead to better teaching and learning in poetry with the utilization of the strategies. It would also add to the pool of research on the development of teaching and learning situations in poetry. It would reveal areas of professional developmental need in developing poetry teachers in Akure North and South.

1.7 Operational Definitions of Terms

Peer Conferencing Strategy: is a strategy that involves a conversation among students on a particular poem.

Socratic dialogue Strategy: is a strategy that involves students seeking answers to questions concerning a particular text or a poem.

Achievement in poetry: is the performance of students as exemplified by their scores in poetry.

Teachers' awareness: This is teachers' knowledge of peer conferencing and Socratic dialogue strategies for teaching poetry.

Implementation of Peer conferencing and Socratic dialogue strategies: This is teachers' lesson preparation and delivery in peer conferencing and Socratic dialogue strategies for poetry classes.

Teachers' teaching experience: It is the number of years a teacher has spent on his or her teaching career.

Teachers' qualification: It is the level of educational accomplishment in the teaching of Literature-in-English.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, relevant literature to the study was reviewed under the following sub-headings:

2.1 Theoretical Framework

2.2 Conceptual Review

2.2.1 Meaning and Nature of Literature

2.2.2 Functions of Literature

2.2.3 Genres of Literature and Concept of Poetry

2.2.4 Evolution and Characteristics of Poetry

2.2.5 Objectives of Teaching and Learning Poetry in Schools.

2.2.6 Values of Teaching and Learning Poetry in Schools.

2.2.7 Approaches to the Teaching of Poetry

2.2.8 Methods and Strategies of Teaching Poetry

2.2.9 Classroom Dynamics in the Teaching of Poetry

2.2.10 Factors Affecting the Teaching and Learning of Poetry in Schools

2.2.11 Peer Conferencing Instructional Strategy

2.2.12 Socratic Dialogue Instructional Strategy

2.4 Empirical review

2.3.1 Studies on the Teaching and Learning of Poetry

2.3.2 Studies on Peer Conferencing and Poetry Teaching

2.3.3 Studies on Socratic Dialogue and Poetry Teaching

2.3.4 Teachers' Awareness and Implementation of Peer Conferencing Strategies

2.3.5 Teachers' Awareness and Implementation of Socratic Dialogue Strategy

2.3.6 Teachers Qualifications and Awareness of Peer Conferencing and Socratic Dialogue Strategies in Poetry Teaching

2.3.7 Teachers' Teaching Experience and Awareness of Peer Conferencing and Socratic Dialogue Strategies in Poetry Teaching

2.3.8 Teachers' Qualifications and Implementation of Peer Conferencing and Socratic Dialogue Strategies in Poetry Teaching

2.3.9 Teachers' Teaching Experience and Implementation of Peer Conferencing and Socratic Dialogue Strategies in Poetry Teaching

2.4 Appraisal of Literature Reviewed

2.1 Theoretical Framework

This study is premised on two theories, the theory of conscientisation and social learning theory.

2.1.1 Theory of Conscientisation

The theory of conscientisation and dialogue was developed by Paulo Freire in 1964 and it states that social transformation should emanate from the people and not secluded persons. The political nature of Freire's education is beneficial to those striving to be heard in an oppressed society because they live in a society where they are completely muzzled. Freire argues that individuals can be educated as well as be exposed to a universal outlook that is uncertain and puzzling or an outlook that gives them a clearer and more comprehensive vision of their life situation. This latter outlook is achievable not just by presenting it to the class, but also giving reasons and showing them (Arora, 2007). Freire believes that the people beset with oppression could change their situation in life through their reflection about realities and the action they take to change their situation. Their deliverance from misery is possible through the kind of education they are exposed to (Freire, 1996). When these people are taught about their values, past, belief, culture, the knowledge they gain can affect and change their lives and guide them towards their own liberation. However, Freire believes that the education itself is not as beneficial to the masses as expected. Instead, it has contributed greatly in keeping them oppressed. Therefore, it has to be restructured so as to change things for the oppressed (Sismwo, Rop and Osman, 2014).

Freire also believes that man is a being of praxis. *Praxis* refers to a process where students who have become critical thinkers, begin to reflect on their environment and things around them. This, therefore, is the beginning of the process of their *humanization* (Arora, 2007). This is a process of thinking and acting upon the world in order to effect a change and make it better. This process would involve

persistent analysing of the situation and assessment. Freire is of the view that this progression cannot take place in a totalitarian form of learning like Banking education which impedes the emancipation and independence of the poor. He argues that transformation may emanate through the course of discourse and consideration that give direction to transformation through ones' act or deed and involvement. Freire also believes that Praxis is at the core of changing the world and this is what makes one become fully human. Freire's preferred comparison for traditional form of learning, the banking method, emphasises on the rigid form of imaginative and critical reflection in collective learning. He affirms that banking education gives the poor masses no other opportunity but to remain in the scheme or structure that put them in perpetual state of domination. In Freire's observation, learners in this state are not given the chance to ask question or analytically assess their immediate environment. Consequently, they are given no chance to transform themselves for good. Freire states that learning is not a rote memorisation method of teaching. It is also neither a measure of information to be committed to memory nor a bundle of abilities to be taught to learners (Arora, 2007).

Freire's Social Pedagogy describes Education as a concept where individual and society are connected, as a collective accomplishment that can endow or expose the students to skills that will lead to their emancipation. He explains further that learning should be such that would lead to freedom of culture. It should be a kind of learning which is capable of helping students realise their creative skills that would eventually lead them to more exploration, self-realisation and development. This kind of learning that gives freedom and empowers the students is not a new data bank or policy of learning. It is rather a liberating and progressive affiliation between students and teachers, students and learning and students and the society. The role of teachers in this kind of learning should be that of communicating with the students and not trying to oppress or silence them. Human beings are to dialogue or communicate between or among themselves to effect a change. In the act of reflecting on objects, the subjects, which are human beings, critically analyse the world with the cooperation of another subject. This cooperation of the subjects in the act of reflecting on the world is termed communication by Nyirende, (2008).

Hence, during discourse, every subject is expected to be actively involved. The subjects are involved in a discourse where they communicate with one another. They communicate with one another through the use of linguistic signs. There should

be concord on the linguistic signs to be used for expression so as to increase understanding between the subjects or for communication to take place. Understanding and expression are inseparable and occur alongside each other. Educational stakeholders must consider this observation during the teaching and learning situations. For instance, when handling a case such as digestion, the teacher may use a method of codes which are comprehensible to the students for easy understanding of his or her technical terms. And problem-posing discourse minimizes the disparity between the expression as presented by a technician and the understanding of this expression by the learners in relation to its significance to them. Therefore, the logic of communication suggests the same for both.

Freire rejects rote and mechanical learning and instead, proposes dialogue and problem- posing, motivating teachers and students to improve their analytical reflection of the environment and increasing self-assurance. This system of learning is described as a dynamic educational strategy which assists an individual to be very mindful of his situation and his settings as a human being (Saleh, 2013). It will become a tool that presents learners with choice as described by Freire's learner-centred discourse such as being engaging, well-placed, critical, liberating, dialogic, dissocializing, all-inclusive, in favour of research, innovative and affective. Several important lessons could be learned from this which can be applied in recent time. His philosophies concerning the liberal teacher and the problem-posing approach give an option of another approach for the perspectives controlled by traditional methodologies namely 'banking education' It endows students, gives account for their beliefs and background, and encourages them to participate keenly in problem-posing dialogues in order to accomplish critical awareness and to grow into self-sufficient learners. These are essential values of this approach and its effects in English language teaching have proved to be encouraging (Cotterall, 2000; Field, 2007).

The original word for conscientization is conscientizacao in Portuguese. It was initially used by professors at Brazilian Institute of Higher Studies at their conferences and was originally brought into the English world by Helder Camara (Liu, 2012). It got into the international educational discourse through the first publication of Freire's two essays, 'Cultural Action and Conscientization' and 'The Literacy Process as Cultural Action for Freedom'. The notion is simply described in *Pedagogy of the Oppressed* as learning to observe the social, political, and economic conflicts and to take steps against the tyrannical basics of reality. Hence, from the start, the concept is

essentially on learning for critical awareness. Conscientization, therefore, helps people to organise themselves in order to take action that will lead to the transformation of their communal realities. The idea of conscientization fascinated the people who have faith in humanistic associations for the involvement of the oppressed and in the need for a swift reformation of society.

It is anchored on the value conjectures of impartiality of everybody, their right to learning and values, and the freedom to analyse their situation and effect a change. It also represents having a belief in the ability of the people, together with the unlearned, to involve them in analytical discourse which is the process of attaining conscientization. Conscientization necessitates a person to transform his or her attitudes, discernment or philosophies. In other words, people must take a chance to question and transform their social reality (Selah, 2013). Classroom has failed to be a place where intellectuals engage in discourse that can bring about positive transformations. Rather than conveying facts and abilities from the instructor to the learners, a Freirean teaching and learning environment must inspire students to think analytically about a particular concept, doctrines, the educational process itself and their society (Sismwo et al, 2014). In the progressive teaching and learning environment recommended by Freire's ideas, instructors introduce challenges that emanate from student's personal life, societal issues and school subjects, in a dialogue that is mutual.

This theory can be applied to this study because the two instructional strategies encourage students' active participation and engagement. The theory, in an attempt to clarify and demystify meaning, advocated the theory of dialogue. Students are capable of action and reflection. They read about action from the text and reflect on it through dialogue and critical thinking. The teacher is a person that poses a problem and asks stimulating questions and inspires the students to do same or give answers. This also increases critical thinking because students are active participants, interacting and cooperating to reach a common goal: finding answers to questions or problems. In Socratic dialogue, the main set-up of the class is dialogue around challenges presented by instructors and learners. The instructor begins this process, directs it into deeper phases and by asking series of questions for clarification, the teacher encourages learners to affirm their rights of learning, building the discourse with their words (Arora, 2007).

2.1.2 Social Learning Theory

This theory, advanced by Albert Bandura (1977), posits that new patterns of behaviour can be learned and developed through direct involvement or by modelling the behaviour of others. The theory is, most of the times, labelled to be a link between behaviourist and cognitive learning theories since it comprises attention, memory, and motivation. Individuals can acquire knowledge by modelling other people's behaviour, attitudes, and the results of those behaviours. Most actions are learned by observing the behaviour of the models. From watching others closely, one develops an initiative of how to perform new behaviours, and on subsequent occasions, this implicit evidence serves as a yardstick for achievement. Social learning theory describes human behaviour in relations to persistent mutual communication between cognitive, behavioural, and environmental influences. The two important ideas in this theory are; the observational learning and mediational process.

Bandura Social Learning Theory explains that children watch the various behaviours of the people around them. The people that are studied are referred to as models. In every society, students have a lot of prominent models around them, like their parents or family members, characters on children's TV, friends within their age mates and their tutors at school. Different instances of behaviour are studied and emulated from these people, e.g. male and female, pro and anti-social etc. Students look up to these people as models and imitate their behaviour. They imitate this pattern of behaviour from these models irrespective of acceptability and suitability of their behaviour, nevertheless there are some procedures that make it more probable for a child to replicate the behaviour that the society considers fitting for its gender (Mcleods, 2016).

First, children have the likelihood to accept and emulate those people they observe as having similar features to themselves. Subsequently, they will possibly emulate behaviour exhibited by people of the same gender. In addition, the people that surround the children are likely to react to the behaviour they emulate with either reward or chastisement. If children emulate a particular model's behaviour and they are rewarded for it, then, the children are likely to keep on acting out the said behaviour. If a mother observes that her little girl tidies up her room or washes her plate after a meal and says 'what a neat girl you are', the statement is a reinforcement that rewards the child for the positive behaviour and this makes it very possible for the child to keep on with the behaviour. Her behaviour has been reinforced. Reinforcement can be of various types. If a child desires appreciation from family or

friends, this appreciation serves as an outward reward, but feeling joyful about being appreciated is an inward reinforcement or reward. Children are likely to exhibit behaviours that they believe will attract to them appreciation or approval because they desire to be appreciated. Positive (or negative) reinforcement will have less effect if the reinforcement given externally is not equal to the children's needs. Reinforcement, whether positive or negative, must, most importantly, lead to a transformation in a person's behaviour (Bandura, 1977).

Social Learning Theory is often known as the link between traditional learning theory (ie. behaviourism) and the cognitive approach. This is for the reason that it centres on how cognitive factors are embedded in the learning situation. Unlike Skinner, Bandura (1977) is of the view that individual processes every information that comes in actively and thinks about the connection between their behaviour and the consequences. These mental or cognitive features interfere in the learning process to establish if a new behaviour has been learned. Consequently, people do not study the behaviour of a model and emulate it by design. There are lots of considerations preceding the imitation and this consideration is called mediational processes. This takes place between studying the behaviour (stimulus) and emulating it or not (reaction). The theory is related to Vygotsky's Social Development Theory and Lave's Situated Learning, which also highlight the significance of social learning (McLeod, 2016).

Bandura proposed four mediational processes: a) attention: the amount of attention given to a particular behaviour can increase or decrease it through the influence of different factors. This includes uniqueness, frequency, intricacy, and functional value. An individual's characteristics such as sensory abilities, arousal level, perceptual set and past reinforcement have influence on attention. b) Retention: refers to the ability to remember the object of attention. It comprises symbolic coding, mental images, cognitive organization, symbolic rehearsal and motor rehearsal. c) Reproduction: refers to the ability to replicate the image. It embraces physical skills, and self-reflection of reproduction. d) Motivation: this has to do with one's reason for emulating. This comprises motives like one's past which is known as traditional behaviourism, promised made or given which is termed imagined incentives, and vicarious which is one's ability to see and recall the reinforced model.

This theory can also be applied to this study because in peer conferencing, students observe one another, interact and imitate themselves. The teacher acts as a

facilitator over the students and reinforces appropriately. Students pay attention to their peers in a conference, retains what they have learned in their memory, reproduce when necessary (through tests or examinations) and they are reinforced accordingly.

2.2 Conceptual Review of Literature

2.2.1 Meaning and Nature of Literature

The term 'Literature' does not lend itself to a single definition. This could be as a result of the fact that literature is a polysemous word. The word 'literature' is derived from two Latin words, 'litera', meaning written, and 'orature' meaning oral expression (Ayebola, 2006). As an oral art, it is transmitted by words of mouth from one generation to another. Most oral forms of literature were the earliest forms of literature by which communities sought to preserve their identities as groups. Important elements of their culture were handed over down from one generation to another in verbal arts such as myths, through which they explained natural events like earth's creation; legends, which are exaggerated stories of past heroes; proverbs, which convey moral lessons, warning and advice; and folktales which are popular stories. Other forms include riddles, chants, recitations, ritual performance and festival dramas (Idialu, 2014).

Literature is also a work of art identified as an artistic or creative writing because of its fiction-writing which may not accurately real. Similarly, literature is labelled as an imaginative writing that involves an artistic reorganisation of experience so as to convey it message more fully or precisely. Literature is any creative piece of writing that can also be sung, spoken or chanted, to convey a particular theme. The language used in conveying the message is beautiful and interwoven, with the aim of entertaining and informing the readers. In other words, literature deals with beauty, innovation and the artistic vocabulary, creatively chosen, with intent to provide delight and pleasure to its readers while conveying messages (Owoeye, 2008).

Many scholars have made several attempts to explain 'literature'. They started with the effort to explain what literature mean, with the observation that a search to discover the real definitions of the term by many scholars and the results or answers given is hardly ever acceptable. Some definitions of literature are wide and unclear, and keep changing over time. Actually, one thing that is definite on the definition literature is that the definition changes with time. So, literature has socially related

definitions because its definition keeps changing over time (Simon and Delyse Ryan, 2014),

Literature includes four things; characters, plot, theme or statement and style (New Standard encyclopaedia of literary terms, 2009). These elements are used in a way that will create a unified work of art. It is explained further that the language as used in literature is different from ordinary spoken or written language because the words, structures, and characteristics are used artistically to create meaning. Principally, diction in literature is different from ordinary language in three ways: first, language is focused and expressive. Second, the aim is not just to enlighten, discuss, or score a point but to give a sense of pleasure to a certain extent in the quest for a new experience, and third, it requires deeper attention and deliberation from the students. This shows that the diction in literature is unique, original, of quality and entertaining. The existence of variety of meanings in a text makes literature quite different from any other texts. Literary text entails textual meaning and referential meaning and non-literary text only consists of referential meaning. The textual meaning is the meaning that is created from the connection of text itself, while the referential meaning is meaning that is created from the connection between internal text and external text (Awin, 2016).

2.2.2 Functions of Literature

Critics all agree that the main function of literature is to entertain the readers and give them pleasure (Ajimuda, 2008; Adams and Babiker, 2015). It is a resource which offers learners opportunities to learn various ways and use of language, different from the normal usage and it arouses learners' individual intellectual development through the support of self-consciousness and awareness of the society around them. It gives learners information on the history of literature, traditions, culture, nature of influences and the association between writers and texts. Nevertheless, literature within school or institutionalized surroundings concentrates on the possession of qualification in literary studies (Adams and Babiker, 2015). It is a valuable subject that shows the human conditions in real terms, whether it is real or imaginary, and depicts life as it has actually been. It can be the creation of the authors' imagination which can be prophetic.

In many parts of the world, literature has been an essential part of second language courses for a very long time. More recently, however, a growing number of intellectuals have begun to re-evaluate the function of literature from a different

viewpoint: instead of being taught as an addition to the language proper, literature could serve as a source for language teaching with a lots of valid and fascinating texts that might be advantageous to the process of second language learning from several perspectives. There are three areas in which students of literature can benefit from their engagement with literary writings, namely; language development, individual development and cultural enhancement. Beside this, studying literature also helps build and improve the intellectual faculties of the students (Sharminne, Vasuthavan and Kunaratnam, 2009). It acts as a guide for good writing; it is memorable because it creates a lasting feeling on the reader' emotion. It also helps integrate the rhythm of a language, as well as improving the students' intelligence and sensibility. Literature also helps to improve the students' communication skill together with the enrichment of their verbal ability and reading skills (Banegas, 2010).

Literature echoes various experiences, ideas, cravings of human beings in their day to day activities which can be expressed on several forms and styles of literary works. It increases ones' awareness and experiences about human conflicts and challenges including ideals, ethics, values and human interests. A reader therefore, can get different impressions from any text read (Wijaya, 2012). In education, literature offers a significant benefit for students' improvement and understanding. It encourages language expansion, creates a sense of individuality. It is a mirror and helps articulate identity of a people. Literature can also encourage the students to have a sense of empathy, help them to form a theory in mind, defamiliarise reality and help readers to reflect on human character and effect a social change. Apart from being a tool for pleasure, it is also for spiritual enlightenment and broadening of awareness (Adebile, 2012 and Farley, 2017). It connects individuals with larger truths and ideas in a society.

Literature as a subject has some unique characteristics that make it different from other subjects in the school syllabus. It is mostly seen as a work of art or imagination that gives a living expression of distinct certainties. It replicates the cherished literary principles of the country or period. It is summed up in Ayanniyi, (2009) that when literature is taught, human experiences are taught. This makes works or art come alive, even better than painting in some cases. It is also declared in (Adam and Babiker (2015) that teaching and reading different literary genres can contribute in promoting students' creative writing. In other words, it creates a way for people to

record their thoughts and experiences to others through fictionalised accounts of experience.

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 and 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.

2.2.3 Genres of Literature and Concept of Poetry

Genre, a French word, meaning 'style, form, sort', refers to works that are grouped based on their structure or the treatment of the subject matter or both. It can be described as a method of categorising literature. Genre designates a proposed form or style but, such forms or styles are subject to modification, and can be used in diverse ways in different times and culture. The three main genres of literature are identified as prose, drama and poetry. Each of these genres of literature makes a unique impact on people who read them. Prose as a genre of literature, uses ordinary arrangement of words and natural discourse rather than rhythmic structure. Unlike poetry which is written in lines, prose is written in sentences. The novel is a prose narrative that is long and fictitious. It has a form that is close to reality which makes it different from the chivalric romance (Goody, 2006).

In some of the European languages the corresponding term is *roman*, showing the juxtaposition of the styles. In English, the term appeared in the romance languages in the late fifteenth century. It came to designate something novel and unique, without a difference between reality and imagination. Though, many historical archetypes exist, even the so-called novels, the modern form of this novel surfaced late in cultural history during the eighteenth century. At the initial stage, the novel attained a leading position among other literary forms, both in popularity and criticism (Moretti, 2006). The novella in purely quantitative terms exists between the novel and short story. Since there is no specific definition of novella, in relation to number of words or pages, William Giraldi (2008) therefore, concludes that it is a type of literature whose distinctiveness will always be uncertain.

Recommendation made by scholars revealed that the limitation of the size of this form of writing will generate several aesthetic outcomes, which are shared with the novel or short story, and others are distinctive to this type of writing. Prose comprises those written within the normal course of conversation in sentences and

paragraphs. It has a form of language which uses the conventional grammatical structure and ordinary flow of speech rather than rhythmic structure, (Fatokun 2008). It is a work of art that is not poetic and its language has no prescribed metrical structure. Normal everyday speech is spoken in prose that comprises full grammatical structures. Prose is of two types: fiction and non-fiction. Non-fiction prose is a creative writing centred, mostly, on fact. Examples of non-fiction prose consist of Biography and Autobiography, letters publications, book reviews and literary analysis. Fictional prose denotes a work of art that portrays man's creative ability that takes forms in people's stories or events. Its different examples include; prose allegory, romances, satires, novels, short stories and novelettes (Heidi, 2012).

Drama is an aspect of literature that represents works of art meant for performance on the stage (Collins English Dictionary, 2009). This aspect of Literature-in-English represents all plays or anything meant to be acted on stage. In this way, one can argue that all scripted television shows and shows are a part of drama: they are written with the purpose of being acted on for an audience (Janovsky, 2016). Drama is literature meant for acting on stage which is frequently accompanied with music and dance, as in show and musical theatre. A play is a type of this class of literature that refers to the written dramatic work of a playwright that is projected for presentation in a theatre. This type of literature includes essentially discourse amidst characters, and generally aims at theatrical or dramatic presentation instead of reading. A closet drama is a type of drama that is meant to be read rather than to be acted on; therefore, it is proposed that the full comprehension of this work of art can be realised completely on the page. Almost all drama forms took the verse form until relatively recently (Cody, 2007). Drama is made of dialogue and is divided into acts and scenes. It is the theatrical dialogue performed on stage (Kolade-Ojo, 2012). It involves the use of props and costumes and other items used on a stage. A playwright is an individual that writes plays. Forms of drama include tragedy, melodrama, tragicomedy and comedy. Occasionally, the subject matter is plainly stated in the title or it may be less obvious and emerges as the play unfolds.

Drama plots refer to the actions of a play. These plots should include some kinds of harmony and intelligibility by setting up an arrangement through which each action instigates the subsequent one. Each action must have a connection to what preceded it or what comes after (Okolo, 2003). Characters are the people acting in a play and are entangled in conflict that contains a form of movement. These action and

movement in the play which begin from the initial conflict, moves through rising action, to the stage of climax and finally it will fall to the stage of resolution. Each character has its own peculiar individuality which includes personal traits, age, appearance, philosophy, socio-economic setting and language. The language in drama is a combination of words carefully chosen by the playwright to indicate diction and accent of each of the actors in the play. Dramatic structures involve the general structure or system which the author uses to coordinate the dramatic materials and or performance, (Ibitola, 2005).

There is a great variety of definitions of poetry and the researchers cited here all have their own views concerning what can be defined as poetry. William Wordsworth (1770-1850) defines poetry as the creative expression of strong emotions, usually rhythmic, an impulsive overflow of powerful feelings reminisced in serenity or when the mind is at rest. It is also a creative work that reveals the experiences, feelings, and outlooks of the writer through a self-referential use of language that generates awareness and a fresh and unique knowledge of the experience, thought or feeling expressed in the text for the reader and writer. While this definition can be applied to other types of texts, it should be noted that studying poetry is special because the learning process connects directly to the way language is used. The language of the poem guides and arbitrates the process of understanding. Poets use language, not just an apparent medium that simply transfers their message to the readers but the language of the poem is their message (Hanauer, 2004).

Poetry is different from the novel or drama because it does not contain a plot. It is an art that does not replicate life as a novel does. Poetry can be compared with philosophy and though people might associate poetry with wisdom, the wisdom to be found in poetry is mainly associated with the form of the words (Dodsworth, 2010). Poetry can be approached as texts where prosody, metre, different enunciation of words, as well as different kinds of rhyming are important, both for meaning and for how the language is perceived and this makes it different from other types of texts (Overton, 2010). It can also be seen as a unique and specialized form of self-expression that has some artistic features. It applies to the many forms in which man has given a rhythmic expression to his most imaginative and intense perception of his world, himself and the interrelationships of the two (Akporobaro, 2015).

To Haraldson (2011), poetry is a text that creates its meaning through the poet's use and arrangement of words within the text. This agrees with Hanauer (2004) and

Dodsworth (2010) in that poetry often is a very personal form of text that usually has no explicit plot and thus demands more from the reader. It is worthy to note, that though, there are poems that may or may not fit into this definition, poetic texts include the presence of sounds more than proper words for example. One can also find poems written in a way which makes the words create an actual image from which meaning can be derived, both on its own and together with the words used in the poem. To Schmidt (2010), poetry is an imaginative work of art that utilizes human language for its creative qualities in connection with its imaginary and semantic content. It is mostly oral or literary writings that use language in a way that appeals to the feelings of the learner and the audience and it differs from ordinary prose. Edited or short form may be used to express feeling or ideas to the reader's or listener's mind or ear; figurative expressions such as assonance and repetition may also be used to achieve musical or incantatory effects. Poems often depend on their impact on imagery, word connection, and the musical qualities of the language used. The collaborating layering of all these effects to create meaning is what makes poetry different from other forms.

Poetry is also literary composition which expresses intense feelings and thoughts written in lines that form stanzas. It is characterized by imagination, emotion sense of impression and written in concrete language, often rhythmically expressed and arranged in an orderly manner. It is reported that ambiguity is more pronounced in poetry than in drama and prose because poetry is more capable of different interpretations (Idialu, 2014). Poetry can also be seen as a literary art that is applicable to various forms that man uses to express himself rhythmically. The prevalence of rhythm makes poetry very unique and different from prose. Rhythm is essential to the natural world and its existence because the whole world reacts to rhythm. So, this particular genre of literature is a distinct work of art comprising the use of imagination, passion and mental power in the communication of experiences or in the elucidation of human awareness and existence with peculiar structure and technical sensitivity. Poetry is life since it focuses on certainties. It deals with the mind of man, his emotions, his feelings on things around him and their connection between the world and man himself. This is the most subjective of all facets of literature (Chukwudi, 2015).

2.2.4 Evolution and Characteristics of Poetry

According to New Standard encyclopaedia of literary terms (2009), poetry was first associated with music and the dance, and the early people used poetry to chronicle events in their history. Despite its folk origin and its attempt to employ the language of common men, poetry is always artificial, consciously made. It is always rhythmic, although the kind of rhythm it uses varies from language to language, culture to culture, and age to age. Caitlin (2016) asserts that evolution of poetry came as a result of the emergence of epic poetry. This form of poetry emerged centuries before men began to write down their experiences. Scholars are of the view that poetry and its styles were initially developed to guide narrators, who acted, most of the times, as historians, remembering their stories more effortlessly.

Beacham (1974) affirms that poetry developed many centuries before prose. The first poems were sung or recited as part of spiritualrites in the form of hymns and prayers, or as invocation to bring about anticipated outcomes directly through magic. Poetry was the first genre of literature to be put into written form. Poetry helps in creatinga sense of marvel, awe, mystery and the sense that life is marvellous. Poetry attempts to express some human experiences that are not easy to express through the use of analogy and metaphor (Chin, 2000). The language of poetry is essentially imagery and most good poems are on one level structure of images (Encyclopaedia Americana, 2001). Poetry can arise as results of the societal life like songs to celebrate the arrival of a new wife, wedding songs, elegiac songs and dirges to mark the death of someone. And so, the first poetry was certainly associated with music and dance (Dasylva and Jegede, 2005).

The language of poetry has been known to be more complex than the language of the prose as it is generally short andstraightforward. The language, though short is full of beauty and dignity. It has also contributed immensely and uniquely to the stone of human experience and several realities of life. Generally, poetry is distinguishable from prose because the language of prose literature is designed to express meaning in a more extensive and less compressed way. It often uses absolute rational or narrative structures than poetry. This does not essentially suggest that poetry is irrational, but somewhat explains that poetry is often produced from the desire to run away from the rational, as well as conveying emotions and other expressions in a detailed and compressed method (Akporobaro, 2015). It is a work of art that uses figurative expression, artistic qualities of the words and lines, and the overall meaning of the words mostly. Though most poetry have some common characteristics, they,

however, differ significantly according to the specific type of poetry being read. Figurative expression refers to any word or phrase that gives more meanings besides the dictionary definition, and this type of expression is remarkably common in most forms of poetry (Chukwudi, 2015).

Forms and conventions are used in poetry to suggest different understanding of the words, or to arouse emotional feelings. Literary devices such as assonance, alliteration, onomatopoeia and rhythm are frequently used to realise harmonious or incantatory impacts. Making use of ambiguous words, symbolic, ironic and other artistic devices of poetic diction can expose a poem to numerous explanations. Similarly, metaphor, simile and metonymy produce a resonance between contrasting images - a layering of meanings, creating relationship that were formerly not obvious. Forms of resonance that are similar may exist, between separate stanzas, in their patterns of rhyme or rhythm (Strachan and Terry, 2000). Other characteristics include rhyme, meter, enjambment, and other poetic devices projected to draw attention to the senses. Some other characteristics of poetry include the following: it is rhythmic. The discernible rhythm of poetry, placed over the normal rhythm of any language seems to have emerged from two sources. It makes storyline easier and common and therefore emphasises the joint nature of poetry. It is this belief of the social mould in which poetry is created.

The nature of the rhythm, consequently, reveals in an indirect and thoughtful way the specific balance between the inherent or sensitive content of the poem and the social relations through which feelings are expressed jointly. Poetry is difficult to translate. It is known that as one of the characteristics of poetry, that translations convey little of the specific feelings provoked by the poetry in the original form. This can be confirmed by anyone who, after reading a translation, later read the language of the original. The metre may be imitated. Poetry is mentioned by Caudwell (1937) as being somehow irrational. This does not mean that poetry is illogical or meaningless. Poetry observes the rules of grammar, and is usually proficient in summary. For instance, the series of suggestions embedded in poetry can be interpreted in different prose forms in the same or other languages.

It also states that poetry is also composed of words. This may seem ordinary, but nothing is ordinary. If it is, most of the times and occasionally, it is overlooked by those who should know it. Poetry is non-symbolic. Poetry is also concrete. This positive description counters the earlier negative description made, but its concreteness

is not instinctively opposing to symbolism. For instance, a symbolic expression may be closer to the concrete by discarding the general for the particular. Poetry is like a systematic argument. Its sentiments are affiliated to real objects and this gives them a definite uniqueness (Caudwell, 1937).

Poetry is characterised by compressed form of words and the effects generated by this form are the effects appropriate to it. A good example is aesthetic effect. A telegram that reads 'Your wife died yesterday,' may give astonishingly condensed effects to the reader of it, but this does not produce aesthetic effects. Caudwell, (1937) in his note lists other characteristics of poetry to include; a) it is inventive and artistic, b) it is expressive and has an intense expression that often has an economical or compressed forms elected for their sound and meaning, c) meaning is boosted by evoking memories of connected experiences in the reader or listener. It incites feelings. Others include the use of literary devices such as personification, similes, metaphors and imagery where the reader or listener forms intense mental pictures, has rhythm and rhyme and is written in stanza.

It can be concluded, therefore, that poems usually do not have direct expression but are controlled by emotional attitudes and their intention is to induce feelings or emotion through choice of expression. It attains its effects by cautious choice of words that are expressive not only of sensory experiences but also of the emotional attitudes. It produces an open-ended use of the words that portray a range of styles, techniques and different features of languages. Poems usually have expressions that use figurative appraisals and concepts which are joined with the readers' or listeners' experiences, relationship and sensitivity so that a fresh aspect of reality becomes discernible. Poems have a total meaning which is a combination of the poet's idea of what the poem is all about, his feelings, which is the poet's attitude, his tone, the poet's attitudes towards readers and his intention, which is the aim or effect. Akporobaro (2015) concludes that poetry can be perceived by the use of over exaggeration, repetitions, and anaphora, imagery, use of negative and positive correlates and rapidity of delivery. All these point to the fact that poetry is characterised with different artistic features that make it unique.

2.2.5 Objectives of Teaching Poetry

According to Githleash (2004), the major objective of teaching and learning poetry is to give enjoyment and pleasure, to bring awareness to students by laying foundation for the appreciation of what is beautiful in life. Hismanoglu (2005) also

adds that the objective of teaching poetry is to present to students with diverse interpretations of a language that go beyond the identified practice and rules of grammar, syntax and vocabulary. It is further stated that the success of teaching poetry is measured by the extent by which the objectives are attained. These objectives of teaching poetry can be divided into two main parts, the general and the specific. The general include; increasing students' ability to appreciate poems which is derived from several points, facilitating students' understanding of beauty, rhyme and style of a poem, encouraging students to read the poem aloud with the right enunciation, rhythm and intonation, increasing the desire for reading and writing poems, increasing aesthetic sense of students and improving their imaginative power (Tiwari, 2008).

One other objective to be realised at the completion of the literature programme, according to Sharminne, Vasuthavan and Kunaratnam(2009) is to enable students give their individual reactions to the texts and also to reveal their understanding of the use of language to realise a specific purpose. Osisanlu (2012) succinctly describes the objectives and aims of teaching poetry in schools and that these objectives form parts of the whole purpose of education. One of these is that, it reveals to students the various experiences of life thereby preparing them for the problems of living in the society.

Finally, WAEC syllabus (1998-2003) sum it up that the objectives of teaching poetry in particular and literature in general are:

- a) It helps students to develop critical skills as instruments for independent evaluation of human conflicts and for the pleasure and study of any literature,
- b) It should help in moulding and developing students' character, morally and intellectually.

From 2007 curriculum for secondary schools, the objectives of teaching literature as a whole and poetry particularly are:

- i) It assists students in cultivating a humanistic attitude towards life by relating closely with literary or creative work that depicts a variety of human thought, feeling and experience. Students can increase their awareness and knowledge of the nature of the existence of man, the world and their society;
- ii) It facilitates learners' ability to value and take pleasure in a varied range of literary or creative texts and other related social forms;
- iii) It assists learners to enhance their understanding of the connection between literature and society and

- iv) It helps learners have a better knowledge of the features of the English Language and be sufficiently equipped for any area of further study or work, where potentials promoted in the study of literature, such as creativity, critical thinking and inter- cultural understanding, are extremely esteemed.

Because of these various objectives, literature and poetry, in particular, is important for cognitive and affective development of the school child and therefore, must be handled well using effective strategies that are students-centred and well implemented. Examples of such strategies include; Peer conferencing and Socratic dialogue.

2.2.6 Values of Teaching and Learning Poetry

Poetry education or learning has many values. One of such values is the improvement of language skills. In his article, (Lundberg, 2010) asserts that poetry study helps in the actualisation of many of the language art educational standards. These skills include reading comprehension, critical analysis and word recognition and vocabulary development. Lundberg cites a 2002 study conducted by Californian Poets in Schools. They found out that students who had studied poetry in schools showed improved skills in vocabulary, critical thinking and reading comprehension.

Poetry reveals the prospects of using language to control and illuminate on feelings, spiritual and intellectual experiences. Smith (2005) also remarks that exposure to the notions of metre and rhythm can enhance students' writing and their ability to value and relate with the notions. Poetry can easily be differentiated from prose by its feature which is in verse. Prose is written in paragraphs and chapters while poetry is in lines and stanzas. Haraldson (2011) states that what is so special when studying poetry is the process of learning which is the unique way of using language in poems. The language of the poem guides and reconciles the process of understanding. In poetry, the diction is not an apparent tool that simply explains the author's message; the language or diction of the poem is the author's message. Ayanniyi, (2009) characterises poetry as having language that is brief and compressed. To make it sound musical and meaningful, the words are carefully selected and arranged for poetic effect. Poetry is written in stanza and can be best meaningful when it is recounted or sung. The reason for this is because a good poem is first and foremost meant to be sung. In today's world, this work of art can be an avenue for a lifetime education, for escaping from reality, for probing reality, for

linking with history, and for moving towards the future. This potent work of art is rather feared or despised by some secondary school students (Sosnowski, 2002).

The scholastic benefits of poetry are as follows: exposing learners to different perspectives of using language beyond the normal usages and rules of grammar, syntax and vocabulary, prompting indifferent learners to be open to examination and different interpretations of language, arousing feelings and thoughts in heart and in mind, making learners conversant with variety of literary devices (simile, metaphor, irony, personification, imagery) because of daily language use (Sarc, 2003). It can therefore be summed up that poetry, if it is selected cautiously and used creatively, may aid in developing the students' affective, communicative, and intellectual domains (Han and Omah, 2009).

When learners read and attempt to understand new poems, they have to check up word that they do not understand and use their critical thinking skills to get the poet's meaning, tone and mood. The students' understanding of language usage will improve their reading and writing pursuits, Lundberg (2010). Slater (2002), in her article, also asserts that students involved in the California Poets enjoyed writing poetry and this facilitated the organisation of their thoughts. This confirms that enjoyment is one of the values of poetry. This boosted and improved students' confidence to write poems considerably. An enjoyment and appreciation of any work of arts will enhance students' ability to write and increase their curiosity in books and reading as they graduate from schools.

Students' assurance to study and handle new forms of books and works of art are boosted because of their exposure to a variety of literature during their school days. And when learning literature, students are able to grasp not just the language parts like the vocabulary development but also the specific and aesthetic purposes of language. Knowledge of the concept of beat, metre and rhythm facilitates the improvement of their own writing as it enables them to value and make use of the ideas. In his study, Arikan (2005) explains the assessments of potential teachers of English Language, and postulates that learners are in support of the insertion of literature courses in their syllabus because it is through literature that they are taught the valid use of language. In Boris Johnson and Michael Beran write up for 'Telegraph' (2006) and 'City Journal' (2008), the study and memorisation of poetry especially at an early age encourage sensitivity to the subtleties and complexities of language, as well as a general appreciation of poetry and literature in general. Poems

that students memorise at an early age may linger into adulthood, providing enrichment and pleasure for years to come. Motion (2010) confirms this that students exposed to poetry at an early age find it as an outlet for creative expression, thereby encouraging creativity.

The study of poetry can be seen as a phase of improving the students' imaginative skills which are essential in responding to several forms of advertising. Poetry assists students identify various functions of connotation, denotation, symbolism, and imagery and their understanding of these literary devices is integrally connected to critical thinking, and students can use this understanding, efficiently, in tackling the language of commercial and political persuaders. The ambiguity of poetry encourages students to explore language at their own pace because it gives unique clarifications rather than just finding the right answer. After active engagement in the condensed and figurative world of lyric poems, students are better able to graduate from poetry to other functions of reading and writing. Therefore, it underscores the necessity of encouraging group discussion, questioning and critical thinking (Sharminne, Vasuthavan and Kunaratnam, 2009).

Poetry also boosts and challenges learners cognitively. To construct sense from a literary text or writing such as poetry is a collective cognitive task (Jing, 2014). When appraising a poem, the emphasis lies on the phases of knowledge and learning that students have to embark on as it consists of various kinds of intellectual activity that starts from first impressions of the work to critical appraisal of the written text. Finally, the study of literature offers learners a new and innovative approach with which to tackle their studies in particular and lives in general. Jing (2014) lists other benefits that students stand to gain in learning poetry. These include; enriching students' experiences, developing correct enunciation and pronunciation of words, developing their imagination, developing literary appreciation, enlarging their vocabulary, improving the aesthetic sense, giving them pleasure and delight, and improving their outlook in life and nature.

Poetry can be very persuasive even though it is not utilised fully to educate young children and may even be ignored by some teachers. From the connecting rhyme, rhythm sounds, and words, poetry stimulates students' interest in reading and writing. It also notes that poetry is one of numerous beneficial means of enhancing literacy (Stange and Wyatt, 2008). Poetry arouses feelings and encourages early success with literacy (Routman, 2000; Parr and Campbell, 2006). It is further revealed

by Parr and Campbell (2006) that poetry improves reading and increases the enjoyment of language and learning. It empowers teachers in educating their students to write, read, and understand any work of art. It is a healthy outlet for students to express their emotions. Encouraging students to read poetry aloud in a classroom can promote trust and empathy in the classroom community, while also emphasising speaking and listening skills that are often ignored in high school literature classes (Simmons, 2014). It also states that poetry can become an access to other types of writing. It can help improve skills that prepare students for other kinds of writing like the ability to be precise, economical in the use of diction and so on.

Haraldson (2011) observes that a few teachers noted poetry's potential of increasing the students reading comprehension skills, as a very close reading is required to understand what a poem means. They also expressed what they saw as an obvious benefit in increasing one's vocabulary. They seemed to be hopeful toward their students finding poetry as a source of inspiration and knowing how people think. These teachers seemed to believe that the students can create an appreciation of English language poetry or at least become acquainted with it. One of them saw poetry as making life more enjoyable, as it might give students 'a glimpse into an enchanted world'. However, they pointed to the more demanding aspects of poetry as well, requiring a lot from the students in order to understand different meanings and contexts. All the male teachers mentioned that poetry might enhance their students' knowledge of the usage of words. This is something that some of the female teachers noted as well, mentioning how poetry can enrich and broaden the student's English language.

The teachers mentioned that the students might learn the value of words, how one can use different words in different contexts. A greater knowledge of metaphors and figures of speech was something they expressed as possible gains too. They also saw poetry as not only enriching one's language but making it more colourful too. Others only stated that potential gains depend upon the students' skills and motivation and that poetry can be thought provoking. One of the female teachers saw several different gains depending on what the teacher is after: it is good to work with rhymes to explain homophones and some pronunciations rules. Obvious in their answers is also that poetry offers a lot of different possibilities, giving students a more sophisticated language as well as providing them with material to learn about different

sounds and versification: the potential of teaching sound patterns and phonemes for example seems to be valued as very important.

Poetry helps people to know one another and build the community (Aquilar, 2013). It allows children to give vivid images of their lives, using different figurative expressions and symbolic language to explain experiences that are too painful to share. It also gives one a chance to experiment with language and make it give a profound meaning. When read aloud, poetry has rhythm, music, sounds and beats. It is the most rhythmic of all the aspects of literature; it is physical and is able to stimulate one's heart. From this perspective, one can explain that poetry brings genuine audience which encourages unwilling writers. Poetry is very helpful for English Language Learners (ELL). This is because poems flout rules and can be simplified for ELL. Poems can be easily scaffolded and the learners have the ability to express themselves in various ways even in their inadequate dictions.

Jing (2014) sums it up that poetry can be used to correlate with other subjects. It can be used to commemorate certain events and also express the meaning and rhythm of a poem in pantomime or interpretative dance. Students can also use poetry to express their thoughts, feelings and imaginations in creative activities like drawing, clay modelling, sculpture (soap, potatoes and the like).

2.2.7 Approaches to the Teaching and Learning of Poetry

Literature-in-English as a subject taught in secondary schools and universities, is regarded as being very important by examination bodies and educational institutions because of its values for human and mental development. Therefore, different types of approaches can be used in the teaching of literature. Five of such approaches in the teaching of literature in the classrooms are as follows:

Information-Based Approach

This approach aims to reveal the realities and information about a particular country, society and even the author of the work to learners. The approach is conventional and teacher-centred. The objective is to instruct and focus on areas like history and features of literary movements; the cultural and historical background of a text; the biography of the author and its significance and contributions to his or her writings; literary genres and stylistic devices etc. (Lazar, 1993).

Personal-Response-Based Approach

This is a more student-centred approach that concentrates on an expression of individual reaction on their experience, emotions and beliefs of a text. It is a

tremendous motivations for cooperative work that encourages students to be enthusiastically engaged, both mentally and expressively (Lazar, 1993), by connecting the subject matters and topics described in the literary texts with the students' individual experience (Carter, 1987). Some of the techniques demonstrated in this approach are brainstorming, class discussion, cooperative work and free expression of feelings, expression and opinion.

Language-Based Approach

This approach promotes the use of activities that are learner-centred, activity-based and offers an exact concentration to how language is used. Most of the criterion, commonly-used and known techniques of this approach include language activities, rewriting and imaginative works, dramatic activities and reading aloud.

Stylistic Approach

Stylistics approach employs the technique of linguistic sketch, for example special stylistic choices and forms as well as metalinguistic words to investigate how meanings are communicated in a text. It proposes that students are expected to be knowledgeable of divergences from Standard English and that this can be accomplished better through their evaluation of literary discourse with different cases of conventional writing. Besides this, it promotes the advantages of drawing the students' attentions to stylistic choices and the pattern of structures in the text which supports their exploration of the influence of these choices on the meaning (Han and Omar, 2009).

Moral-Philosophical Approach

Moral Philosophical Approach, used in the teaching of poetry, allows teachers to expose students to intellectual discourse on the reality of moral ethics embedded in a text. Teachers who lead learners to read and understand works of art under this approach will possibly assist them get to self-awareness and self-realisation. Besides, the task of deducing meaning from literary works may give learners an extra assistance needed to discover from the texts the revelation and manifestation of the world they live (Ricoeur, 1995).

Exploratory Approach to Poetry Teaching

This is an approach that includes activities that encourage students to engage in poetry learning to discover their own understanding of the poem under discussion. The exploratory learning are of diverse forms, like students' independent thinking,

critical analysis, their broad understanding of the text, and occasional provoking of their feelings on the subjects under discourse. In the case of independent thinking, an example can be found in a poetry class where students expressed how they feel about themselves being in Senior Secondary classes. This type of question involves students reflecting on their own and providing answers. Their answers are expected to be different, because their experiences are probably different even though they come from the same country, (Klu, Matshidze and Odor, 2014).

Interactive-Learning Approach

This is in the form of a discourse or interaction between two or more students during the teaching and learning process. It is also described as a cooperative learning amongst group of students. This particular approach encourages genuine conversation on issues as the learners are free to reveal their assessments of the poem or poems from their different groups. Interactive learning permits students to adopt their own learning strategies, giving consideration to important areas to dwell on, the extent of the conversation, and the kind of part each student or group member should play. This learning approach can help in drawing some reserved students out of their shells as each of them would be offered a chance to express themselves, particularly when the members of the group are not many (Klu, Matshidze and Odor, 2014).

Literary Approach

In this approach, the teaching of poetry is mainly patterned towards the identification of literary techniques and figures of speech and their contributions to the meaning derived from the texts. This type of teaching pedagogy expects students to identify rhyme, rhythm, simile, metaphor, etc. in the poems. It suggests the necessity for students to study the literary terms and techniques, because their knowledge and identification of these terms in poetry texts will help them to appreciate poetry efficiently. This style of appreciating poetry emphasises the formalist approach in the teaching of poetry and according to Olasoji (2014), it is an approach that helps students to recognise small and often minute aspects of a text.

Structuralist Approach

An additional approach to the teaching of poetry, which is obvious through the examination of the poetry lessons, is the structuralist approach. This approach involves activities or enquiries which task students' understanding of the structure, form and literary devices used in the poems. In this approach, students are asked to give the dissimilarity and the similarity between two poems, taking notes of the

techniques used, structure of the poems, diction and themes. This approach examines teaching of poetry from the point of view of a structuralist. According to Olosoji (2014), the structuralist approach also had a great impact on narratology, a research area which focuses on narrative structures. Structuralists assume that literary texts function on the basis of an underlying 'grammar' according to a part of text structured.

2.2.8 Methods and Strategies of Teaching Poetry

Several factors have been identified as contributing to the poor achievement of students in poetry. One of such is the use of poor teaching methods and strategies (Chief Examiners Report, Nov., Dec. 2010, 2011). This is because teachers have adopted different methods and strategies in the teaching and learning situations. The incessant poor performance of students in the subject, particularly in the poetic aspect has made scholars to begin to question the efficacy of these methods and strategies. Olosoji (2014) reveal that the attitude and performance of students can be greatly improved by the teachers' strategies of teaching. Some teachers use only the conventional lecture method and most teachers in the classrooms who are probably unaware of the current advances in ELT methodology, adopt these traditional teacher-centred approaches which neither stimulate students' genuine curiosity in the subject being taught, nor do they engage the students in any significant classroom participation (Dutta, 2001).

In teacher-centred methods, teachers are found to depend on the role of giving background knowledge of the text and author or giving 'metacritical' lectures which often portray the negative effect of drawing students' attention away from the text rather than increasing their interest in it. Teachers should therefore use strategies that inspire students to get involved and contribute, actively, in the teaching and learning situations. Such strategies include peer conferencing and Socratic dialogue. Inyang (2009), in support of these strategies, declares that the teacher must expose the learner to modern ways of handling different cases, the transfer value of ideas and how the students will know how to reflect on ideas. This will impact on the students, knowledge, skills, abilities and attitude that will encourage the achievement of the lesson objectives. Some of these strategies include;

Directed Reading and Thinking Activity (DRTA): This strategy considers reading as a reflection process. The purpose is to guide learners to speculate on what they have read. Before reading, the students are directed to form a rationale for reading and to

give a general evaluation of the content of the text. In the course of reading, the students are stopped at intervals and are asked to give more predictions to confirm, contradict, or amend their former purposes and predictions. Later, the teacher also encourages students to support these predictions with confirmations from the texts. Students are to make sure they use the text to describe their speculation on the text and to confirm the precision or imprecision of their predictions. Most times, teachers can encourage students to use diagrams to write down their predictions and information from the text that ascertains the prediction's precision.

Questioning the Author: The Questioning the Author strategy comprises conversation, instruction on the strategy, and personal expression. It helps students to ponder on the messages the writer of a text is passing across to learners so as to give an intellectual picture from that knowledge. Teacher and students work together, reading, to understand the message of the author from the text. Concentrating on a part of the text, the students can react to teacher's questionings such as the following: What message is the writer passing across? What is the meaning of this according to the writer? What is the reason behind this statement? What is the writer implying at?

From demonstrating, the teacher will encourage learners to be aware that various segments of a text has the ability to be ambiguous and can hamper their understanding. He/ she then teaches the students what they can do when understanding a text becomes a challenge. Students will be taught how to tackle the text by imitating the teacher's styles of asking questions.

Reciprocal Teaching: is another teaching strategy that is best known as a discourse between the teacher and students. This strategy merely refers to a situation where each student engaged in the conversation acts in reaction to the other students. The discourse centres on a particular section of a text that the group reads and this is designed by using the four comprehension strategies: asking questions, explaining challenging words and notions, paraphrasing what has been read, and forecasting what would follow.

The teacher will start by explaining to the students how to adopt a comprehension strategy, and then allows them to take over the activity progressively. The students will get more experienced and the teacher will expect their involvement at more stimulating levels. Reciprocal Teaching affords students the prospects of observing the importance of adopting these strategies in their actual reading. It also

helps the teacher to recognise challenges that different students might encounter while using the strategies and to offer instruction that is targeted at the students' needs.

Transactional Strategy Instruction (TSI): This encompasses educating learners to create sense out of what they are reading by imitating good readers' use of comprehension strategies. TSI enables students to set objectives and strategy for reading, employ prior knowledge and clues from the text to create meaning during reading, observe their understanding, resolve issues that students may come across during reading, and assess their progress. To achieve these, students must learn how to make use of some reading strategies. The strategies usually embrace: forecasting based on prior-knowledge stimulation, spawning and making enquiries, explaining, envisaging, linking background knowledge to the content of the text, and summarising.

Teaching takes place in small group settings, with the strategies employed as means to organize discourse about the text as learners read out loud. In each group, students are taught to connect to the texts, their background knowledge, to review the text, to explain any intellectual pictures obtained in the course of reading, and to forecast what would come after in the text. By way of reading aloud, students participate in even sharing their personal understandings of and reactions to the text.

The I-Chart Procedure: this is a strategy that inspires critical reflection by assisting students in adopting reading strategies that will help them learn from content area of the texts. The strategy has been structured in three stages: Planning, Interacting, Integrating and Evaluating. Learners can initiate the Planning stage by using content-area texts to recognise a subject matter of study. Then, learners can enquire on things as they read along. Afterward, they create a large chart on which to store information as they collect it. The Planning stage is completed as they gather information on the aspect under study.

Teacher Questions and Student Questions: In the Interacting stage, students explain their prior knowledge they had on the topic, together with other facts they might garner. Students are also stimulated to ask related questions and these are recorded. This stage is completed with the students reading and discussing, under the supervision of the teacher, the bases of their enquiries. During the last stage, Integrating and Evaluating, students give reviews of each question on the chart, integrating the knowledge they have garnered. Then, they also relate their reviews on

background knowledge, shed light on these reports if required, and deliberate on their new understanding of the text. Finally, the new information is traced in order to clarify any questions that has not been answered and submit their conclusions to members of the group.

When using this strategy, the teacher leads and shows to the students each stage of the strategy. Nevertheless, the teacher allows the students to take charge of the procedure gradually. The purpose of this is for the learners to make use of these comprehension strategies individually and satisfactorily (Hoffman, 1992).

2.2.9 Classroom Dynamics in the Teaching of Poetry

There are many classroom activities or dynamics that can be employed in schools to teach poetry. Classroom dynamics can be described as the communication between students and teachers in a teaching and learning environment. It involves a lot of activities, where students are involved in tasks and the teacher relinquishes his control. These activities involve using language to execute meaningful tasks to promote learning. Tasks are important as they provide a purpose for activities (Jacobs, 2011). The implication for the classroom practice is that everything done in the classroom involves some kind of communication leading to the use of language (Jacob, 2011). This can be realised by involving students in activities and problem-solving tasks. The classroom can also be seen as a place where more than two people collaborate for the purpose of learning, with one taking the part of teacher (Nurmasitah, 2010). Classroom dynamics is aimed at creating a positive classroom atmosphere where students feel free to express themselves, learn and interact with their mates and with the teacher. The encouragement of active contribution of students in poetry class is a possible solution to unlocking the mystery of poetry and this can be easily achieved through the use of good dynamics. Good classroom dynamics demand the active contribution of everybody in the learning environment. This is not a completely regular condition, so it must be structured according to plan.

Features of a good classroom dynamics must include the following: discipline, motivation, gender-friendly and active participation of the students. Communication in the classroom is an indispensable aspect of the teaching and learning process. Interaction or human interaction can be described as a process whereby two or more people participate in shared actions. These actions may be verbal or non-verbal. An instrument for research, known as Flander Interaction Analysis (FIA) was originally developed to classify the types and extent of verbal

interaction in classes (Flander, 1963). It was to help arrange the information on a condition that it could be examined and explained. The outcomes reveal the picture of those who interacted in the classroom, the extent of the interaction and kind that transpired. FIA came to be a commonly used coding system to examine and increase teacher-student interaction pattern.

For effective teaching and learning of Literature-in-English, particularly poetry, the classroom environment must be conducive to encourage active participation of students. Activities that can motivate, and arouse the students' interest should be promoted and encouraged. Hence, strategies like peer conferencing and socratic dialogue should be adopted in the classroom situation and their effective implementation must be ensured.

2.2.10 Factors Affecting the Teaching and Learning of Poetry

So many factors are responsible for the difficulties faced during the teaching and learning process. One of such factors affecting poetry teaching, in particular, is the use of unrealistic strategies of teaching by the teachers, Ezendinbu (2011). These unrealistic strategies make the teaching and learning of poetry boring and uninteresting. It is found that, in most of the schools, the level of zest of teaching poetry is less and so most teachers express great unease regarding it. Ayanniyi, (2009) adds that language barrier is one of the contributory factors that have made the teaching of poetry a problem. It asserts that students lose interest in literature as a subject because of many literary terms that are loaded in it. This confirms Salameh (2012) observation that students generally, in spite of their language and culture, experience some trepidation when learning poetry.

Klu, Matshidze and Odor (2014) also explain that poetry is one of the major aspects of literature, in addition to prose and drama. It is nonetheless disheartening that despite the number of books written over the years on the teaching and learning of poetry, particularly for secondary schools and tertiary institutions, poetry teaching and learning has continued to be taken with much indifference by both teachers and students. This can be attributed to, among others, the way poetry is taught in secondary schools and tertiary institutions. In many instances, many teachers of English language, in most cases, do not possess the skills and abilities required to handle this aspect of literature efficiently (Adomat, 2012). Most of these teachers believe that the technical aspects of poetry instead of the meaning is of more import.

For instance, they believe that students ought to have a comprehensive knowledge of the literary devices used in the texts such as figures of speech and iambic pentameters which are mostly entrenched in text, for an understanding of the lesson.

Nchikoqwa (2003) also finds out that poetry teaching has become difficult for students because it is being handled by unqualified teachers in the secondary schools. Salameh (2012) also reveals that erroneous philosophy and views about the teaching of poetry may somehow generate negative outlooks from teachers and students alike. It is reported that some teachers wrongly see poetry as being personal and subjective in nature. This viewpoint, if not checked, may mean that students have the ability to obtain a better knowledge of poetry from their own silent and unexpressed observations. An opinion like this can challenge the entire learning process and turn it to an ineffective attempt to teach an unteachable subject.

For many, the important facts about any poem do not go beyond identifying a few metaphors and similes and making some naïve remarks about musicality and rhymes, Kolade-Ojo (2012). This opinion is corroborated by WAEC Chief Examiner's report for May/June 2008 on candidates in poetry. The report states that candidates score low marks due to dearth of teachers who will teach the students the correct thing, thereby leaving the candidates to wild guesses or the use of imagination in their answer, (Ayanniyi, 2009). Lundberg (2010) in his article also reiterates this, that at the moment, most of the teachers graduating from teachers-training programmes are those who are not well-furnished to teach the subject. The worst part of this is the fact that many of these teachers can recall their own struggle and challenges towards the reading and writing of poetry when they were younger. Hence, these teachers are likely to transfer this same anxiety to their students. This is confirmed by Dabbs (2013) that teachers deny their students the experience of learning poetry because (i) they do not want to teach it, (ii) they are simply unsure of how to teach it and (iii) they did not have a good experience with it themselves.

The teaching and learning of poetry generally involves the use of elementary techniques that aid students' comprehension, appreciation, and assessment of the poems. The process, therefore, embraces numerous areas that relate to critical analysis of the poems and the means by which poems can be studied for better appreciation of the poems and comprehension. In addition, poetry uses various linguistic devices, figurative language, imagery and syntactical structures. These, therefore, demand from the learners the basic understanding of all the elements of poetry to enable the

learners handle the text they study effectively. As stated earlier, poetry can be intimidating to both students and teachers alike, the concepts and ambiguous language in poems may be challenging for students to understand the poems (Linaberger, 2004). It can be said according to Regis (2013), that this aspect of literature is limited because of its image which may be in a complex form, appealing in its rhythms and language, but mischievous with a veil of secrecy. Prose writing, by contrast, emerges as direct, candid, even when its sense or meaning is conveyed.

Many students fault poetry exposition practices for the negative attitudes, while others fault discouraging or apathetic attitudes of students on the fact that they are disconnected from the process of learning because they are only exposed to works of professional poets (Ayanniyi (2009). Another reason given for students' reluctance to read poetry and the problems of understanding it is that the study of poetry is difficult for the students as it requires them to talk about poetry as well as reflect on their feelings. It also argues that being able to reflect on their feelings is indispensable, if the students are to articulate their feelings and relate to the poem. Chukwudi (2015) enumerates major problems in the teaching and learning of poetry. Most of the students are not well-versed and linguistically competent, and some of the selected poems for students to study are mostly advanced. The problems occur due to the teachers' use of wrong strategies and students do not develop interest in this aspect of literature because the language is found to be too incomprehensible

In the study of why students fear poetry, findings reveal that in a school system emphasis is placed on league tables and exam results. A general solution to this difficulty has been the provision of model interpretations. Students criticise this scientific approach in the teaching of poetry, where a text is analysed and reorganised to support a formulaic argument: studied, memorised and spewed out during examinations (Regis, 2013). The ambiguity of poetry which is the heart beat of poetry, and independent critical thinking which is the essence of literary criticism, are sacrificed during the use of this approach. The students' apprehensions towards poetry therefore, reveal a sense of alienation: this aspect of literature is not for them; it is not for their level. Consequently, poetry's status as a restricted, highbrow form, constantly beyond their reach has continued because of the continuous towing of this path.

Lack of instructional approaches that are aimed at developing students' language competence and knowledge may be the dominant fact (Timucin, 2010). It is argued that although EFL students have a lot to gain from poetry, due to the

uncommon characterization with its lyrical language, teachers may appear to be less fascinated with it in the class or they may not be able to express their passion to the students. Ayanniyi, (2009) summarises that the three major problems of teaching poetry are; the use of unfamiliar words which impedes learners' understanding, the use of word with connotative meaning and the failure of learners of poetry to discover the significance or theme of a poem.

It is also revealed that students are normally not favourably disposed with poetry mainly because of its ambiguous use of language (Sharminne, Vasuthavan and Kunaratnam, 2009). To students, therefore, poetry is seen as contributing the least to the development of language skills and they may also consider it as being insignificant to any advancement of their studies or their field of study. Therefore, the need to address, arrest and rectify this impression cannot be overemphasised. Jeruto, (2009) also reveals in his study that the teachers of English language are not interested in teaching poetry because of the problems they encounter, the main one being the student's negative attitude towards poetry. It also revealed that a lot of them mainly used discussion, and question and answer methods, when teaching poetry. This was at the expense of methods like peer conferencing and Socratic dialogue. Finally, the study reveals that there was an acute scarcity of learner's poetry text books and other teaching and learning aids. There was also an inadequate use of instructional media by the teachers.

2.2.11 Peer conferencing Instructional Strategy

There are several and different modes of conferencing – One on one conferencing (Anderson, 2005) focuses on the student and encourages him or her to react to what is going on and to become a better writer. Roaming conferencing, which, according to Routman, (2005) is conferencing on-the-run, is quick and meets an immediate need and this may involve the whole class (Lutz and Hoover (2010). Small group conferencing requires much time to conduct with each student in the group, mostly with students who have the same needs. Whole group sharing conferencing is an open conferencing revolving on a student's writing on a specific writer and providing a mutual learning experience for the rest of the students. Video conferencing is another type of conferencing. It is the use of devices that allow students from different locations to hold face-to-face conversation without moving to a particular location. This involves teachers employing special guest teachers into the classroom to teach or occupy the students and provide them with another level of

understanding into the matter being studied. This study will, however, focus on peer conferencing because of the obvious benefit of encouraging active interaction among students.

Peer conferencing is a strategy commonly used in corporate setting for business meetings. It is not common in educational settings but this study will adapt it to educational setting. A teacher definitely has had conferencing with parents, but conferencing, as a strategy, is the kind of conferencing between student and teacher, or between students and students. So, a conferencing is just a dialogue between two or more people. One person is attentive while the other does the talking, then the roles are reversed. The teacher opens this conferencing by first listening while the student talks. Then, the roles are reversed, where the student listens and the teacher does the talking. Business dictionary (2018) defines a conferencing as a large meeting of people or members of one or several establishments, deliberating on matters of common interest. Conferencing can be either an instructional approach or cooperative approach (Byra, 1996). It involves a non-intimidating meeting of people of like minds. The students can be provided with immediate responses from their peers or teacher or be asked questions immediately for better understanding of the text. This can encourage positive attitudes and increased enthusiasm to study, and students will also be exposed a varied range of writing skills and topics.

Some conferencing can focus on encouraging students to react to writing or problems and proffer solutions and others can focus on encouraging students to edit a piece of work. Peer conferencing should: have an expected design; centre on a few ideas; establish solutions to difficulties faced by students; allow the reversals of role; promote the use of suitable words for writing; and arouse pleasure in learning (Graham, MacArthur and Fitzgerald, 2007). Most teachers use some variety of these features in their classrooms. The teacher can select specific questions for students to answer. A guide for peer conferencing should include direction such as reading of drafts from students, summarising the drafts and noting impression and personal reaction (Evertz, 2009). It also proposes that students should be assisted to select their own partners because they have a greater understanding with the students they will be able to work with effectively. The teacher should therefore, ensure that students have knowledge of the group's task and the results they are required to provide.

Calkins (1996) explains further that in peer conferencing, record keeping and reinforcements are critical. Students need to be reinforced accordingly to encourage

and motivate them. For conferencing to be successful it must have a purpose and this should be communicated to the students. The teacher observes students strength and monitor their progress. In describing the benefits of conferencing to students, Svitak (2010) points out that peer conferencing helps students work together in a collaborative activity, thereby bringing exciting collaborative interface in the teaching and learning situations. It concludes that one of the advantages of peer conferencing activity is that it allows students freedom to express ideas and opinions they would normally stifle in class.

2.2.12 Socratic Dialogue Instructional Strategy

Socratic dialogue does not have a single, straight forward definition. This is due to the variety of ways in which the word ‘dialogue’ has been used in history. Several types of question-oriented dialogue have been linked to the name Socratic dialogue but merely asking many questions does not automatically mean that a Socratic dialogue is being used. It said that the utilization of the Socratic dialogue demands less observance of a logical system, or mastery of a particular style, or understanding of a technical vocabulary (Maxwell and Maxwell, 2014). It calls for the use of common sense and common language (Bogossian, 2003). It is emphasised that in Socratic dialogue, the focus is on leading students to ask questions and more questions. As famous as the socratic dialogue is, it is the least used and the least understood instructional and conversation practice. This is not unconnected to its distinctive features. The Socratic dialogue is so-called, after the Greek philosopher Socrates (469 BC–399 BC), who lived in Athens Greece (Paul and Elder, 1997).

The word ‘Socratic dialogue’ derives its bases in Plato’s Dialogue the Meno. In the classical sense, both Platonic and Socratic dialogues were dialectic – that is, the truth of the point of discussion was unknown to either the questioner or questioned. Nevertheless, the contemporary knowledge of the word ‘Socratic dialogue’ bears little likeness to these classical dialogues. It can be defined as the core of the Socratic method that is in the teacher-student relationship. In the most conservative sense, the teacher calls on a student and communicates with the student, either on a case or other related problems. As the student responds, the teacher asks other questions in a bid to encourage the student to dig into the problems in detail (Ford, 2010).

The purpose of Socrates' practical ideology is to expose to the speakers what questions truly mean to them and to employ these questions in a way by which accurate answers to these questions can be sought, irrespective of mere views and

common belief. This pedagogy was further expanded by Leonard Nelson (1882-1927) and Gustav Heckmann (1898-1996) who organised Socratic dialogues. Socrates designed this strategy to help students philosophise in groups, but Leonard Nelson and Gustav Heckmann believed that it was of import for the members to work out, individually, their quest for answers. So, the aim of this strategy is to arouse awareness (Saran and Neisser, 2004).

Socrates assumed that the main advantage of his work was to encourage people to reflect in a way that will encourage the emergence of their individual fresh ideas. In Socratic dialogues, the main focal point is on the original reflection of the participants pondering on Socrates' questions. A fresh thought, as soon as it was birthed through Socrates philosophical midwife method of restricting himself to asking questions, was then studied to decide if the thought is a false one or a feeling that bears likeness to life and truth. This analysis comprises of Socrates asking more questions, to encourage the participants to analyse critically their earlier response. Summarily, Socratic dialogue is an act or a process of making enquiring to effectively direct a person to a better understanding through gradual steps. This understanding can be explicit or a guide for one to accept a definite belief.

The use of Socratic dialogue has been seen to be a very effective strategy that encourages interaction among students especially those who may be not particularly interested in the subject matter. In Socratic dialogue, students explain, rationalise and clearly express their own feelings. It is, in fact, a very effective strategy of realising the objectives of critical thinking. The modern Socratic dialogue of teaching does not depend solely on students' responses to a question. Rather, it depends on a very particular set of questions that are aimed to give the students clue to an idea. Through the use of these questions, the teachers seize the chance to get their students engaged and motivated. Commencing with questions to which the students know and understand the answers, the teacher leads the students to learn new ideas. An atmosphere where students are actually learning is established through this, as opposed to an environment the students regurgitate information and forget easily (Maxwell and Maxwell, 2014). Socratic dialogue has a lot of valuable features; it is basically used to educate students how to reflect critically on a careful investigation of ideas and matters in any field of study. It is not restricted to a particular profession, like law or philosophy. Teachers have the ability to make use of socratic dialogue in any discipline, including subjects like mathematics, physics, and astronomy

(Boghossian, 2003). By essentially deliberating on assertions in a critical way, the Socratic facilitator will aid learners in illuminating, validating and clearly expressing their own beliefs. A successful thinking and analysis happen through active participation and methodical practice. Asking probing questions about the material encourages the students to be engaged in the subject matter.

There are four qualities the socratic teacher or facilitator must take cognisant of, and these are within her own character and living: the socratic teacher loves to discover her own inadequacies, the socratic teacher is aware of her own ignorance, the socratic teacher shows a replica of the joy of hard work in the search for knowledge and the socratic teacher experiences profound inquisitiveness and the desire for self-improvement (Maxwell and Maxwell, 2014). Besides being able to sustain an appropriate social environment for Socratic dialogue, the socratic teacher must be able to create a productive and friendly shared atmosphere for her students in the classroom. The socratic teacher is also able to fulfil all this because she has contributed in the examination of herself and also found herself capable of such hospitality. The connection between the socratic disposition and the social environment that a teacher keeps in the classroom is intricately connected. Accepting the capability to blissfully criticise one's own philosophies in the presence of other people is not a skill that is best learned in an uncondusive social environment. It is best demonstrated to students by a teacher with experience

The Socratic dialogue of teaching is not ideal for every discipline and every classroom. However, it is an immensely valuable method of teaching that will help students to truly learn and it is worth employing at every school. One of the best means of preparing to initiate the dialogue is by reflecting or pondering ahead, the key topic to be discussed by applying the technique of generating prior questions. Prior questions are just questions that are presupposed by another question (Bogossian, 2003). It can therefore be emphasised that teachers who employ Socratic dialogue in teaching, should respond to all answers with more questions. This helps the participant to improve on his or her thinking in a better and profound way. Hence, the use of the Socratic dialogue has the ability to provide a complementary positive experience on the skill of asking questions. It has the ability to also motivate learners to willingly accept the core of critical thinking, which is the liberty and will to seek for answers, devoid of dread of any kind. This type of acceptance can only reinforce their ability for critical thought (Maxwell and Maxwell, 2014).

2.3 Empirical Review of Literature

2.3.1 Studies on the Teaching and Learning of Poetry

Teachers and students lack of love for poetry could be due to its language which challenges the intellect more than other aspects of literature. So it becomes increasingly difficult for teachers to show poetic experiences, hence, the poor performance of students. To change this downward trend of poor performance, several studies have been carried out. Inyang (2009) in the study Linguistic-Stylistic Technique experimented on 310 Senior Secondary School students of Itu Local Government of AkwaIbom State. A non-randomized pre-test post-test control group design was adopted for the study. It was revealed that the relationship between students' academic achievement in poetry taught with Linguistic-Stylistic Technique and those taught with conventional method was significantly inconsistent. Students with Linguistic-Stylistic Technique performed significantly better than their counterparts taught with conventional method. The study emphasises the use of new contributions from linguistic, not only to explain the language but also to expose literature itself to students.

The purpose of this technique is to help learners acquire skills of deducing meaning from poetry as well as the prospect of practicing such skills (Inyang, 2009). This study, however, was on the supposition that the teachers were not aware of the strategies. So, the teachers' awareness and effective implementation of the strategies were not investigated before study. The use of reader response teaching technique as an effective strategy in solving the prevalent poor performance of students in poetry was also advocated (Olasoji, 2014). This, according to him, encourages positive participation during the learning process which helps to empower the learner by using previously acquired skills. The reader response is a critical theory which suggests that a literary art becomes meaningful by the purposeful act of a reader reading and constructing meaning from it. Critics, however, argue that this technique gives students the opportunity to give different interpretation of a text.

Students' reluctance in reading poetry using a class of 39 form four students was also investigated (Sharminne, Vasuthavan and Kunaratnam, 2009). It was evident that the attitude and views of reluctant students when they are exposed to the learning of poetry, is as a result of students' inability to construct meaning of a poem. To help the students re-evaluate their views and attitude towards poetry, a six week teaching and learning programme using appropriate poems and reader-response approaches

was carried out. At first, the investigations revealed that the choice of literary arts, pedagogy and teacher personality were the main reasons for their negative views and attitude towards poetry. The findings showed positive reactions from the students. Students' active and enthusiastic involvement in the programme established the fact that suitable pedagogy, choice of text and teacher personality have significant effect in moulding students' attitude towards poetry. The pre-assessment of teachers' awareness and implementation of the approaches were not investigated and of course, they will not be trained on the efficient implementation of the strategies.

The study however, confirms that appropriate instructional strategy can affect the attitude of students towards poetry positively. It reveals that most English language teachers do not feel very much at ease when teaching of poetry. It further observes that most teachers admitted feeling awkward when teaching poetry. Some admitted that they do not enjoy or read poetry actively. Most teachers said that their own English language teachers never taught them poetry effectively and, consequently, had no role models to imitate from. This study observes that students dread for poetry emanates from their poor involvements in poetry, inept teachers, the print and the way poetry itself is presented in books, the strange use of words, conventions, and unusual connections to things that are absolutely different and of course, the series of perplexing questions that follow the poems. In other words, students' aversion to poetry is as result of their own bad experience with poetry,

To improve performance of students, it is proposed that teachers should make use of new inputs from linguistic as well as describing the language of literature. They should also make sure that literature itself is presented to learners using the technique that seeks to provide learners with the skills of deducing meaning from poems as well as the chance to put such skills into practice (Inyang, 2009). It is revealed Osisanlu (2012) that the use of discussion, thematic and explicating methods of teaching poetry is effective and should be encouraged in the schools. Salemah (2012) also adds that students face problems in the learning of poetry. The study experimented with year four students of Hashemite University, specialising in English Language and Literature and offered some likely solutions to challenges encountered by students. It reveals that students have poor understanding of the language, English Language, and in many instances its literary terms too.

There is the need for an inquiry approach to reading, appreciating, and comprehending poetry and an emphasis on promotion of problem-solving method and

reflection. It stresses that it is dangerous for teachers to encourage the beauty and success of a poetryreading experience through the use of the conventional approach of teacher-centred question and answer period. It is argued that if students are not given enough time to appreciate, envisage, and recreate the experience of studying a particular poem, they may be getting a conflicting message on the purpose of studying literature. Conventionally, poetry teachings are mostly based on teacher-centred process. To take the lead, teachers regularly ask a series of questions and the teachers themselves, end up analysing and interpreting the text themselves instead of the students. The teaching and learning of a poem then involves a series of long teaching that describes the direct and indirect meanings of the text (Sharminne, Vasuthavan and Kunaratnam, 2012).

The teachers often struggle to explain the meanings and tones in a single line that may not add to the general comprehension of the text. More importantly, such teaching is not likely to encourage the improvement of the students' interest to read and appreciate poetry. The teacher is therefore faced with the task of helping students overcome their resentment towards poetry while exploring poetry with the students. Poetry cannot be forced on the students. Hence, the teacher must create an environment where the students will be actively involved, are drawn to the world of poetry and also enjoy every minute of it. The active involvement of the students does not depend on their intellect or their ability to recollect or even their ability to assimilate information. It is also revealed by Bushman and Bushman (1997) that students are more inspired, more open to language input, when they are most engaged emotionally as well as intellectually. From this viewpoint, it is obvious that for poetry learning to be meaningful, students must comprehend and relate with the texts and also connect them to their personal lives. Hence, it is imperative that teachers recognize that educating young learners entails the knowledge of the peculiarities of their age group and the choice of texts that correspond with their experience, subject matter that excite their age group and the language that equals the language of their group.

When presenting poetry for the first time to the students, the teachers must pick and use texts that are directly related to the learners' personal experiences so as to build the students' individual passion for poetry (Hanauer, 2004). It also points to the association that exists between poetry and the modern's popular music and notes that the use of popular music can serve as a good opening to arouse the interest of the

students in poetry, since song lyrics are related to older poetry in terms of rhyme and structure. It claims that students' dread of poetry is encouraged by the use of traditional poems with strange expression, which makes it difficult for the students to form an understanding and an association to their experience or thought conveyed in the poem. It, therefore, summarises that activities in poetry classes should convey meaning to the students and should be connected to their worlds.

It is also presented three conditions for poetry teaching to be successful and for meaningful understanding of the poems studied. First and foremost the reader (or writer) of a poem needs a personal relationship with that which is put forth in the poem. The student has to create a personal connection with the poem's expressed experience, thought, or feeling, a connection that no one else is able to express for him. Without this personal understanding, a poetic experience will fail to occur. The second condition requires the reader to have acquired enough knowledge, on a personal level, about the poem's theme. This means that a reader with sufficient knowledge will be able to fill in the gaps in the poem and create a personal understanding of it. Another aspect of this is that writers of poetry can more easily choose what to express in their poems. That is a student cannot create a meaningful understanding nor write a meaningful poem without this pre-acquired knowledge.

The third and last condition that needs to be met is for the reader to have the right expectations and the necessary language skills in order to both read and write a poem. It notes that the language used in poems cannot be too far from the readers' linguistic competence, otherwise that will hinder their understanding them. It is the lack of awareness of one or more of these conditions that is the source of the resistance to poetry encountered in classes (Haneur, 2004). Overton (2010) maps the growing resilience towards poetry that has come to surface. It states that a graduate who has acquired indifferent attitude is likely to transfer the same attitude as a teacher to his or her students. The result is a cumulative ignorance and, among those who go on to higher education, cumulative resistance to the subject.

It also argues that the poor interest in poetry is widely acknowledged, along with poems being little or poorly taught in schools and notes that poetry generally comes third in importance after fiction in print and drama through visual media. Overton (2010) claims that this attitude results in students becoming functionally illiterate in poetry. Dodsworth (2010) gives another reason for what he believes can explain why some students are reluctant to poetry and have problems understanding

it. He stresses that the study of poetry is difficult for the students as it requires them to talk about poetry as well as reflect on their feelings. He argues that the ability to reflect on one's feelings is essential, if the student is, in turn, to be able to express his feelings and relate to the poem. It brings to light the fact that as society loses its more pronounced way of self-examination, which used to be part of a less secular or more traditional religious ethic, it becomes harder for people to express their emotions in more elaborate ways. Because of the growing loss of this way of self-examination, the descriptive vocabulary to express one's feelings is lost to the modern-day student.

Lastly, Dodsworth (2010) points out that one of the reasons why students may be reluctant to study poetry is the simple fact that they do not know what it is. It, therefore proposes that students have to learn what a poem is simply by learning to look at it as poetry. Haraldson (2011) also adds that several of the teachers affirm the students' negative attitudes towards poetry. Some seem to rely on their previous experience that the students view poetry as tedious, and being a difficult threshold to try and get over. Some mention that since there are so many different areas to cover, one tends to focus on the areas that students prefer to work with, or areas that might be of more immediate use.

One can deduce from above that the teaching and learning of poetry is beset with different problems ranging from strategies implemented by the teachers, students' negative attitude, to teachers' incompetence in the teaching and learning of poetry. Different strategies and methods have been adopted by scholars in their bid to find solutions to the poor performance of students in poetry and their negative attitude towards it but none of these strategies affords students the opportunity to actively engage in the teaching and learning situations like peer conferencing and Socratic dialogue. Teachers' awareness and implementation of these strategies, effectively, is of utmost import. This study is therefore advocating this.

2.3. 2 Studies on Peer Conferencing Strategy and Poetry Teaching

Several studies have linked peer conferencing to improved performance in students. Zarghami and Baleghizadeh (2012) experimented on 42 Iranian intermediate university EFL students using conferencing assessment on grammar learning and found that the participants in the experimental group significantly performed better than their peers in the control group proving that conferencing plays a substantial role in grammar learning. Hoover and Lutz (2010) also describe conferencing as a hidden treasure of unravelling the treasure chest that honours writers, teaches new

knowledge, differentiates teaching, and gathers data to assist instructional choices. This conferencing has been identified as a strategy that helps students to improve on their writing skills. It also assists students to become independent writers. It helps students learn from their peers by observing and imitating them. Conferencing is also described as a conversation between students and teachers or peers that helps to teach and support the writer, places emphasis on their writing, and stimulates them to perform better. Conferencing can also be seen as a teaching with workshop approach that will help the students in any writing or any book they may choose to read (Anderson, 2005).

Pre-service teachers' post-lessons conferencing used by Byra (1996) encourages students to reflect on the act of teaching, allocating tasks that require pre-service teachers to produce questions and answers about teaching. Other teaching or issues about schooling seems to be a step in the direction of helping future teachers to become reflective. Evertz (2009) study revealed its effectiveness in enhancing students writing skills because of the positive reactions received from peers. The classroom discussion offers students enough rooms to explore prospects and challenges faced by them when progressing from writing to rewriting, from reading that take recognition of something important to reading which is best expressed and accounted for, due to its importance to what has been recognised.

Routman (2005) identifies different kinds of conferencing; roaming conferencing which is a conferencing on the run, one on one conferencing which involves the teacher and a student, small group conferencing and whole class conferencing. Peer conferencing is another type that supports students conversing with one another. Calkins (1996) had earlier affirmed that in peer conferencing, record keeping and reinforcements are critical. Students need to be reinforced accordingly to encourage and motivate them. For conferencing to be successful it must have a purpose and this should be communicated to the students. The teacher observes students' strength and monitors their progress. In describing the benefits of conferencing to students, Svitak (2010) remarks that conferencing helps students work together in a collaborative activity, thereby bringing exciting collaborative interaction in the teaching and learning situations.

Peer conferencing encourages active interaction among students which ultimately leads to better performance and attitude (Anderson, 2005 and Svitak, 2010). In Fields (2015), peer conferencing is defined as an event or large assembly of

individuals or members of one or several groups, to deliberate on issues of mutual interest and, because of its enormous benefits, should be fully embraced by schools and educational establishments. Other benefits of peer conferencing comprise a friendly gathering of peers. The peers or teachers are able to provide instant response or ask for explanations immediately. It can stimulate positive attitudes and increase their enthusiasm to study and encourage students to experience an extensive range of writing skills and topics (Graham, MacArthur and Fitzgerald, 2007). For a successful conferencing, six characteristics are identified by Fields (2015). This includes its having an unexpected structure, concentrating on a few themes, presenting the solutions to students' challenges, encouraging role reversals, promoting the use of suitable vocabulary and inspiring pleasure in learning.

Evertz (2009) explains further that peer conferencing is effective because it: emphasises learning as a social act that integrates manifold perceptions in the feedback loop. It increases students' awareness of real audience and readers, improves students' critical and analytical reflection and writing skills and helps students to become more responsible because of their being encouraged to share their work with others. Connor (2015) also adds that conferencing can deliver a high level of peer feedback and so, teachers should schedule conferences to help students sift through the feedback they have received. This makes peer learning effective. Peer conferencing is also known to improve the attitude of students. Hoover and Lutz (2010) study on reading and classroom literacy conference in Indiana schools observe that learning become 'hard fun'. This is likely to be because of students' active engagement and participation. It also reveals that the strategy encourage students to work well together and learn how to address management issues. Once learners are actively involved in evaluating their knowledge by understanding their performance, they have more ability to identify the significant moments of their individual learning. It encourages them to recognise their own strengths and needs, and determine ways of making better instructional choices. It inspires learners to be independent by making them more able to dictate their own learning.

It has also been argued that students' participation in peer conferencing can help them become more experienced in judging own their strengths and weaknesses. This can help improve their ability to be more focused and independent learners and also improve their lifelong learning skills accordingly (Brindley, 2001). One of the most significant advantages of using peer conferencing for learning is the part that it

promotes students' inspiration. It is not enough to possess the knowledge and understanding of the benefit of this strategy. Learners must be taught to be more determined in practicing and learning, no matter how challenging the learning task may be (Zarghami and Baleghizadeh, 2012). The study discovered that students' attitudes in peer conferencing group correlate significantly with those of the control group on the post-course questionnaire and this affirms the significant role of communication and face-to-face interaction in influencing students' attitudes toward the teaching and learning of grammar.

Snowball and Bolton (2010) also credit peer conferencing after experimenting on Reading Conferencing in Western Metropolitan Region and declare that peer conferencing is a strategy that develops the interest of students and change their attitude positively. Seitz (2010) investigated students' attitude towards reading in a conferencing comprising students of Buffalo College. It was postulated that student attitudes are likely to improve during literacy conferencing because of the dynamic support given to them by reading specialists candidates. Students' attitudes were evaluated by observing them in the classes, and by conducting informal interviews with the teachers. The results revealed that reading specialist candidates' consistent involvement in the learning process was vital for the students' better achievement. Additionally, student attitudes toward reading were found to be multidimensional and difficult to evaluate. Therefore, the hypothesis was supported.

Considering these benefits of peer conferencing advocated by scholars in subjects like mathematics, essay writing, chemistry and others, this study therefore investigated peer conferencing for poetry teaching by determining teachers' awareness and implementation of this strategy.

2.3.3 Studies on Socratic Dialogue and Poetry Teaching

The teaching of critical thinking has generated a heated debate among scholars. But, the two most commonly required results of teaching critical thinking are: students must be taught how to defend their assertions and they should also learn how to do this in a rigorous or systematised way. The Socratic dialogue is a formalised strategy that will guide students to achieve these. It is also observed by Lam (2011) that Socratic dialogue has a lot of benefits to learners; it boosts students learning and lessens the effect of misunderstanding. It helps in forming their understanding, nurtures higher order thinking skills and it also shows Socratic dialogue as a strategy that an individual must develop with practice, through a dynamic thinking habit. When

students see and experience the Socratic process, they become not only familiar with what it means to think critically, but they can also come to the knowledge of how to utilise a method that can be useful outside the school environment. This system helps in clarifying the expectation of what valid explanation of a belief is made up of, while also giving students a rational guide to give strong and comprehensible arguments and to arrive at reasonable deductions (Boghossian, 2003). It reports that a considerable part of philosophical and educational research literature reveals that the Socratic dialogue is, in fact, an exceedingly useful strategy of realising these objectives of critical thinking. For instance, Socratic dialogue has been found to be an innovative and a powerful instructional strategy as well as being stimulating as a pedagogical approach.

This strategy exposes students to successfully analyse materials for better understanding, not just to regurgitate it for school purpose. It is, therefore, important to enlighten the students how this is achieved. Socratic Dialogue or questioning provides students a profound understanding of a particular text, enhance their skills in comprehension, vocabulary, listening, speaking and critical thinking, and collaborative experience to deduce meaning, resolve issues and discover life connections (Copeland, 2005). It was added by Paul and Elder (1997) that the first and the most influential, teaching method for encouraging critical thinking is Socratic dialogue. This is because it centres on offering students questions, not answers. A curious and an inquisitive mind can be modelled by the constant inquiry of the subject with more questions. Fortunately, the skills one gains by targeting the rudiments of reasoning in a methodical and self-assessing way, and the rational connections that occur as a result of such disciplined thought, equips one for Socratic dialogue. The teacher acts a facilitator, asking questions as well the students, both of the teacher and from one another (Reich, 2003).

Modern education seem to be preoccupied with answers –both correct and incorrect ones. Nevertheless, the human mind is driven into critical thinking, through questioning. Questions are defined by the tasks given, explaining challenges and describing issues. Answer, however, often indicate a conclusion in one's thought. It is when a response triggers more questions that one's thought continue its life as such (Paul and Elder, 1997). Characteristically, teachers ask questions because it is expected that the answers will denote the acquisition of knowledge and reflection that shows whether learning has taken place or not. Students must be encouraged to move from this initial obstruction of shallow learning, demonstrate to them that critical

thinking includes the ability to ask questions and asking questions will generate more questions. It is further explained by Copeland (2005) that it is the constant, sincere search for knowledge and understanding through the act of questioning that symbolises the real model of democratic education.

The main objective here is using questioning to bring forth the prior knowledge or ideas in the students' mind, to make them become more familiarised and acquainted with the learning and knowledge that has been acquired. The teacher should be comfortable with silence because silence can be productive. He/she should be ready to give students enough time to respond. There is no need to fill up the conversation gap because silence, itself, creates a kind of helpful tension (Reich, 2003). This is affirmed by Boghossian (2003) that the Socratic dialogue encourages students, especially those who feel indifferent and alienated, to be engrossed in a given text in a way that is meaningful to them. Socratic dialogue is learner-centred because it encourages students to critically analyse their own ideas and solutions. They are better equipped to understand the material and use this new understanding in contending with ongoing questions.

Moberg (2008) also adds credence to the efficacy of Socratic dialogue as a teaching strategy through its review with 18 scholarly sources from three education databases. The study reveals that the practice of Socratic dialogue as method of teaching dates from the Socratic Method of 399 B.C. to recent time. Literature has revealed its success in the teaching of Mathematics, ESL (English as a Second Language), business, law, and teacher training classes. Also, the dialogue is an opportunity that leads to philosophical personal learning and appears mainly in contemporary practice. Multimedia, computer, and online dialogue strategies have also revealed good findings in numerous well planned models. The writer summarises that dialogue which exists in diverse ways, is an efficient strategy of teaching with wide functions. This study presents several developments with fresh functions for dialogue as a teaching strategy from Socrates in ancient Greece to public elementary, secondary, and post-secondary institutions.

It is also affirmed by Boghossian (2003) in the study, 'How Socratic Pedagogy Works' that critical thinking takes place through active involvement of the students in an organised way. Asking students probing questions about the text will compel them to engage the subject matter. It is a practical engagement of the text, through the use of simple question-and-answer process, that produces a profound knowledge of the issue

being studied. Students are not just engaged, they are engaged in a systematic way and this assists them to add to their belief, justification. This is being able to justify one's stand so that it could withstand criticism. It had earlier been confirmed by Garlikov (2001) that students when actively engaged in a learning situation do not get bored or lose concentration. While this may look like an observable objective of any pedagogy which is to assist students in engaging the material instead of being passive 'banking' receptacles, it is shown that the use of Socratic teaching dialogue is mostly beneficial in helping students relate with those that are particularly not interested in the subject matter. This active engagement of students in the learning process will influence their attitude towards the subject (Friere, 1996).

Paul and Elder (1997) also observe that questions from both teachers and students stimulate the mind and keep it entertained. It also states that when no question is asked, it means there is no understanding of the material. Shallow questions will bring about shallow understanding of the texts. Most students may naturally not have intellectual questions to ask. They sit in silence in the class and their minds are silent as well. So, they end up having shallow, poorly formed and self-serving questions. It establishes the fact that they do not reflect on the content that they are supposed to, most of the time. If the students are to be engaged in critically analysing the content of a text, their interest must be aroused with stimulating questions that can lead them to further questions. The success of the Socratic strategy as added by Maxwell and Maxwell (2014) lies in the character and moral increasing power which it has by exercising the individual desire for asking and answering questions in the quest for more knowledge.

Socratic dialogue also arouses the students' attitudes of asking questions which comprise an ability to distinguish between the presence of challenges and the acceptance of the overall need for evidence in support of what is proved to be true. Understanding the nature of valid conclusions, constructs, and generalisations helps in the logical determination of the weight or precision of various types of evidence presented (Ford, 2008). Skills in employing and utilising the above attitude and knowledge are achievable through the use of Socratic dialogue. It is also emphasised that when organising Socratic dialogue, the discussion must be timed and the class split into two groups. Each group sits in concentric circle, holding notes on the poem to be learned and facing the centre of the room. The first group, the inner circle, will discuss the poem in their notes while the second group, the outer circle, observes. At

the expiration of the given time, the outer circle will give feedbacks to the inner circle, and then the two circles will switch.

The second group commences with either a fresh dialogue of the first poem or with a discussion of the second poem that is to be compared with the first poem. The reason for this discussion is to get a profound knowledge of the style of the poem and its meaning through close reading strategies. Therefore, when students are planning for the discussion, their task is to deliberate on the poem, reflect on questions to ask one another on confusing areas while cautiously considering their reactions to the poem. The aim of a Socratic dialogue is for learners to encourage one another in appreciating the concepts, topics, and values mirrored in a particular poem. Students are therefore, expected to actively discuss on the ideas in the text rather than emphasising on their opinions. Through the process of listening, creating meaning, and finding a unified ground, students work toward mutual understanding of the poem rather than trying to verify a particular point. The purpose of Socratic dialogue is not for debate, persuasion, or individual reflection because the emphasis is on promoting shared meaning of a poem.

The teacher in Socratic dialogue is expected to create a conducive atmosphere where students converse, tolerate one another, and at the same time having fun. It should not be a hostile environment where harsh feelings or malicious encounters exist. Also, humour and jokes can be used by the teacher to reduce the tension that may arise as a result of using this strategy. The introduction of comedy in the interaction will balance the shortcomings of the strategy. Subsequently, the students can be motivated to focus on the characterisation of the concepts, facts, and the meanings deduced from them, as well as on the development of their responses, while their attention is distracted from the doubt and insecurity experienced by them. Finally, the teachers should realise that the Socratic dialogue is challenging and lethargic in nature, a series of questions are required, each of which helps to bring forth the foregoing feedbacks before moving forward; hence, the students are not to be hurried, and must proceed gradually. This will ultimately reduce the students' likely agitation during the lessons.

The end result a teacher wishes to achieve by using this strategy in teaching is to produce a sense of fulfilment and achievement in the students, or at least a temporary feeling of relief and worth. But, this task may not be easy to accomplish, especially at the initial stages of the application of the strategy when the teachers keep

the duration of its operation short to reduce the covert negative effects. A teacher should, in any case, strive to build some sort of meaning so that the students will not feel confused, worthless or lost, and whether they end up having a resolution and success or not, they will feel the need to explain and/or investigate further. While investigating effect of Socratic dialogue on distance learning students, Yang, Newby and Bill (2005) explain further that they it is a significant work; but the positive improvements in students' skills and attitudes makes it worth the effort in using Socratic dialogue in a teaching and learning situation.

Consequently, it is beneficial that distance learning teachers and courseware designers take the task of creating a conducive environment where learners are encouraged and guided in their efforts to critically analyse a text through an ADF. From above review, it is apparent that Socratic dialogue has an influence on students' learning and attitude but majority of these researches were done outside the coasts of Nigeria and among students where English Language is not a second language. The teachers' awareness and implementation of this strategy was not determined. So this study therefore looked at teachers' awareness and implementation of Socratic dialogue in teaching poetry.

2.3.4 Teachers' Awareness and Implementation of Peer Conferencing Strategy in Poetry Teaching

The continuous poor achievement of students in some subjects at School Certificate level has brought about an increasing postulation that some teachers in Nigeria secondary schools are likely not to utilize the numerous types of teaching strategies that will help them to cope with some particular challenges that are connected to the teaching and learning situation. By implication, they have more knowledge of the subject content than the pedagogical aspects (Samba, Achor, and Ogbaba, 2010). For instance, findings have revealed that most science teachers do not have the essential knowledge and requirement needed for activity based learning (Nwosu, 2004 and Johnson, 2004) and so the most prevailing strategy of teaching has been the conventional lecture method. The persistent low achievement of students in public examinations is a confirmation of the ineffectiveness of this approach (Ogbaba, 2009). A likely reason for the teachers' difficulty to effectively deliver their lessons to the students maybe as a result of their not being well-informed of some fairly new and innovative teaching strategies like peer conferencing.

It may also be possible that they have no knowledge of how to even apply the few ones they know about. Learners are expected to be exposed to the knowledge of a particular content in a particular term. But, being able to pass this expected knowledge across to students is often a challenge to teachers. It is also discovered that some instructional strategies tend to be more facilitative than others when it is effectively used in the teaching and learning situation (Longjohn, 2009 and Ogbeba, 2009). In some, the learners are more engaged than others and sometimes help in making their everyday life more meaningful. But this is possible if only the teachers are aware of the presence of these strategies and do make use of them. Teachers need to be acquainted with the numerous teaching strategies and their applications in the context of 21st century education. Samba, Achor and Ogbeba, (2010) study reveals that the level of awareness of innovative teaching strategies by science teachers is above average.

The problem now is the effort these teachers have put in to effectively apply some or all of these instructional strategies in the teaching situation. From another viewpoint, nevertheless, awareness as employed in the study may be superficial. It is possible to be vaguely aware of a strategy without having an in depth knowledge of how it can be applied. It had earlier been revealed by Ukoha and Ukoha (2009) that while most teachers are likely to be aware of what is often expected of them for effective utilisation of these strategies in their classroom, their level of implementation of these strategies is generally low. Teachers who were more aware of the instructional strategies were found to take less time on teacher-centred strategies and more time on student-centred strategies.

The low utilisation of teaching strategies by teachers is a pointer that certain subjects are perhaps not taught well with the use of appropriate teaching strategies. This is an indication that teachers teach most subjects or topics using the same or very few strategies, which may limit the choice of the students (Kaya, Kablan, Akaydin and Demir, 2015). This would certainly not encourage effective communication of certain genres of literature, particularly poetry that is considered to be a difficult task for the students to comprehend. Teachers' ability to be flexible will reflect in the way they are able to change the teaching strategies along with their preparedness to learn and implement these teaching strategies when necessary.

This observation implies that when teachers do not possess the needed knowledge base of student-centred, inquiry strategies, they may experience

difficulties in implementing them in their classrooms. As Crawford (2007) reveals, teachers' understanding of subject matter and pedagogical strategies in teaching, will have effect on how their lessons are planned and how the students' questions are responded to. Peer conferencing strategy involves a non-intimidating assembly of peers. The students or teacher are expected to give instant feedback or may request for immediate explanation of any challenging point (Graham, MacArthur, and Fitzgerald, 2007). It also gives students an opportunity to experience a varied range of writing skills and topics. It was recommended in the study that when using peer conferencing strategy to teach the Writing aspect of English language, instruction with second language learners should be done cautiously and, slowly taking the students' abilities into deep consideration. Ijiga (2014) research on conferencing strategy in teaching reading comprehension was found to be effective and should be recommended. This confirms that this strategy, if effectively implemented, can improve students' learning outcomes.

Hoover and Lutz (2010) study on Reading recovery and classroom literacy conferencing reveal that in peer conferencing students assist one another in areas where they are likely not to get help from the teacher. It involves a kind of sharing and listening. Anderson (2000) explains that conferencing involves a conversation between two or more people on a particular topic or text. Once students are active participants in the assessment of their education, by construing meanings and evaluating their performance, they will be more able to acknowledge those special moments of individual learning (Zarghami and Baleghizadeh, 2012). This enhances their ability to discover their own strengths and needs and identify how to make better instructional judgments. It promotes objectivity by making learners capable of directing their own learning. Peer conferencing involves grouping students into small heterogeneous groups where they discuss and critically reflect on a text. Calkins (1996) had earlier affirmed that in peer conferencing, record keeping and reinforcements are critical. Students need to be reinforced accordingly to encourage and motivate them. For conferencing to be successful it must have a purpose and this should be communicated to the students. The teacher observes students strength and monitor their progress. Research on teachers' awareness and implementation of this strategy in poetry teaching is very limited, particularly in Nigerian secondary schools. Consequently, this study examined teachers' awareness and implementation of this strategy in poetry teaching.

2.3.5 Teachers' Awareness and Implementation of Socratic dialogue strategy in Poetry Teaching

It is affirmed that Socratic dialogue enhances student teachers' relational sensitivity while encouraging conceptual knowledge. The Socratic dialogue teaching is not easy to explain in simple terms, but it entails a style of dialogue that is question oriented where the teacher is expected to play the part that seems to be almost subservient to the students. The teacher in a Socratic dialogue basically denies his or her own knowledge of a subject so as to guide the students towards the correct idea or answer. A series of questions is used by the teacher to prompt and guide students towards critical thinking. The questions help in investigating, extending, and expanding students' ideas so as to extract information from the students (Knezic, Wubbels, Elbers and Hajer, 2010).

Boghossian (2003) points out that Socratic dialogue helps students to 'Think successfully' and this happens through their active participation and efficient practice. Asking probing questions about a given text forces them to engage the subject matter. It is this practical engagement of the text, through the use of simple question-and-answer process, that produces a profound comprehension of the topic being discussed. The students are not just to be engaged, but they must be engaged in an organised way. It, however, appears that most teachers of Literature-in-English in Nigerian secondary schools are not making use of the various forms of teaching strategy that will enable them cope with some specific challenges that are connected with the teaching and learning of poetry.

In other words, they are well-informed in the subject content and not in the pedagogical aspects. Some of the teachers may not be aware of student-centred strategies like Socratic dialogue. Most teachers are aware of what is commonly expected of them for the effective implementation of these strategies but the level of utilisation is generally low. This contradicts Kaya, Kablan, Akaydin and Demir (2015), which declare that teachers who are more aware of the instructional strategies almost always prefer using them to others.

The Socratic dialogue teaching is not easy to explain in ordinary terms, but it involves a style of dialogue that is question orientated where the teacher play a part that is subservient to the students. It is observed that through dialogue with leading questions and illustration, a sequence of correct answers will eventually lead to a solution to a geometry problem (Moberg, 2008). The study demonstrated that the

Socratic dialogue produced quantifiable outcomes in the teaching of mathematics with undergraduate college students. It was also reported by Davies (2006) that tertiary students in Japan discovered four important benefits of using a dialogical class-specific series of questions to direct the future of the course. The courses were found to be more logical and responsive to each learner which also help the students to have a better knowledge of the choice of materials as well as developing the teacher than the courses without these series of questions.

Using dialogue and questioning to acquire more knowledge is a regular strategy of teaching in law schools around the United States of America (Moberg, 2008). Although, when used in a large class setting, the high pressure of interacting with a professor of law often dampens the mind of certain groups of people from participating. On the other hand, the students that are daring enough to participate in the argument can improve their oral fluency, increase confidence, and practice interacting on a spontaneous basis. Accounting students in Taiwan also displayed significant better attitudes toward learning accounting in a class where dialogue associated with cooperative learning was practiced than those in a class where the conventional strategy was applied. This was better than what their counterparts demonstrated in a class that was based on more traditional lecture mode (Cheng and Chen, 2006). The technical college students who worked using cooperative learning also exhibited a more positive attitude to the general field of accounting at the end of the study than their peers did in conventional lecture class. All these affirm the efficacy of the strategy in poetry teaching especially when it is used properly and selectively.

It is also affirmed by Ford (2008) that the benefits of Socratic dialogue include attitudes of inquiry that comprises of an ability to identify challenges and an acceptance of the general need for proof in support of what is proclaimed to be true. It also includes the understanding of the nature of effective interpretations of a text, abstractions, and generalisations and the acquisition of skills in engaging and using the above attitude and knowledge. Other benefits include the ability to identify specified and unspecified assumptions and the ability to draw inferences accurately and to assess the validity of conclusions. Participants must listen attentively in order to be able to react excellently to what others have contributed (Mangrum, 2010). This encourages the students to reflect and speak convincingly with evidence from the text to support their stance. The members are expected to show

respect for the divergent ideas, thoughts and values, and should not interpose one another. Questions can be generated by the individuals or by the small groups and all the participants are offered the chance to contribute to the discussion.

To prepare for Socratic dialogue, three types of questions are postulated. These are opening questions which is to stimulate dialogue at the commencement of the lesson so as to provoke prevailing themes. It is followed by guiding questions which help to deepen and clarify issues on the discussion, keep contributions on the topic and encourage a conducive atmosphere and respect for others. The last, but not the least, are the closing questions that help the students to review their thoughts and learning and personalise what they have learned. Socratic dialogue, no doubt, has been useful in the teaching of subjects like mathematics, Physics, Accounting and a host of others, but teachers' awareness and implementation of the strategy have not been determined particularly in Akure Township, Ondo State, Nigeria. This study, therefore, aimed to achieve this.

2.3.6 Teachers' Qualification and Awareness of Peer conferencing and Socratic Strategies in Poetry Teaching

A qualified teacher simply refers to an individual who possesses a teaching certificate and/or a license to teach, has at the minimum, a first degree from a four-year institution and is well trained in his/her area of specialisation. Quoting the Pakistan Ministry of Education officials, Musau and Mogosi (2015) describe a qualified teacher as a person who has a good understanding of: the subject matter, ethical values, teaching strategies and planning, human growth and development, evaluation, learning environment, cooperation and partnership, continuous professional development, code of conduct, skilful use of information communication technologies and communication and advocacy. This suggests that teachers' qualification has a connection with their awareness of instructional strategies. A qualified teacher is likely to come across teaching approaches, methods and strategies in the course of study. Teachers' awareness of teaching strategies will help them to adopt them to teach students effectively.

In teachers' awareness of the instructional strategies, the teachers' choice of utilizing these strategies will be based on the teachers' knowledge on the existence of the strategies. So, the more qualified a teacher is, the greater chance of awareness of the teaching strategies. There exist a variety of teaching strategies, strategies that are learners-centred and those that are teachers-centred, however, poor teaching of the

subject appears to be unrelenting. These strategies are very important and effective if used at the appropriate time and for significant purpose by a qualified teacher who is aware of their existence and utilises them. The outcomes on the contingency show that as the level of education is enhanced, the student's achievement is also enhanced. The result implies that teachers' academic qualification correlates significantly with students' academic achievement because of their probable awareness of teaching strategies (Kosgei et al, 2013).

It is revealed in Richardson (2008) that the performance of students in the urban areas is significantly better than their counterparts in the rural areas. The researcher declares that the accessibility of adequately trained teachers should have been a major factor for the students' performance. Nevertheless, in Kenya, several schools in the local areas had a better performance than their peers in the urban areas (Owoeye and Yara, 2011). This good performance is credited to the effective teachings given by qualified teachers with other things being equal. It is also established in Kosgei et al (2013) that science teachers who graduated from Kenya Science Teachers College tended to be more practically inclined than their counterparts who graduated from public universities. It is argued also by Wilson, Floden, and Ferrini-Mundy, (2001) that the limitations of the recent teacher education and licensing, notwithstanding, fully equipped and trained teachers performed significantly better with students than their counterparts without this special training. This study therefore, investigated further the connection between teachers' qualification and their awareness of instructional strategies like peer conferencing and Socratic dialogue strategies.

2.3.7 Teachers' Experience and Awareness of Peer Conferencing and Socratic Dialogue Strategies in Poetry Teaching

Many researchers have emphasised the necessity of experienced teachers in a school environment (Carr, 2006; Kosgei, 2013 and Gbadamosi, 2014). These researchers have expressed a range of opinions on teachers' teaching experience and their awareness of teaching strategies in schools. Their arguments aligned with the fact that experience enhances instructional skills while students learn better when continuously taught by teachers who have been teaching them over a period of years (Ijaiya, 2000). Teachers' years of experience can be used to decide the quality of the teacher and so, this has become necessary in the improvement of students' academic performance (Akinsolu, 2010). The classroom skills of most teachers are

developed quite early in their teaching career. Teachers who are new in the teaching profession are most likely to find their teaching effort demanding, but with experience, a range of instructional strategies will be at their disposal that which will be very useful to them throughout their teaching career (Ogundare, 2011).

The level of teachers' awareness and implementation of modern instructional strategies in private and public sector secondary schools was investigated by Khursid and Zahur (2013). It was aimed to recognise the inconsistencies of teachers' responses on their teaching experience and professional background. A lot of secondary schools teachers were sampled from various private and public schools of Islamabad. This study made use of 16 selected teaching strategies to assess teachers' awareness and their utilisation of these strategies in classroom settings. The findings showed that the level of teachers' awareness and application of new strategies was high in the private schools than in the public schools. It was further found that teachers with more teaching experience and professional qualifications are more aware of modern instructional strategies. It was, however, discovered that though inexperienced teachers are not as competent and efficient as teachers with many years of experience but the advantages of this, level off after a few years (Zuzovsky, 2003).

There is a connection that exists between teacher's teaching experience and students' achievement but this may not be easy to deduce because the variable is highly influenced by market conditions and/or motivation of female teachers to work during their reproductive phase. Harris and Sass (2007) however, caution on a selection prejudice that can have impact on the validity of conclusions concerning the influence of teachers' years of experience. It declared that if less effective teachers resigns from the job, it may give the wrong impression that teacher effectiveness is increased by their teaching experience. Selection bias could, however, manifest also in the contrary direction if the competent teachers with better chances of earning better incomes elsewhere, are those teachers who are not unlikely to leave the profession. In view of these divergent opinions, this study therefore examined further the impact of teacher experience on their awareness and implementation of peer conferencing and Socratic dialogue strategies.

2.3.8 Teachers' Qualification and Implementation of Peer Conferencing and Socratic dialogue Strategies in Poetry Teaching

Teachers that do not possess suitable academic and professional qualification may fail to effectively teach their subjects. Adequate qualification of the teacher

instils self-confidence in them and serves as a motivation to the learners (Kangori, 2014). It is also recommended that better-qualified teachers are knowledgeable and skilful, and are also likely to create better learning activities that are applicable to the learning needs of the students than the less qualified teachers. They are also better equipped to tackle problems encountered in the classroom. The teachers with lower educational qualifications are likely not to know how to implement the teaching strategies effectively because of the obvious fact of low qualifications for the teaching profession (Ishiekwen and Benjamin, 2014). Fennema and Franke (2006) in their study of the effect of teachers' behaviour and achievement revealed that very qualified teachers make use of good strategies, and learners taught by this level of teachers perform better academically as a result of the positive attitude of the teachers.

Fennema and Franke (2006) also state that teachers with higher qualification organise their teaching in an exciting way that promotes the students' sense of comprehension and mastery of the subject. This is confirmation that a teacher is not capable of giving out the knowledge that he does not have. So, a teacher's first task is to be comprehensively conversant as well as possess pedagogical techniques that aid and make teaching effective and motivating. This view is affirmed by Gayford and Dorion (2004) who believe that the teachers' primary duty is teaching, and learning can occur through effective implementation of teaching strategies. A research on teacher's level of education and classroom competence in six states pre-kindergarten classes (Jacob, 2007) reveals that teachers who possessed more than a first degree received higher scores on the Teaching and Interaction subscales of the Early Childhood Environment Rating Scale (ECERS) than their counterparts with an Associate's degree. The pupils in these classrooms performed significantly better in math skills than in other areas. An analysis of seven different data sets revealed similar findings (Kangori, 2014). However, these authors emphasise that these results should be interpreted carefully because of the limitations within the studies.

A number of qualified teachers and its relationship to students' academic performance in public secondary schools in a sample of Local Government Areas (LGA) of Osun State was investigated. Twenty-one (21) public secondary schools, one in each of the local government areas from a population of thirty-one (31) local government of the State, were sampled. The Senior School Certificate Examination results from 2000/2001 to 2004/2005 were used to assess students' academic performance. It was revealed that the performance of students taught using qualified

and more experienced teachers was better than those taught by unqualified teachers. The improved performance was credited to the innovative strategies employed by the qualified teachers

In view of this, one may therefore deduce that the process of education cannot be perceived beyond the level of a teacher's mental culture. So, it is essential for a teacher to possess a wide and liberal education, comprehensive knowledge of the subject, a sound knowledge and effective implementation of the teaching strategies, understanding of child psychology and knowledge of the social factors affecting each child that comes to school. The teacher must always read extensively and profoundly to meet with the demands of these new innovative strategies. Also, he must be academically knowledgeable in the subject or subjects he teaches. This study therefore examined further the association between teachers' qualification and the implementation of strategies like peer conferencing and Socratic dialogue in poetry teaching.

2.3.9 Teachers' Experience and Implementation of Peer Conferencing and Socratic dialogue Strategies in Poetry Teaching

An experienced teacher has skills, values and positive attitude to make the learner be curious, aroused and interested in learning. The teacher's experience correlates significantly with student achievement because these students that are taught by teachers with many years of experience, perform better. They also possess better understanding of the subject matter and acquire classroom managing abilities that help them handle varieties of classroom tasks. Besides, more experienced teachers focus more on better ways of teaching a particular set of topics to students with different skills, previous knowledge and backgrounds. Therefore, when teachers have more knowledge of their students, they are better able to connect with them and the students have the tendency to benefit from the teachers' experience in understanding their world.

Teachers' qualification as revealed by Onyekuru and Ibegbunam (2013) and teaching experience are different when it comes to their encouraging impact on students' performance in school subjects. The experience of a teacher is evaluated based on the number of years spent in the teaching career. It is believed that the more years of experience in a particular field such as teaching, the more one gains experience and the more one gets better understanding of all it takes to improve in efficiency or achievement in the academic aspect. Teachers that do not spend many

years in the teaching field, are probably going to have their effectiveness in service delivery adversely affected. This will also hamper the learning outcomes of the students. Consequently, the benefit of this interaction helps teachers to have more knowledge about their students in order to connect with them. For some reasons, assessing the actual influence of experience on a teacher's effectiveness is not as easy as assessing any other teacher variable. Therefore, many well-constructed research efforts to interpret the connection between experience and effectiveness have yielded varying findings that confirm no precise form.

Teacher's efficiency as explained by Rivers and Sanders (2002) will radically increase every year during the first few years of teaching. In the extreme case, Clotfelter, Ladd, and Vigdor, (2007) identified evidence of an improved teacher effectiveness with up to 20 or more years in their analysis of North Carolina teacher data; even though more than half of the benefits of teacher effectiveness occurred during the first ten years of teaching. This is confirmed by Gaji (2014) who states that teachers' teaching experience is a very significant determinant of the performance of students. Most of the less experienced teachers become more experienced as a result of their years of experience in the classroom. Teachers who are just starting in the teaching field may find their teaching effort demanding, but with time they will gain a wide knowledge of different teaching strategies that they can use throughout their teaching profession. Experienced teachers in schools are therefore very necessary for school effectiveness.

It is also observed that experienced teachers employ variety of activities in their teaching than their counterparts with less experience, (Gbadamosi, 2013). The correlation between teacher's teaching experience and students' achievement has received a great consideration with slightly mixed results. Some researchers like Gallagher (2004), Carr (2006) and Gbadamosi (2013) reveal that teachers' experience, particularly during the first two years of teaching, is significantly related to students' achievement in mathematics and reading at the rudimentary and intermediate school levels. Several other studies (Buddin and Zamarro, 2009; Kimani, Kara and Njaki 2013), on the other hand, discover insignificant variances between more and less experienced teachers. In view of these contradictory opinions and findings, it is of utmost necessity to further investigate to determine, particularly, the association between teachers' experience and implementation of peer conferencing and Socratic dialogue strategies for teaching. This study was therefore, aimed to achieve this.

2.4 Appraisal of Literature Reviewed

From the literature reviewed, fundamental facts were discovered concerning the teaching and learning of Literature-in-English, especially poetry in the secondary schools. One of the facts is that students' achievement in Literature-in-English, especially at the school certificate level has been a major cause of concern to students, teachers and the society at large. This has been attributed to the use of poor teaching strategies in teaching poetry resulting in students' poor knowledge and fear of poetry. Students find it difficult to interpret poems by themselves. The review showed that teachers do not use strategies that encourage students' active participation in discussions and questionings like peer conferencing and Socratic dialogue strategies, which, as a result, has made many students, develop a kind of apathy for poetry.

Scholars, in their bid to find solution to the poor achievement of students have experimented with many variables such as the use of key words, outlining, stylistic and thematic approaches, lecture method and advance organiser. These studies provided useful insights into the studies of poetry but it is suspected that teachers may not be aware of these strategies, and if they are, they may not know how to effectively implement them, especially since students' achievement in poetry has continued to be on a downward trend. So, this study investigated teachers' awareness and implementation of peer conferencing and Socratic dialogue strategies in poetry teaching.

Literature reviewed also revealed limited studies on the use of peer conferencing in poetry teaching. This is because conferencing is a strategy commonly used in corporate setting for business meetings. It is not common in educational settings but this study adapted it to educational setting. Peer conferencing facilitates learning because students are actively engaged in the teaching and learning situations. Peer conferencing has been found to have positive effect in the teaching of subjects like Mathematics, Essay or Composition writing in English Language, among others. However, this study examined teachers' awareness and implementation of this strategy in teaching poetry.

It was also discovered from the literature reviewed that Socratic dialogue involves group decision making by consensus using questioning to get the students to elucidate their ideas, to make them more aware and conscious of the learning and knowledge that has already taken place. Besides capturing the imagination and

creativity, it can also develop students' skills in areas like reading, writing, listening, reflection, critical thinking and participation. This strategy has been attested to being effective in the teaching of Mathematics, Physics, among others, on students' learning outcomes in poetry but teachers' awareness and implementation of the strategy in teaching poetry are yet to be determined. This study aimed to fill this gap.

The literature reviewed also explained that teachers' qualification and experience are two factors that can influence teachers' awareness and implementation of instructional strategies. This study therefore investigated the influence of these factors on teachers' awareness and implementation of peer conferencing and Socratic dialogue strategies in poetry teaching.

CHAPTER THREE

METHODOLOGY

This chapter presented the research methods used in carrying out this study. It discussed the research design, population, sample and sampling procedure, research instruments, validation and reliability of the instruments, procedure for data collection and methods data analysis.

3.1 Research Design

This study adopted the mixed research design (qualitative and quantitative). The quantitative aspect involved the administration of questionnaires and the assessment of teachers' implementation of peer conferencing and socratic dialogue strategies while the qualitative aspect of the study was oral interview with the teachers on the perceived challenges associated with the implementation of peer conferencing and socratic dialogue strategies.

3.2 Population of the Study

The population for this study consisted of all public Senior Secondary Schools teachers of Literature-in-English in Akure North and Akure South local governments, Ondo State.

3.3 Sampling and Sampling Technique

Purposive sampling was used to select two local government areas (Akure South and Akure North) out of the six local government areas that are in Akure Central senatorial district. Fifteen schools from each of the LGA were purposively selected for the study and 30 senior secondary schools from the two LGA (15 per local government area) were selected using purposive sampling, based on the following criteria:

1. Schools that had Literature-in-English teachers with at least five years of teaching experience.
2. Schools that were willing to participate in the study.
3. Schools that were studying the selected poems at the time of the study.

Total enumeration was used for all the SS2 Literature-in-English teachers.

3.4 Research Instruments

Five instruments were used in the study.

1. Teachers' Awareness of Peer Conferencing Questionnaire (TAPCQ)
2. Teachers' Awareness of Socratic Dialogue Questionnaire (TASDQ)

3. Teachers' Implementation of Peer Conferencing Strategy Assessment Sheet (TIPCSAS)
4. Teachers' Implementation of Socratic Dialogue Strategy Assessment Sheet (TISDSAS)
5. Oral Interview Guide (OIG)

3.4.1 Teachers' Awareness of Peer Conferencing Strategy Questionnaire

This questionnaire was designed by the researcher and contained carefully structured statements to elicit information from the teachers on their awareness of Peer conferencing instructional strategy and what it entails. The questionnaire had two sections, A and B. Section A elicited information on personal data of teachers such as, academic qualifications and teaching experience and teachers were expected to tick the appropriate column. Section B contained 20 items structured to elicit information on teachers' awareness of the strategy. The questionnaire was presented to the researcher's supervisor and other experts in Language Education of the Department of Arts and Social Science to assess its content and face validity. It was trial tested on five teachers in schools different from the schools chosen for the main study for reliability. The value of 0.79 was obtained for reliability using Cronbach Alpha. Items on the scale were graded on point ranging from 3 to 1 (that is 3 for Highly Aware, 2 for Fairly Aware and 1 for Not Aware).

3.4.2 Teachers' Awareness of Socratic Dialogue Strategy Questionnaire

This questionnaire was designed by the researcher and contained carefully structured statements to elicit information on teachers' awareness of Socratic dialogue strategy. The questionnaire also had two sections, A and B. Section A elicited information on personal data of teachers such as, academic qualifications and teaching experience while section B contained 20 items structured to elicit information on teachers' awareness of the strategy. The questionnaire was presented to the researcher's supervisor and other experts in Language Education of the Department of Arts and Social Sciences to assess its content and face validity. It was also trial tested on five teachers in schools different from the schools chosen for the main study for reliability. The value of 0.81 was obtained for reliability using Cronbach Alpha. Items on the scale were graded on point ranging from 3 to 1 (that is 3 for Highly Aware, 2 for Fairly Aware and 1 for Not Aware).

3.4.3 Teachers' Implementation of Peer Conferencing and Socratic dialogue Strategies Assessment Sheets

These instruments were designed by the researcher to assess teachers' implementation of each of the strategies in the teaching poetry. They contained ten items to assess their knowledge of the lesson steps for the implementation of peer conferencing and socratic dialogue strategies. These instruments were given to expert in the field of Education (Language Unit), Department of Arts and Sciences, to determine their face and content validity. Their reliability were determined through trial testing on five teachers and 0.77 and 0.80 values were obtained respectively. The items followed a five-point rating scale of excellent, very good, good, fair and poor. The numerical values assigned in the scale are; 5 for excellent, 4 for very good, 3 for good, 2 for fair and 1 for poor.

3.4.4 Oral Interview Guide

This instrument was also designed by the researcher to draw out information on the challenges and constraints experienced by the teachers during the implementation of peer conferencing and socratic dialogue strategies. It contained guided questions to get the information from the teachers. It was presented to professionals in Language Education of the Department of Arts and Social Sciences to determine its face and content validity. It was trial tested on a sample of two teachers from two senior secondary schools that were not involved in the main study using two raters. The inter rater reliability was obtained using Scott pie and the value of 0.77 coefficient was obtained.

3.5 Research Procedure

To carry out this research, the procedure is as shown by the table

Table 3.1: Work Schedule

S/N	WEEK	WORK SCHEDULE
-----	------	---------------

1	Week 1	Permission and introduction to selected schools
2	Week 2	Administration of questionnaires and assessment of implementation of strategies
3	Week 4	Oral interview 1
4	Week 5	Oral interview 2
5	Week 6	Oral interview 3
6	Week 7	Oral interview 4
7	Week 8	Oral interview 5
8	Week 9	Oral interview 6

3.5.1 Introduction to the selected schools for the study

Letter of introduction was collected from the department to seek consent from the selected schools for the study. Thereafter, the researcher visited the schools for formal introduction to the school heads and solicited for the cooperation of teachers and release of the teachers for the study. Arrangement was made for the day the study was to commence and the periods allotted to it per week on their time table.

3.5.2. Administration of questionnaires and assessment of implementation of strategies

The researcher sought the view of teachers through questionnaires on their awareness of Peer conferencing and Socratic dialogue instructional strategies. Information on their qualifications and experience were also sought. The teachers' implementation of each of the strategies was assessed using the assessment sheet.

3.5.3 Conduct of Oral interview

Oral interview was later conducted on 10 Literature-in-English teachers to find out from them the perceived challenges and constraints associated with the implementation of the strategies. Among the questions posed to the teachers during the interview were:

1. How do you see these strategies?
2. Do you think it will be easy to apply these strategies in your school?
3. What were your challenges in using the strategies?
4. Are the strategies useful for poetry teaching?
5. Have you used any of these strategies before?
6. What are the limitations in implementing the strategies?

3.5.4 Classroom Observation of the Implementation of the Strategies

Literature-in-English teachers were observed in two lessons of poetry teaching using the strategies (one for each lesson). Things observed included teachers and students activities during poetry lesson as stipulated in the instructional guides for the strategies. The implementation procedures for the two strategies were:

Group 1: Peer Conferencing strategy

Step 1. Teacher presents the topic in form of lecture and gives background knowledge of the poem. The poet background is briefly discussed. Setting and type of the poem are also discussed. The meaning of the title of the poem is discussed too.

Step 2. Students in five-member heterogeneous group will engage themselves in intensive conversation and drilling each other on the given poem. The discussion centred on the meaning in the poem, stanza by stanza, the literary devices used and the themes.

Step 3. Each student is expected to jot down points and reactions made from the conversation and it must be submitted at the end of each conference.

Step 4. Students discuss questions set down by the teacher. E.g, what is the poem all about? What is the theme(s) in the poem and how do you know?

Step 5. Each student is given the time to react to the questions read out or ask questions.

Step 6. The teacher gives an assignment to each group on the observed area of difficulty or on the next poem.

Group 2: Socratic dialogue strategy

Step 1. The teacher introduces a poem and gives brief background knowledge of it. Ask for definition of ambush and the background knowledge of the poet.

Step 2. The teacher divides the class into two heterogeneous groups and each group is arranged in a circle. The group in the inner circle will be first to start the dialogue. Each student had been asked to come with questions that they will like to discuss.

Step 3: The teacher collects all these and read them for each group to answer.

Step 4: Students or the teacher can follow it up with any question that arises.

Step 5. The group in the inner circle is given a chance to respond and discuss each poem which has been pre-assigned to the group. This is followed by more questions for clarification and elaboration.

Step 6. The teacher summarises the conclusion arrived by students on the board.

Step 7. The teacher gives assignment for the next class.

Step 8: The process is repeated with the next group with a different poem. This group will take the place of the inner circle.

3.5.5 Method of Data Analysis

The qualitative data collected were analysed using content/ thematic analysis while the quantitative data were analysed using frequency counts, simple percentage and Pearson Product Moment Correlation. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR
RESULTS AND DISCUSSION

The purpose of this chapter is to present and discuss the findings of this study.

The results are presented as follows:

4.1 Results

4.1.1 Demographic Data Presentation

Table 4.11.1 Teachers Marital Status

Marital Status	Frequency	Percentage (%)
Married	21	70.0
Single	9	30.0
Total	30	100%

Table 4.1.1.1 reveals that 21 teachers (70.0%) were married, while 9 (30.0%) were single.

Table 4.1.1.2 Age Distribution of Participants

Age	Frequency	Percentage (%)
21-30	10	33.3
31-40	7	23.3
41- Above	13	43.4
Total	30	100%
Mean	45.30	
Standard Deviation	2.30	

The age distribution of the participants are 21-30 years (33.3%), 31-40 (23.3%) and 41 years and above (43.4%).

4.2 Answering of Research Questions

4.2.1 Research Question 1a: What is the extent of awareness of Literature-in-English teachers of peer conferencing strategy in public secondary schools in Akure township?

Table 4.2.1: Extent of awareness of Literature-in-English teachers of peer conferencing strategy

S/N	ITEMS	HIGHLY AWARE	FAIRLY AWARE	NOT AWARE	Mean	STANDARD DEVIATION
1	I am aware of peer conferencing	22 75.9%	7 24.1%	- -	2.76	0.436
2	Peer conferencing involves students supporting one another	20 66.7%	10 33.3%	- -	2.67	0.480
3	It helps students to engage with their texts in a new way.	22 73.3%	8 26.7%	- -	2.73	0.50
4	It allows students to receive instant feedback from their peers.	20 69.0%	31.05	- -	2.69	0.471
5	It develops students' active listening skills	23 79.3%	6 20.7%	- -	2.79	0.412
6	It involves students sitting in a circle	20 66.7%	9 30.0%	1 3.3%	2.63	0.556
7	Peer conferencing motivates students to become independent thinkers	23 76.7%	7 23.3%	- -	2.77	0.430
8	It helps to arouse the students' interest in the texts	21 70.0%	9 30.0%	- -	2.70	0.466
9	It promotes social interaction among students	29 72.4%	8 27.6%	- -	2.72	0.455
10	It helps students to have a sense of direction	20 66.7%	10 33.3%	- -	2.67	0.500
11	It involves students exchanging ideas with one another	21 70.0%	9 30.0%	- -	2.70	0.466
12	Peer conferencing permits role reversal in the interaction	19 65.5%	10 34.5%	- -	2.66	0.484
13	It facilitates use of appropriate vocabulary in the learning process.	23 76.7%	20.0%	1 3.3%	2.73	0.521
14	It develops students' communication skills	23 76.7%	7 23.3%	- -	2.77	0.430
15	It requires minimal teacher intervention during lesson	22 73.3%	8 26.7%	- -	2.73	0.450
16	It involves arranging students into small groups	18 60.0%	10 33.3%	2 6.7%	2.53	0.629
17	It permits students to assimilate information	18 60.0%	12 40.0%	- -	2.60	0.498
18	The groups are heterogeneous in nature	15 50.0%	14 46.7%	1 3.3%	2.47	0.571
19	The teacher acts a facilitator	20 66.7%	10 33.3%	- -	2.67	0.479
20	It involves reinforcements of the students	18 60.0%	12 40.0%	- -	2.60	0.498
Weighted mean =2.68						

Table 4.2.1 showed the responses of respondents to the extent of awareness of peer conferencing strategy. The ratings are as follows: it develops students' active listening skills (2.79) was ranked highest by the mean scores rating and was followed by Peer conferencing motivates students to become independent thinkers and it involves grouping students into small groups (2.77), I am aware of peer conferencing strategy (2.76), it helps students to approach their texts in a new way and it encourages social communication among students (2.73), it facilitates use of appropriate vocabulary (2.73), it encourages students to interact with one another (2.72), it involves students exchanging ideas and it helps to arouse the students' interest (2.70), it allows students to receive instant feedback (2.69), the teacher acts as a facilitator (2.67), peer conferencing involves students supporting one another (2.67), it helps students learn self-direction (2.67), peer conferencing permits role reversal (2.66), it involves students sitting in a circle (2.63), it involves reinforcements from the teacher to the students and it permits students to assimilate information (2.60), it requires least intervention from a teacher (2.53) and lastly, the groups are heterogeneous in nature (2.47). Table 1 showed the weighted mean of 2.68 out of the maximum obtainable score of 4.00 which is higher than the standard mean of 2.50. This indicated that Literature-in-English teachers were aware, to a reasonable extent, of peer conferencing strategy.

Research Question 1b: What is the extent of awareness of Literature-in-English teachers of Socratic dialogue instructional strategy in public secondary school in Akure township.

Table 4.2.2: Awareness of Literature-in-English teachers of Socratic dialogue instructional strategy.

S/N	ITEMS	HIGHLY AWARE	FAIRLY AWARE	NOT AWARE	MEAN	STAND. DEVIATION
1	I am aware of Socratic dialogue strategy	22 75.9%	7 24.1%	- -	2.76	0.436
2	It involves students philosophizing through the act of questioning	21 70.0%	9 30.0%	- -	2.70	0.466
3	It helps students to develop critical thinking	21 72.4%	8 27.6%	- -	2.72	0.455
4	It helps students to master basic ideas of poetry	21 70.0%	9 30.0%	- -	2.70	0.466
5	It helps to students to have a clear knowledge of values	15 50.0%	15 50.0%	- -	2.50	0.509
6	Socratic dialogue helps students to articulate their own thoughts	19 63.3%	11 36.7%	- -	2.63	0.490
7	The questions posed can help students in retrieval of information	21 70.0%	9 30.0%	- -	2.70	0.466
8	It develops students active listening skills	14 48.3%	15 50.0%	- -	2.48	0.509
9	Socratic dialogue involves creative questionings	13 43.3%	17 56.7%	- -	2.43	0.504
10	It allows students to receive instant feedback from one another	17 56.7%	13 43.3%	- -	2.57	0.504
11	Socratic dialogue motivates students to become independent thinkers	20 66.7%	10 33.3%	- -	2.67	0.480
12	It helps to arouse students' interest in the lesson	21 70.0%	9 30.0%	- -	2.70	0.466
13	It revives the mind of students to think critically	18 60.0%	12 40.0%	- -	2.60	0.498
14	It develops students' communications skills.	16 55.2%	13 44.8%	- -	2.55	0.506
15	It involves arranging students into groups	15 50.0%	15 50.0%	- -	2.50	0.509
16	It is not a competition among students	17 56.7%	13 43.3%	- -	2.57	0.504
17	It helps to build students' reading skills	15 50.0%	15 50.0%	- -	2.50	0.509
18	It involves students talking to one another	15 50.0%	15 50.0%	- -	2.50	0.509
19	The groups are heterogeneous in nature	15 53.6%	13 46.4%	- -	2.54	0.508
20	It engages students more in the lesson	15 51.7%	14 48.3%	- -	2.52	0.509
Weighted mean =2.59						

Table 4.2.2 showed the responses of respondents to the extent of awareness of Socratic dialogue instructional strategy. The ratings are as follows: 'I am aware of Socratic dialogue strategy' (2.76) was ranked highest by the mean scores rating and was followed by 'It helps students developed critical thinking (2.72), 'It involves students philosophizing through the act of questioning', 'It helps students master basic ideas', 'The questions can help students in retrieval of information', It helps to arouse students' interest (2.70), Socratic dialogue motivates students to become independent thinkers', 'Socratic dialogue helps students articulate their own thoughts' (2.63), 'It revives the mind of students (2.60), It allows students to receive instant feedback' and 'It is not a competition among students' (2.57), It encourages social communication among students (2.55), The groups are heterogeneous in nature, (2.54), It engages students more (2.50), It helps students to clarify values, It involves grouping students into groups, It can build students' reading skill and It involves talking to one another (2.50), It develops students active listening skill (2.48) and lastly, Socratic dialogue involves creative questioning (2.43). Table 4.2.2 revealed the weighted mean of 2.59 out of the maximum obtainable score of 4.00 which is slightly higher than the standard mean of 2.50. This showed that Literature-in-English teachers are aware of Socratic dialogue strategy to an extent.

Research question 2a: What is the level of teachers' implementation of peer conferencing strategy in poetry teaching in public secondary school in Akure?

Table 4.2.3: Implementation of peer conferencing strategy

S/N	Items	Excellent	V Good	Good	Fair	Poor	Mean	STD
1	Appropriateness of lesson introduction	1 3.6%	- -	16 57.1%	10 35.7%	1 3.6%	2.64	0.731
2	Giving of background knowledge of the poem	- -	5 17.2%	13 44.8%	10 34.5%	1 3.4%	2.76	0.786
3	Dividing the class into a five- member heterogeneous groups	- -	2 6.9%	14 48.3%	13 44.8%	- -	2.62	0.622
4	Making students to engage in intensive conversation and drilling of one another	1 3.6%	- -	15 53.6%	12 42.9%	- -	2.64	0.679
5	Making students to jot down points and reactions made from the conversation	- -	- -	11 36.6%	17 60.7%	- -	2.39	0.497
6	Encouraging students to discuss the set down questions	- -	1 3.4%	11 37.9%	12 41.4%	5 17.2%	2.28	0.797
7	Encouraging students to react to the questions raised	1 3.4%	1 3.4%	7 24.1%	16 55.2%	4 13.8%	2.28	0.882
8	Knowledge of the text	- -	3 10.7%	12 42.9%	12 42.9%	1 3.6%	2.61	0.737
9	Giving of assignment on the observed area of difficulty	- -	- -	8 27.6%	15 51.7%	6 20.7%	2.07	0.704
10	Appropriateness of Summary and Conclusions	- -	3 10.3%	5 17.2%	18 62.1%	3 10.3%	2.28	0.797

Table 4.2.3 revealed the responses of respondents to the implementation of peer conferencing strategy. The ratings are as follows: Appropriateness of lesson introduction (2.76) was ranked as the highest by the mean score rating and was followed by Giving of background knowledge of the poem (2.64), Dividing the class into a five- member heterogeneous groups (2.64), Content mastery of the text(2.62), Giving of assignment on the observed area of difficulty (2.61), Encouraging students to react to the questions raised (2.39), Making students to engage in intensive conversation and drilling of one another and Making students to jot down points and reactions made from the conversation (2.28), Encouraging students to react to the questions raised (2.28) and lastly, Encouraging students to discuss the set down questions (2.07).

Table 4.2.3 revealed the weighted mean of 2.46 out of the maximum obtainable score of 5.00 which is less than the standard mean of 3.00. This showed that teachers' implementation of peer conferencing strategy is poor.

Research Question 2b:What is the level of teachers' implementation of socratic dialogue instructional strategy in poetry teaching in public secondary school in Akure township?

S/N	Items	Excellent	V.good	Good	Fair	Poor	Mean	STD
1	Appropriateness of Lesson introduction	- -	1 3.4	16 55.2%	12 41.45%	- -	2.62	0.562
2	Giving the background knowledge of the poem	- -	2 6.7%	10 33.3%	18 60.0%	- -	2.47	0.629
3	Dividing the class into inner and outer circles	- -	1 3.3%	9 30.0%	18 60.0%	2 6.7%	2.30	0.651
4	Encouraging students to discuss the questions brought by them	- -	1 3.6%	10 35.7%	16 57.1%	1 3.6%	2.39	0.629
5	Follow it with questions	- -	- -	8 26.7%	19 63.3%	3 10.0%	2.17	0.592
6	Giving the inner group members the chance to respond and discuss	- -	2 6.7%	8 26.7%	17 56.75	3 10.0%	2.30	0.750
7	Giving room for more questions from the outer group for clarification and elaboration	- -	1 3.4%	10 34.5%	12 41.45	6 20.7%	2.21	0.819
8	Knowledge of the text	- -	2 6.7%	13 43.35	15 50.0%	- -	2.57	0.626
9	Appropriateness of summary and conclusion	- -	- -	8 28.7%	18 60.0%	4 13.3%	2.13	0.629
10	Giving of assignment for the next class	- -	2 6.7%	4 13.3%	21 70.0%	3 10.0%	2.17	0.699
Weighted mean =2.33								

Table 4.2.4 revealed the responses of respondents to the implementation of Socratic dialogue instructional strategy. The ratings are as follows: Appropriateness of lesson introduction (2.62) was ranked the highest by the mean score rating and was followed by Content Mastery of the text(2.57), Giving the background knowledge of the poem(2.47), Encouraging students to discuss the questions brought by them (2.39), Dividing the class into inner and outer circles (2.30), Giving the inner group members the chance to respond and discuss (2.30), Giving room for more questions from the outer group for clarification and elaboration (2.21), Following it up with questions that arise (2.17), Appropriateness of summary and conclusion (2.17) and lastly, Giving of assignment for the next class (2.13).

Table 4.2.4 revealed the weighted of 2.33 out of the maximum obtainable score of 5.00 which is less than the standard mean of 3.00. This showed that Literature-in-English teachers' implementation of Socratic dialogue strategy in teaching of poetry is very poor.

Testing of Null Hypotheses

Ho1a: There is no significant connection between teachers teaching qualifications and awareness of peer conferencing strategy.

Table 4.2.5: Relationship between teachers teaching qualifications and awareness of peer conferencing

Family Type	N	Mean	STD.D	R	P value	Remarks
Awareness		53.13	5.057	0.276	0.140	NS
Teaching qualifications	30	2.47	0.571			

Not significant at $P < 0.5$

Table 4.2.5 showed that there is no significant connection between teachers teaching qualifications and awareness of peer conferencing strategy ($r=276$; $p>0.05$). Hence, the null hypothesis 1a was not rejected.

Ho1b: There is no significant connection between teachers teaching qualifications and awareness of Socratic dialogue strategy.

Table 4.2.6: Relationship between teachers teaching qualifications and awareness of Socratic dialogue strategy

Family Type	N	Mean	Std.d	R	P value	Remarks
Awareness Teaching qualifications	30	51.23	6.140	0.371*	0.44	Sig

Significant at $p < 0.05$

Table 4.2.6 showed that there was a positive connection between teachers teaching qualifications and awareness of socratic dialogue strategy ($r=0.371$; $p<0.05$). Hence, the null hypothesis 1a was rejected.

Ho2a: There is no significant connection between teachers teaching qualifications and implementation of peer conferencing strategy.

Table 4.2.7: Relationship between teachers' teaching qualifications and implementation of peer conferencing strategy.

Family Type	N	Mean	Std	R	P value	Remark
Implementation		23.40	6.066	0.312	0.093	NS
Teaching qualifications	30	24.7	0.571			

Not Sig. at $p < 0.05$

Table 4.2.7 showed that there was no significant connection between teachers' teaching qualification and implementation of peer conferencing strategy ($r=0.312$; $p>0.05$). Hence, the null hypothesis was not rejected.

Ho2b: There is no significant connection between teachers' teaching qualification and implementation of Socratic dialogue strategy.

Table 4.2.8: Relationship between teachers' teaching qualifications and implementation of Socratic dialogue strategy

Family type	N	Mean	Std.d	R	P value	Remark
Implementation		23.00	3.860	0.203	0.281	N.S
Teaching qualification	30	2.47	0.571			

Not Significant at $p < 0.05$

Table 4.2.8 showed that there is no significant connection between teachers' teaching qualification and implementation of Socratic dialogue strategy ($r = 0.203$; $p < 0.05$). Hence, the null hypothesis was not rejected.

Ho3a: There is no significant connection between teachers' teaching experience and awareness of peer conferencing strategy.

Table 4.2.9: Relationship between teachers' teaching experience and awareness of peer conferencing strategy

Family type	N	Mean	Std.d	R	P value	Remark
Awareness		53.13	5.057	0.487*	0.006	Sig.
Teaching experience	30	3.07	1.173			

Significant at $p < 0.05$.

Table 4.2.9 showed that there was a positive connection between teachers' teaching experience and awareness of peer conferencing strategy ($r = 0.487$; $p < 0.05$). Hence, the null hypothesis of 3a was rejected.

Ho3b: There is no significant connection between teachers' teaching experience and awareness of Socratic dialogue strategy.

Table 4.2.10: Relationship between teachers' teaching experience and awareness of Socratic dialogue strategy

Family Type	N	Mean	Std.d	R	P value	Remark
Awareness		51.23	6.140	0.410*	0.025	Sig
Teaching experience	30	3.07	1.172			

Significant at $p < 0.05$

Table 4.2.10 showed a positive connection between teachers' teaching experience and awareness of Socratic dialogue strategy ($r = 0.410$; $p < 0.05$). Hence, the null hypothesis 3b was rejected.

Ho4a: There is no significant connection between teachers' teaching experience and implementation of peer conferencing strategy.

Table 4.2.11: Relationship between teachers' teaching experience and implementation of peer conferencing strategy

Family Type	N	Mean	Std.d	R	P value	Remark
Implementation		23.00	6.066	0.559*	0.001	Sig
Teaching experience	30	3.07	1.172			

Significant at $p < 0.05$

Table 4.2.11 showed that there was a positive connection between teachers' teaching experience and implementation of peer conferencing strategy ($r = 0.559$; $p < 0.05$). Hence, the null hypothesis of 4a was rejected.

Ho4b: There is no significant connection between teachers' teaching experience and implementation of Socratic dialogue strategy.

Table 4.2.12: Relationship between teachers' teaching experience and implementation of Socratic dialogue strategy

Family Type	N	Mean	Std.d	R	P value	Remark
Implementation		23.00	3.860	0.450	0.013	Sig
Teaching experience	30	3.07	1.172			

Significant at $p < 0.05$

Table 4.2.12 showed that there was a positive connection between teachers' teaching experience and implementation of Socratic dialogue strategy ($r = 0.450$; $p < 0.05$). Hence, the null hypothesis 4b was rejected.

4.2 Thematic Analysis of the Oral Interview

4.2.1 Perceived Challenges in the use of these Strategies

Report from the oral interview revealed that teachers perceived the strategies as student-centred strategies and that they are practicable. They also acknowledged that the strategies will encourage students' active participations in the classroom activities. But, according to one of them, *'It will not be easy for us to use these strategies because of the challenges that we are likely to encounter such as overcrowded classrooms.'* (I.D1, Akure, May, 2018).

Some of them reported familiarity with the strategies but they hardly use these strategies to teach because of the challenges and constraints that will hamper the effective implementation of these strategies in their various schools. These challenges, according to one of them, include space constraint, *'The classes are so over-crowded that it is not easy to create spaces for the peculiar arrangements of these strategies'* (I.DI, Akure, May, 2018).

They are constrained by rigid time on the time table. *'To effectively implement these strategies requires more than the normal 40 minutes allotted for each subject'*, a teacher said. Another constraint for effective implementation of these strategies as revealed from the oral interview *'is the fact that most of the students are not capable enough to communicate effectively in English language. This, therefore, hampers their effective participation in the discussions when the strategies are being implemented.'* (IDI, Akure, May, 2018). Other constraints include lack of facilities and instructional materials, non-commitment of teachers to use the strategies and students' loafing. Lack of text books that contain the recommended poems also militates against the effective use of the strategies.

According to the teachers, *'Some of these students do not possess the poems or the books that contain the poems. So we are forced to write the poems on the chalkboard for them.'* *This took part of the time that was already not enough* (IDI, Akure, May, 2018). Some of the teachers expressed their reluctance to use these strategies, probably because of all the above constraints. The students themselves also pose as a problem. Because of their already held views and beliefs concerning poetry, they were reluctant as well to participate in the study. They were seen loafing about the class and the surroundings.

4.3 Discussion of the Findings

4.3.1 Awareness of Literature-in-English Teachers of Peer Conferencing and Socratic Dialogue Strategies in Teaching Poetry

The findings showed that teachers are aware of peer conferencing and Socratic dialogue strategy to a reasonable extent. These could be due to the fact that many of the teachers who participated, attend conferences, seminars and workshops, organised by government and private bodies, regularly and they are likely to be exposed to these strategies. When teachers are exposed to professionally developmental and capacity building programmes such as attending conferences, seminars and so on, they are kept abreast of innovative and effective teaching strategies that could improve their classroom practices (Kaya et al, 2015). This also confirmed that the educational curricula of these days are designed to increase teachers' effectiveness and productivity by making them fully aware of the different instructional strategies; since an effective and competent teacher is known by his or her ability to decide on appropriate teaching and learning strategies that will aid in the achievement of the main goals of the teaching and to completely cover the content; and through which students are given the ability to achieve the previously set lesson objectives which will meet their needs accurately (Hamzel, 2014). Such strategies should be meaningful and should also help students to learn or master knowledge and skills needed to solve problems. Teachers' awareness of peer conferencing and socratic dialogue strategies in teaching poetry will help to create a conducive environment for learning.

The findings are consistent with Kaya, Kablan, Akaydin and Demir(2015) who record that teachers were relatively aware of instructional strategies (more of teacher-centred strategies than learner-centred strategies). This implies that the teachers-centred strategies are commonly used by the teachers than the learners-centred strategies. It also implies that the teachers understand the subject content better, than the pedagogical aspects. For example, research reveals that most science teachers do not have required knowledge that is necessary for activity-based learning (Nwosu, 2004 and Johnson, 2004) and consequently, the most common strategies of teaching have been teacher-centred strategies. The possible ineffectiveness of these strategies accounts for the persistent poor learning outcomes of students in Literature-in-English as a whole, and poetry in particular. One can therefore deduce that a lot of teachers are not taking advantage of the varied forms of instructional strategies that

will help them deal with specific difficulties associated with the teaching and learning process of the 21st century. Kapadia, (2014) also lend credence to this that teachers showed an average level of awareness and knowledge of brain-based learning which could be possible through exposure to some teaching strategies in the internet but they may not be aware of strategies under brain-based learning and their principles. Onwudinjo (2003) sums it up that poetry is known to be unpopular with students, not because Nigerian students are illiterates, but because of the fact that Nigerian students are not actively motivated and exposed to poetry at schools to develop an enduring taste for it. So, their awareness of these strategies will help them implement the strategies effectively in the classrooms and remedy the situation.

The findings are, however, inconsistent with Samba, Achor and Ogbeba (2010) and Khurshid and Zahur (2013). While Samba, Achor and Ogbeba (2010) assert that teachers' awareness of new strategies in the teaching of primary science subject is high. Khurshid and Zahur (2013) found that private secondary schools teachers' level of awareness of innovative strategies is higher than that of their colleagues in government schools. This contradiction might not be unconnected to the fact that the study of the former was on primary science subject where the science teachers are likely to be exposed to different strategies of teaching science subjects through exposure to special courses regularly organised for science teachers and the later could be due to the differences in socio-cultural background where they are likely to put more emphasis on the teachers' development and in-service training, thereby increasing their awareness of innovative instructional strategies. Some countries place emphasis on the educational system than others and this is seen in the number and quality of seminar and courses the teachers are exposed to.

4.3.2 Literature-in-English Teachers' Implementation of Peer conferencing and Socratic dialogue Strategies in Teaching Poetry

The results revealed that teachers' implementation of peer conferencing and Socratic dialogue strategies is poor. The reason for this could be due to the fact that most teachers are not able to ask critical questions that can encourage critical thinking and answers from the students. Teachers are supposed to teach a particular content (that is knowledge) in a specific way to learners but this can only be achieved in their ability to effectively put the knowledge across to students through the effective implementation of the strategies. Strategies like peer conferencing and socratic dialogue strategies are more facilitative and involve the students more than others.

They incorporate active engagement and participation of the students which can greatly improve students' proficiency. The strategies can also make students who often feel distant from poetry have a direct relationship between the students and the poems (Roebuk, 2015). So, the effective implementation of these strategies will facilitate students' learning. Also, the poor implementation could be because the teachers did not probably familiarise themselves with the lesson procedure of presenting the strategies since some of them were not exposed to seminars and workshops where they were likely to be taught proper implementation of these innovative strategies. Using these strategies effectively and successfully require deep knowledge of when and how a teacher should apply them (Hamzel, 2014).

These findings are consistent with Ukoha and Ukoha (2009), Ogbaba (2009), Samba, Achor and Ogbaba (2010) and Khurshid and Zahur (2013) who confirmed in separate studies that several teachers are aware of what is commonly needed for the effective implementation of instructional strategies in their classroom but the extent of utilization is generally low. It implies that most teachers are not making use of diverse forms of teaching strategies that will equip them with the abilities to deal with some specific challenges connected with the teaching and learning situation. In other words, this may indicate that they are well-informed in the subject content but not in the pedagogical aspects. Teachers' familiarity with subject matter and pedagogical strategies in teaching influence how they designed their lessons and how they react to students' questionings (Crawford, 2007). Teachers are, therefore, required to convey a particular content knowledge in a proper way to the learners. To convey this expected knowledge across to learners, however, can become a big challenge to teachers.

This low implementation of teaching strategies by teachers is an indicator that certain subjects, particularly the poetry aspect of Literature-in-English have not been taught properly using suitable instructional strategies. This may also mean that most subjects or topics are most likely presented to students using similar or few strategies, which restrict them to few choices. This definitely would not give room for effective communication of this genre of literature, poetry, which is regarded as more difficult for the learners to understand. Awareness is likely to be superficial; one may be seemingly aware of a strategy without possessing the in-depth knowledge of how to apply it. Teachers should therefore be flexible in both their ability to use various strategies particularly peer conferencing and Socratic dialogue strategies when necessary, as well as being able to apply them effectively. When teachers lack the

necessary knowledge base about students-centred strategies and inquiry activities, they are likely to have problems in the implementation of the strategies (Kara, et al, 2015). Kapadia (2014) also affirms that because the teachers' level of implementation of brain-based strategies is poor, there is need for proper orientation of teachers towards these strategies. This is achievable if and when the teachers are exposed to educational conferences regularly.

These findings, however, contradict Kaya, Kablan, Akaydin and Demir (2015), which declare that teachers who were more aware of the instructional strategies almost always prefer using them. So this may explain the effectiveness in their ability to implement the strategies. The findings are also consistent with Ijiga (2014) research which revealed the effective implementation of conferencing strategy in teaching reading comprehension and was therefore recommended. This implies that when these strategies are effectively implemented, students will be actively involved in their assessment of their learning. This confirms that effective implementation of peer conferencing and socratic strategies will go a long way in improving the learning and teaching situations.

4.3.3 Teachers' Teaching Qualification and Awareness of Socratic Dialogue Strategy

The findings also showed that there exists a positive significant connection between teachers' teaching qualifications and awareness of Socratic dialogue. Qualification encompasses the teachers' knowledge of pedagogical content and skills and since most of the teachers that participated in the study are professional, it is not surprising that they are aware of the strategy. Socratic dialogue is a strategy that is difficult to define in simple terms. It involves a style of question-oriented dialogue which requires a higher level of thinking and language skills from the teacher (Knezic, Wubbels, Elbers and Hajer, 2010). The teacher essentially denies his or her own knowledge of a subject in order to lead the students to the correct idea or answer. Therefore, the teacher uses series of questions to bring out already held ideas from the students. So, more qualified teachers who have been exposed to philosophy of education in their course of learning will be more aware of strategies like socratic dialogue. A qualified teacher, in addition, must possess the knowledge of the subject matter, human growth and development, ethical values, instructional planning and strategies and skilful in information communication technologies.

These findings are consistent with Gbadamosi (2013) and Khurshid and Zahur (2013) findings that more professionally qualified teachers have more awareness of teaching strategies than the less qualified ones. The decision of the teacher on the utilization of Socratic dialogue strategy centres on teachers' awareness and knowledge of the strategies. So, the more qualified a teacher is, the greater the chance of awareness of the teaching strategies. It is also imperative to know that the number of qualified teachers should be increased in the schools system (Emmanuel and Adie, 2014). Kosgei et al (2013) explains further that the results show that as the level of teachers' education increases, their students' performance is increased considerably. This implies that teachers' academic qualification has an influence on students' academic achievement because of their possible awareness of teaching strategies. The increase or improved academic achievement of the students can be credited to the excellent teaching given by qualified teachers all things being equal. The Teachers' Registration Council of Nigeria (2005) also specified in its manual that it is a misdemeanour for non-professionals to engage in teaching at any level in Nigeria. Teachers that have no teaching qualification will possibly have limited knowledge of students-centred teaching strategies and will be reluctant to use them in their classrooms (Johnson, 2006).

Nwachukwu, (2006) and Hamzel, (2014) also add that teachers with higher degree of education and professional qualification have more knowledge of educational theories and their application. They possess a set of relevant traits such as knowledge, skills and attitude that are geared toward improving the students' performance. Using the strategy appropriately requires this deep knowledge of the strategy and this can be easily achieved by a qualified teacher. Teachers with postgraduate degrees have the tendency to study further and more about instructional strategies and are more assertive in implementing these strategies in their classrooms. Kangori (2014) also show that those teachers with degree and Masters Degree were the best in implementing teaching strategies in pre-schools. This also confirms that higher qualification is a factor that influences teachers' awareness and use of teaching strategies in the classrooms.

The findings, however, contradict the findings of Al-Keenal, Al-Hakeem and Sameer (2009) which reveal a non-significant connection between teachers' teaching qualification and their awareness and usage of teaching strategies. The contradiction could be as a result of the fact that the latter's findings was on Islamic education and

in Jordan, a different background. Kimani, Kara and Njagi (2013) also reveal that teachers' professional qualification was found to be statistically insignificant in explaining student's academic achievement. Rivikin, Hanushek and Kain (2005) also show that there was no confirmation that a master degree increases teachers' competence at secondary school level. The relatively few studies with contrary results on the connection between teachers' teaching qualification and their awareness of teaching strategies like socratic dialogue necessitated further research on the relationship. It is, therefore, summed up that a teacher cannot perceive the process of education beyond the limits of his /her mental culture. It is important for a teacher to have a sound education and deep knowledge of the subject matter, sound knowledge of innovative and effective strategies like peer conferencing and socratic dialogue. He must continuously read broadly and deeply to be able to keep up with new developments. Therefore, teachers' teaching qualification has a positive significant relationship on their awareness of teaching strategies.

4.3.4 Teachers Teaching Experience and Awareness of Peer Conferencing and Socratic Dialogue Strategies

The findings showed that there exists a positive significant connection between teachers' teaching experience and awareness of Peer conferencing and Socratic dialogue strategies. This is ascribed to the fact that the teachers with years of teaching experience are likely to have the advantage of attending many seminars and workshops where these strategies will be exposed to them. Teachers who have spent years in teaching a particular subject gain experience and become more knowledgeable of effective teaching strategies like peer conferencing and socratic dialogue which enhance their productivity (Onyekure and Ibegunam, 2013). Pedagogical knowledge or knowledge of effective strategies furnishes teachers with a lot of skills related to efficient teaching that can result in students' improved learning outcomes (Haidea and Hussai, 2015). So, enhancing teachers' pedagogical knowledge, which has been receiving an increasing attention recently, will help the teachers deepen their understanding of the content and improving their instructional strategies.

These findings are consistent with Zuzovsky (2003) and Khurshid and Zahur (2013) who found positive connection between teachers' teaching experience and their awareness of innovative teaching strategies. Ogundare (2011) explains this better that teachers that are just starting the teaching career may experience more challenges,

but with time, they acquire a range of instructional strategies that they can draw on throughout their teaching profession. This is likely to be as a result of the teachers' exposure to seminars and workshops organised by Educational Board. Zuzovsky (2003) also adds that though less experienced teachers are not as effective as the more experienced teachers, the benefits of experience level off after a few years. Adeyemi (2008) also shows that schools that have teachers with five years and above teaching experience accomplished better results than schools having teachers with less than five years of teaching experience. This can be attributed to the repertoire of teaching strategies they would have learnt and acquired over the years.

Harris and Sass (2007) however, give a caution to a selection bias that may likely influence the validity of conclusions as regards the effect of teachers' years of experience. Selection bias could work in the opposite direction if the more able teachers with better opportunities to earn more are those teachers most likely to leave the profession. Darling-Hammond (2010) also reveals a contrary finding, that there was no significant relationship between performances of students taught by teachers who had less than five years of experience than teachers with more than five years. This contradiction may be as a result of the fact that teachers learn from one another. The more qualified ones are almost always available to lend a helping hand to the less experienced ones. This cooperation could be the reason for the contradictory findings.

4.3.5 Teachers' Teaching Experience and Implementation of Peer Conferencing and Socratic Dialogue Strategies

The findings also showed that there exists a positive significant connection between teachers' teaching experience and implementation of peer conferencing and socratic dialogue strategies. An experienced teacher has skills, values and positive attitude to make the learners to be curious, aroused and interested in learning. These skills are manifested in the use of innovative, learners-centred strategies so as to stimulate students' interest in learning. This affirms that the capacity to joyfully criticise one's ideas in front of other people during the use of socratic dialogue strategy, is not a skill that is best learned in an inhospitable social environment. It is best modelled to students by a teacher with teaching experience (Maxwell and Maxwell, 2014). Many educational scholars reveal that five to eight years of teaching experience are required to acquire the knowledge of teaching strategies. These findings are consistent with Kosgei et al (2013), Khurshid and Zahur (2013) and Onyekuru and Ibegbunam (2013) who assert in separate studies that teachers

experience is positively related to teachers' ability to implement teaching strategies effectively. This is because they have mastered both the subject matter and the pedagogical aspects that enable them to implement the strategies effectively. They have also acquired classroom management skills needed for effective implementation of the strategies. Therefore, when teachers have better knowledge about their students, they will be more able to connect with them and the students will more likely benefit from the teachers' experience in restructuring their world.

Teacher' experience is judged by the number of years of service. It is assumed that the more years of service a teacher spends in teaching, the more he/she gains experience and become more conversant in all it takes to promote his /her efficiency or increase performance of students in their academic work (Onyekuru and Ibegbunam, 2013). Teachers that have not spent many years in the profession are likely to have their efficiency in service delivery in the classroom negatively influenced, and by extension the academic performance of students may also be influenced. It is also revealed by Khurshid and Zahur (2013) that the use of instructional strategies significantly correlates with teachers' experience and professional qualification. Teachers' years of experience has been confirmed to be significantly related to their success in implementation of strategies and curriculum practice. This is because of the obvious fact that an experienced teacher has a wide collection of different instructional strategies and techniques and also can create the right conditions for implementing them.

The findings are, however, inconsistent with Buddin and Zamarro (2009), Kimani, Kara and Njaki (2013) and Abde and Hamzeh (2014) who find that teachers that had less than five experience years got the highest mean. This was followed by the teachers with experience between 5 to 10 years and the last were teachers with more than 10 years. This can be attributed to these teachers' age; the younger ones believe in students' freedom and therefore, try to encourage and promote students' confidence and also allow them to participate fully in their learning. This may account to their effective implementation of the learner-centred strategies. Buddin and Zamarro (2009) and Kimani, Kara and Njaki (2013) did not detect any meaningful disparity between more and less experienced teachers and implementation of peer conferencing and socratic dialogue strategies. Teachers teaching experience was found to be statistically insignificant in explaining students' academic achievement.

4.3.6 Perceived Challenges and Constraints in the Effective Implementation of Peer Conferencing and Socratic Dialogue Strategies

Report from the oral interview revealed that teachers perceived the strategies as student-centred strategies and that they are practicable. Student-centred strategies encourage students' active participation and interaction in the teaching and learning process. These strategies are likely to improve students' writing skills as well as vocabulary expansion because the classroom discussion gives learners the opportunities to discover potentials and challenges associated with any poem. This interaction with peers will also expose the hidden meaning of any poem, hence, giving them a better understanding of it. It will help to demystify the difficulty associated with the teaching and learning of poetry which is due to its obvious ambiguity, obscurity of words and elliptical nature. The strategies require least intervention from teachers who, most of the times, transfer their own fear of poetry to the students. The strategies emphasise learning as social act that integrate numerous viewpoints in the feedback loops (Evertz, 2009). The strategies also help the students recognise the real audience and readers, improve students' critical and analytical thinking, and writing skills.

The teachers, however, complained of space constraint. Most of the public schools were found to be overcrowded. This large class size militates against the effective implementation of the strategies because of the peculiarities of the arrangement. Almost all the public schools in Akure are overcrowded. It will certainly hinder the peculiar arrangement of the students when implementing these strategies, particularly socratic dialogue. This confirms the findings of Adegoke, 2005; Ademola, 2005 and Amokeodo, 2012, that other factors responsible for the persistent poor performance in poetry in particular, apart from lack of positive attitude on the part of teachers, lack of effective communication skills, lack of text possession on the part of the students (Obiero, 2013), are the absence of motivation on the part of the students and large class size. An active learning environment is a prerequisite if these strategies are to be implemented effectively. Large class sizes not only make teachers to suffer from the pedagogical shortcoming but also from stress which these classes produce (Omotere, 2013). According to the policy of Education of 2004, a normal class size should be between 25 to 30 students per teacher but most of the schools in the states have classes that are as large as 90, 80 and 75. The reason for this is the high cost of maintaining small classes despite the obvious benefit of increased

students' achievement (Chingos, and Grover, 2011). Therefore, designing, preparing and presenting lessons to students in this kind of classroom may pose a challenge for teachers and the students' abilities may vary significantly. The active involvement of the students in the learning process may also pose as a problem in a large class.

However, familiarization with the lesson procedures of the strategies may actually be a solution to class size. The use of these strategies effectively, particularly, peer conferencing may be a solution to the problem of class size. Dividing the class into small heterogeneous groups of 5-6 members will make class manageable. Motivating the students is another solution to the problem of class size because of the active participation and engagement of the students in the teaching and learning situations. Also, the peculiar arrangement of the students in circles will give no room for reluctant students to hide. The heterogeneous nature of the groups will make the weaker ones to interact with the stronger ones, observe and imitate them, (Omotere, 2013). To effectively handle a large class effectively requires experience from the teachers. An experience teacher will have the right techniques from the repertoire of strategies at his/her disposal, to create the right condition and environment for learning. The teachers are always being held responsible for any shortcoming in the teaching and learning situations by the public and so, they are expected to give results, positive results to improve students' achievement irrespective of the class size (Adeyemi, 2008). The teacher, therefore, needs to brace up to this challenge by using strategies like peer conferencing and socratic dialogue, that can actively engage students in the classroom and encourage interaction of the weaker students with stronger ones. This certainly will lead to improved performance of the students in poetry, in particular, and Literature-in-English, in general.

It was also gathered from the teachers that rigid time table allotted to the teaching of Literature-in-English is another constraint that militates against the effective implementation of the strategies. The teachers are allotted three periods per week for the subject and in some schools, two periods are assigned and each period takes 40 minutes per day. This is certainly a constraint if the strategies are to be implemented effectively. The Socratic dialogue, in particular, is not simple. It is energetic in nature as it requires series of questions and each of these questions helps to bring forth the prior responses before moving forward; hence, students are not to be rushed. This will ultimately help reduce the students' likely apprehension from time to time (Celik, 2007). After asking questions, the teacher is expected to give enough

time to the process of questioning and answering of the questions. This period of waiting for students' response is called waiting time and is very important to ensure the successful implementation of the strategies. This affirms that 40 minutes allotted for a subject in the school time table will certainly not be enough for effective implementation of the strategies, particularly socratic dialogue.

This is supported by the findings of Yang, Newby and Bill (2005) while investigating effect of Socratic dialogue on distance learning students, that asking students to experience, explore, and analyse their thinking abilities will reveal to them the considerable work involved; though, significant improvements in students' skills and attitudes confirmed that teaching and learning using socratic dialogue is worth the time and effort spent on it. Each phase in the process is attained by consensus. It, of course, will require enough time for every question, doubt, observation and insight offered by the participant to be considered, for a consensus to be reached. The teacher should be willing to wait for the students to respond to questions or observations. Boghossian (2003) reveal that the strategies help students who were uninterested and alienated from the learning process to engage the material in a way that is meaningful to them. A learner-centred strategy like these will help students to come up with ideas and solutions that make them think critically and apply new ideas to grasp with the given text. The 40 minutes given for each subject will certainly not be enough if all these are to be achieved by the teacher and the students alike. Choeda, and Kinley (2013) also affirm that the participants in their study revealed the need for additional time and effort for effective implementation of teaching strategies. Chingos and Grover (2011) also add that increase in instructional time will lead to increase in students' learning. This implies that students will certainly achieve a lot if enough time is allotted to the teaching and learning of poetry using peer conferencing and/or socratic dialogue strategies.

Another constraint mentioned by the teacher during the oral interview is poor communication skills of the students. Some of the students were unable to participate actively as they would have loved to because of their poor communication skill. Communication skills are defined as processes of exchanging information, ideals, feelings and emotion through speech, signals, writing and behaviour (Kolade-Ojo, 2015). These are acts by which student gives or receives responses from one another. The importance of the English language in Nigeria cannot be overemphasised. It not only serves as the medium of instruction of the Nigerian students, it is, in fact, the

language of instruction in the secondary schools (National Policy on Education, 2004). Therefore, the use of English language in the secondary schools is unavoidable. In addition, as the subject in which poetry is taught in Nigerian Senior Secondary Schools is called Literature-in-English, English language, as medium of instruction, is therefore, a sine qua non (Iyabode, 2013). Students, therefore, need to be proficient in communicating in English language. The possible causes of the poor communication skills of the students particularly in public schools include environment, mother tongue interference, home background and other related factors (Igubor, 2014). Research reveal that students communication skills are factors that greatly influence students' performance in Literature-in-English as a whole, and poetry in particular (Ayaniyi, 2009; Igubor, 2014 and Kolade-Ojo. 2015).

A teacher whose target is to improve students in his or her subject will use strategies that will help in correcting these anomalies. The use of peer conferencing and socratic dialogue can also be a solution to the challenge of students' poor communication skill. One of the ways to do this, is the division of the class to heterogeneous groups which will encourage the students to air their opinions to just a small member of their groups, as in the case of peer conferencing strategy. This will develop their oral as well as their written communication skills. They not only have the opportunity of working in small groups, it also gives them the chance to deliberate on their opinions, take turns and work together towards a collective goal. Because students are required to give response to questions asked by their teacher and mates during the use of socratic dialogue strategy, they will be inspired to discuss and demonstrate many ways of perceiving and answering questions. This is another way to improve the students' communication skills. The strategies, particularly socratic dialogue, offer students learning opportunity. This is seen in a moment where a student asks question in a complicated way and a teacher rephrases it for the student or challenge others to ask questions for clarification (Lee, 2017). So, linguistic incompetence in the second language by students, manifested greatly in poetry teaching and learning can be corrected and improved on by the effective implementation of the strategies. And these, can be easily achieved by experienced teachers.

One of the most significant attributes of a teacher that contributes greatly to the strength of the teaching profession is his or her commitment and dedication to students and their achievement. The lack of commitment on the part of the teachers to

implement innovative teaching strategies particularly, peer conferencing and socratic dialogue, was noticed and this posed as a great constraint in the effective implementation of the two strategies. A committed teacher is seriously interested in the progress of their students and he or she will work intensely on how to improve the students' performance by experimenting with different innovative strategies that will aid the students understanding of their lessons. This will also arouse the students' curiosity and interest in learning. A teacher who is committed will like to try out new ways and strategies in the teaching and learning situations. Cagri, (2013) also affirms that a committed teacher will seek for constant professional development. This is manifested in their eagerness to use or utilize new strategies, however complex their implementation may be. This, in turn, will enhance the effectiveness of their teaching. Hence, to effectively implement these strategies in poetry classes will require the commitment of the teachers involved.

However, teachers' commitment are limited by several challenges. These include poor training, irregular seminars and workshops, lack of motivations, lack of security and compensation, poor working environment and government interference in the teaching profession among others (Mwesiga and Okendo, 2018). So, to improve teachers' commitment to using varied and innovative strategies in teaching, a lot of things must be put in place. One of such is continuous trainings. They should be encouraged to attend seminars, workshops where they will be exposed to new and innovative pedagogical skills and strategies that will enhance their teaching. They should also be adequately motivated with incentives, prompt and adequate payment of salaries and the likes. Stakeholders should make the school environment conducive and friendly to teachers by ensuring that they are secured and their welfare adequately taken care of.

Loafing is yet another factor that poses as a constraint against the effective implementation of these strategies in the classrooms. The teachers complained of some students loafing around, during team work thereby causing poor performance of their team. Students' loafing during group work has posed as a serious hurdle that hampers the students from benefiting from the gains of using the strategies. Loafers are viewed as people who slack off, people who perform poor quality work and who engage in distractive, disrupting behaviours during team work (Jassawalla, Malshe, and Sashittal, 2008). So many factors are responsible for loafing in the classroom. The nature of the task and the role of each students in the team seem to be connected to

this behaviour. When students are not actively engaged in the task, it is likely to result in their loafing. So teachers need to motivate them adequately to eliminate loafing during the implementation of peer conferencing and socratic dialogue strategies.

This can be done by setting rules at the beginning which will help in achieving the goal of the lesson. A teacher can assign jobs or tasks for each group member to keep them involved. Students can also be encouraged to evaluate themselves as a group, which allows for individual accountability for the group as well. The size of the groups should not be more than five or six to ensure productivity. Everyone wants to have a sense of belonging, and emphasizing their strengths and achievements will help show that they are valued in the group. A teacher can achieve this by moving around the room and making sure that she makes a comment about how each team member's progress. (Stepanek, 2013). Another factor contributing to students loafing is the nature of evaluation and the prospects of rewards. The lack of assessment or poor potential for appraisal from the teachers or group members is generally connected to increase in students' loafing (Jassawalla, Malshe, and Sashittal, 2008). Moreover, loafing behaviours occur when people believe that their own uniqueness and distinctiveness will not be sufficiently rewarded in a team environment.

Lack of facilities and instructional materials was also mentioned as a constraint to the implementation of these strategies. Facilities and instructional materials refer to satisfactory or acceptable quality and quantity of material resources and physical facilities. Availability of instructional materials such as textbooks which is the major teaching material is the most cost effective input that affect the student's performance (Okongo, Ngao, Rop and Nyongesa, 2015). Most of the students were observed sharing textbooks in their groups and so this hampers their active involvement in the learning process. The teachers had to improvise in some schools by photocopying some of the poems for the students, to encourage their participation while others wrote the poems on the chalkboard. For teaching and learning to be effective, textbooks and resource materials are necessities. The absence of these tools will make teachers teach the poems in an abstract manner, thereby making the class dry and unexciting. Therefore, to encourage the effective implementation of these strategies in teaching poetry, its efficiency and productivity, better instructional materials and facilities are very essential.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The summary of findings, conclusion and recommendations are presented in this chapter.

5.1 Summary of findings

The findings of this study showed that:

- i. Literature-in-English teachers are aware of peer conferencing and socratic dialogue strategies to a reasonable extent.
- ii. Literature-in-English teachers' implementation of peer conferencing and socratic dialogue strategies is poor.
- iii. There was no significant connection between teachers' teaching qualification and awareness of peer conferencing strategy.
- iv. There was a positive significant connection between teachers' teaching qualification and awareness of socratic dialogue strategy.
- v. There is no significant connection between teachers' teaching qualification and implementation of peer conferencing strategy.
- vi. There is no significant connection between teachers' teaching qualification and implementation of socratic dialogue strategy.
- vii. There was a positive significant connection between teachers' teaching experience and awareness of peer conferencing strategy.
- viii. There was a positive significant connection between teachers' teaching experience and awareness of socratic dialogue strategy.
- ix. There was a positive significant connection between teachers' teaching experience and implementation of peer conferencing strategy.

- x. There was positive significant connection between teachers' teaching experience and implementation of socratic dialogue.
- xi. The perceived challenges and constraints faced by the teachers in the implementation of the strategies include; space constraint, rigid time table, lack of facilities and instructional materials, non-commitment of teachers to use the strategies, students' loafing and their poor level of proficiency in English language.

5.2 Conclusion

The study investigated teachers' awareness and implementation of peer conferencing and socratic dialogue strategies in teaching poetry in public secondary schools in Akure North and Akure South local governments. The results revealed teachers are aware of innovative strategies like peer conferencing and socratic dialogue to a reasonable extent but the extent of implementation is poor. It can, therefore, be concluded from this study that the level of teachers' awareness of teaching strategies could influence the effective implementation of the strategies. It can also be deduced that the extent and effectiveness of use of any teaching strategy depends on the level of awareness and implementation of the teachers. Also, it can be inferred that qualification and years of experience of teachers are strong factors that can determinetheir awareness and implementation of teaching strategies.

5.3 Implications

From the findings in the study, the following implications were deduced:

- 1. Teachers' awareness of instructional strategies does not indicate their ability to effectively implement them.
- 2. Length of teaching experience is directly related to effective implementation of teaching strategies.
- 3. Qualified teachers are likely to be aware of more innovative strategies.

5.4 Recommendations

Based on the findings of this study, the following recommendations are made:

- (i) Teachers should be exposed constantly to conferences, seminars and workshops so as to increase their awareness of innovative strategies, and the effective implementation of the strategies.
- (ii) Government or employers of labour should employ professionally qualified teachers to teach Literature-in English in schools.

- (iii) Teachers should be motivated to attend seminar, workshops to bring up-to-date their pedagogical contents knowledge and skills.
- (iv) Experience teachers should be encouraged to mentor and supervise or monitor the less experienced teachers.
- (iv) Literature-in-English teachers should be provided with enabling environment that will help them implement instructional strategies effectively.
- (v) Double periods should be allotted for Literature-in-English to enable teachers implement these strategies.
- (vi) Students should be exposed to exercises on verbal ability to sharpen their communication skills needed for effective implementation of these strategies.

5.5 Limitations to the study

There were many factors that militated against this study. Among these are: some teachers were reluctant to take part in the study. They felt they were being examined. Their attitude was not encouraging as they have to be persuaded to participate in the study. Also, the study was limited to the awareness and implementation of the teaching strategies because of time constraint. Therefore, there was no time to examine the effect of these strategies on students' learning outcomes in poetry. It is not possible to use all the teachers in Ondo State for the study. So, 30 teachers from two local government areas, out of 18 local government areas were used in the study. Despite these limitations, the study still came up with significant insight on teachers' awareness and implementation of peer conferencing and socratic dialogue strategies in poetry teaching which can serve as a basic for teachers' development programmes in Akure, in particular and Nigeria as a whole.

5.6 Suggestions for further Studies

Based on the literature reviewed in this study, there is need to examine the disposition of students to the use of peer conferencing and socratic dialogue strategies in teaching poetry. Also, the influence of other variables like class size, verbal ability of students, time factor, to the implementation of peer conferencing and socratic dialogue strategies in the teaching of poetry should also be investigated. Teachers' awareness and implementation of these strategies in the teaching of other aspects of Literature-in-English can also be investigated. Teachers' awareness and implementation of the two strategies can also be investigated using different locations or local governments. The moderating effects of other factors like gender, age, motivation, among others can also be investigated.

5.7 Contributions to knowledge

The study has contributed to knowledge in the following ways: It has revealed that awareness of teaching strategies is not enough to ensure adequate implementation of the strategies. Teachers' level of education and years of experience have been revealed to be relevant factors in their awareness and implementation of instructional strategies.

REFERENCES

- Abde, M. and Hamzeh, W. Teaching Strategies Used by Mathematics Teachers in the Jordan Public Schools and Their Relationship with Some Variables. 4: 5.
- Abe, T. 2014. The effect of teachers' qualifications on students' performance in mathematics. *Sky Journal of Education Research*, Ikere Ekiti, Nigeria 2.1,:010-014
- Abrams, M. 2009. New Standard Encyclopedia of Literary Terms. Amazon.com.
- Adams, A. and Babiker, Y. 2015. The Role of literature in enhancing creative writing from teachers' perspectives. *English language and literature studies*; 5.1.
- Adebile, F. 2012. Towards bridging the perceived cultural declination through drama literature in Nigerian schools, *International journal of Arts and Education*. Muldersdrift, Johannesburg, South Africa, 3.1.
- Adegoke, L. 2005. Perception of prescribed prose literature text and reading comprehension performance of public junior secondary school students in Oyo State. A Ph.D. Thesis, University of Ibadan.
- Adekoya, T. 2011. Senior secondary school students' perception of their literature in English teachers' effectiveness in Ibadan South East Local Government of Oyo State. M Ed project, Ibadan: University of Ibadan.
- Ademola, F. 2005. Investigating cause of students' unwillingness to read prescribed prose text in some schools in Ibadan, Oyo State. An M.Ed project, Department of Teacher Education, University of Ibadan.
- Adesoji, F. and Ibraheem, T. 2009. Effects of student teams-achievement divisions strategy and mathematics knowledge on learning outcomes in chemical kinetics. *The Journal of International Social Research* 2.6 Winter.
- Adeyemi, T. 2008. The influence of class size on the quality of output in secondary school in Ekiti State, Nigeria. *American-Eurasian Journal of Scientific Research*. 3.1: 8-9.

- Adeyemo, T. 2008. Teachers' teaching experience and students' learning outcomes in secondary schools in Ondo State, Nigeria. *Educational Research and Review*, 3.6:204-212.
- Adomat, D. 2012. Drama's potential for deepening young children's understanding of stories. *Early Childhood Education Journal*, 40.10.:343-350.
- Agharuwhe, A. 2013. Effect of teacher effectiveness on students' academic performance in public secondary schools in Delta State- Nigeria. *Journal of Educational and Social Research*, 3.3:105-107
- Aina, K. and Olanipekun, S. 2015. A review of teacher qualifications and its implications to students' academic achievement in Nigerian schools. *International Journal of Education Research and Information Science*. 2.2: 10-15.
- Ajimuda, O. 2008. Complete work on literature. Akure: Stercom Publishers.
- Akinfe, E., Olofiniyi, O. and Fashiku, O. 2012. Teacher quality as correlates of students' academic achievement in biology in senior secondary schools of Ondo State, Nigeria. *Online Journal of Education Research*, 1(6) 108-110.
- Akinsolu, A. 2010. Teachers and Students' Academic Performance in Nigerian Secondary Schools: Implications for Planning. *Florida Journal of Educational Administration and Policy* Volume 3, Issue 2 pp86-103.
- Akinsulire, Y. 2012. Effects of narrative text structure awareness on students' academic achievement in prose Literature-in-English in Ondo West. M.Ed project, Ibadan: University of Ibadan.
- Akporobaro, F. 2015. Introduction to Poetry: its forms, its functions, its language and its theories. Princeton publisher: Lagos.
- Al-Keelane, Al-Hakeem, Sameer. 2009. The level of Using Teaching Cognitive Strategies by Islamic Education Teachers in high school in Jordan. *Al-Basair Magazine*, 13,1: 353-384.
- Aluko, O. 1990. Effects of three methods of poetry teaching on attitude achievement of secondary school students. Unpublished Doctoral Thesis, Department of Teacher Education, University of Ibadan.
- Amokeodo, O. 2012. Classroom participation and study habits as predictors of achievement in Literature-in-English in selected schools in Ibadan North Local Government in Oyo State. An Unpublished M.Ed Project, University of Ibadan.
- Anang, T. 2013. Some current issues in teaching and learning literature. TangerrangBaten, Indonesia.
- Anderson, C. 2005. Assessing writers. Heinemann: Portsmouth, NH.

- Antrim, T. 2013. "In Praise of Short". The Daily Beast. Retrieved 15 February 2014.
- Anyachebelu, F. Anyamene, A.; Obumneke-Okeke, I. and Adebola, H. 2011. Teachers perceptions of effective strategies for teaching literature to enhance students learning in *Journal of Emerging Trends in Educational Research and Policy Studies* (JETERAPS) 2.4: NnamdiAzikiwe University, Awka-Nigeria.
- Aquilar, E. 2013. Five reasons why we need poetry in schools. Students Engagement Transformational Leadership Coach: Oakland.
- Arikan, A. 2005. An Evaluation of literature components of Haxettepe University. English Teaching Department, 29:27-30.
- Arora, A. 2007. On reading Paulo Freire. *Contemporary Education Dialogue*, 5, 123-126.
- Ayanniyi, M. 2009. Effects of three modes of advance organizer on secondary school students' achievement in and attitude to poetic literature in Ibadan Metropolis. Ph.D. Thesis, University of Ibadan.
- Ayebola, V. 2006. The relevance of literature-in-English to science students. *The UNAAB experience*. ASSET series cl. 1.
- Baart, N. 2002. Saying it *more intensely*: Using sensory experience to teach poetry writing. *English Journal*, 91.3:98-103.
- Baleghuzdaeh, S and Zeurghami, Z. 2012. The Impact of Conferencing Assessment on EFL Students' Grammar Learning. *Profile Issues in Teachers' Professional Development*. profile vol.14 no.2 Bogotá . ISSN 1657-0790.
- Bamsaiye, O. 2000. Education for social transfer in a 'new' South Africa: the context of pedagogies of literature, in philosophizing about African Education challenges of a new millennium. Macmillan Nigeria Publishers Limited, Ibadan.
- Bandura, A. 1977. Social Learning Theory. New York: W.H. Freeman.
- Banegas, D. 2010. The role of literature in ELT-Part one. {online} <http://www.teachingenglish.org.uk>.
- Beacham, W. 1974. The Meaning of Poetry: a guide to explication. Allyn and Bacon. United States.
- Beran, M. 2008. City Journal. *Journal of Educational Research*.
- Boghossian, P. 2003. How Socratic Pedagogy Works. Education Policy Analysis Archives. *Informal Logic* Vol. 23, No.2 <http://epaa.asu.edu/epaal>.
- Boris J. 2006. Learn poetry. The Telegraph. *Journal of Educational Research*.

- Brindley, G. 2001. Outcomes-based assessment in practice: Some examples and emerging insights. *Language Testing*, 18.4: 393-407.
- British Dictionary .2016. Literature: define literature. Randon House, Inc.
- Buddin, G. and Zamarro, J. 2009. Teaching qualification Retrieved from http://en.wikipedia.org/wiki/teaching_qualification.
- Bushman, J. and Bushman, K. 1997. *Using young adult literature in the English Classroom*. New York: Macmillan Publishing Company.
- Business Dictionary. 2018. www.businessdictionary.com/definition
- Byra, M. 1996. Postlessonconferencing strategies and pre-service teachers' reflective practices. *Journal of teaching In Physical Education*, 1996.16.48-65. *Human Kinetics Publishers, Inc.*
- Cagri, M. 2012. A Passionate Teacher: Teacher Commitment and Dedication to Student Learning. *International Journal of Academic Research in Progressive Education and Development* January 2013, Vol. 2, No. 1
- Calkins, L. 1996. *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Carnichael, 2005. *Strategy Classroom*. New York: Macmillan Publishing Company.
- Carr, W. (2006) Philosophy, methodology and action research. *Journal of philosophy of education*, 40.4;421-435.
- Carter, R. 1987. *Teaching Literature*. United Kingdom: Longman.
- Catlin, C. 2000. Learning in Science: a comparison of deep and surface approaches. *Journal of research in Science Teaching*. 37:2.
- Caudwell, C. 1937. *Illusion and reality*. International publishers: New York.
- Celik, S. 2007. Classroom strategies of Turkish EFL teachers in managing cultural diversity. Karadeniz Technical University: Turkey.
- Chang, J. 2007. Teaching English poetry in senior high school: A case study of art students. Unpublished Master's thesis, National Taiwan Normal University, Taipei, Taiwan.
- Chen, Y. 2006. Using children's literature for reading and writing stories. *Asian EFL Journal* 8.4:210-232.
- Cheng, H. and Chang, N. 2013. The Effects of language learning strategies on the students' learning achievement. *The Asian Conference on Education 2013 Osaka, Japan*.

- Chin, M. 2016. Exploring Explanation for the ‘weak’ Relationship between Value added and Observation Based Measures of Teacher Performance. *National Centre for Teacher Effectiveness*. Cambridge.
- Chingos, M. and Grover, J. 2011. Class size: what research says and what it means for state policy. Executive Summary. 4:223
- Choeda, C. and Kinley, K. 2013. Implementation of Teaching Skills and Strategies in the Schools A study of graduates of a teacher education program. *Bhutan Journal of Research and Development*. 2(1), 53-63.
- Chui, C. 2008. Progression plan for poems and songs. Group 36 BWC038 Apr – May 2008.
- Chukwudi, D. 2015. The problems of teaching poetry in junior secondary schools in Ikpoba-Okha Local Government Area Edo State. www.easyprojectmaterials.com.ng
- Clotfelter, C., Ladd, H., and Vigdor, J. 2007. *Teacher Credentials and Student Achievement in High School: A Cross-subject Analysis with Student Fixed Effects*. Working Paper 11 Washington, DC: Urban Institute, National Center for Analysis of Longitudinal Data in Education Research.
- Cody, G. 2007. *The Columbia Encyclopedia of Modern Drama (Volume 1 ed.)*. New York City: Columbia University Press. p. 271.
- Cohn, M., Fredrickson, B., Brown, S., Mikels, J. and Conway. A. 2009. —Happiness unpacked: Positive emotions increase life satisfaction by building resilience. *Emotion* 9: 361–368.
- Collins Dictionary 2012. Complete and Unabridged, 12th Edition 2012 HarperCollins Publishers
- Collins English Dictionary, 2009. Complete and Unabridged 10th Edition. HarperCollins Publishers.
- Connor, S. 2015. Strategies for conferencing. *Eli Review Tutorials*. <http://elireview.com/tutorials>.
- Copeland, M. 2005. Socratic Circles: fostering critical and creative thinking in Middle and High School. Stenhouse Publishers.
- Cotterall, S. 2000. Promoting learner autonomy through the curriculum: principles for designing language courses. *ELT Journal*, 54.2: 109-117.2000.
- Crawford, B. 2007. Learning to teach science as inquiry in the rough and tumble of practice. *Journal of research in science teaching*, 44.4: 613-642.
- Dabbs, L. 2013. Five Poetry Teaching Tips for New Teachers. <http://www.edutopia.org/blogs/tag/new-teachers>.

- Danhui, J. 2008. The effects of teacher education level, teaching experience, and teaching behaviours on student science achievement. Ph.D Thesis, Utah State University, Logan, Utah.
- Danmole, B, and Femi-Adeoye, K. 2004. Effect of concept mapping technique on senior secondary school students' achievement and retention of Ecological concepts. *J.Sci.Teach.Assoc.Niger.* 39.1&2: 32-38.
- Darling-Harmond, L. 2000. Teacher quality and achievement: A review of state policy evidence. *Educational Policy Analysis Archives.* 8:1, 1-9.
- Darling-Harmond, L. 2010. Evaluating teacher education: how teacher performance assessment can measure and improve teaching. *Center for American Progress.*
- Dasyilva, A. and Jegede, O. 2005. Studies in poetry. Ibadan: Stirling-Horden Publisher.
- Davies, G. 2006. Quality Educations; *Prospects and Challenges.* New Delhi: APH Publishing Corporation.
- Dodsworth, M. 2010. "On Teaching modern poetry." *Oxford journals.org Web.* 9 April 2010. doi:10.1598/RT.59.5.1
- Dutta, S. 2001. Teaching poetry in the school classroom: an integrated and communicative approach. University of Chittagong, Bangladesh, Centro Virtual Cervantes.
- Duze, C. 2010. Effects of participatory learning technique on achievement and attitude of b. ed. students in educational research methods. *Journal of Social Science,* 22.3:185-189.
- Edgar, A. and Jacobs, S. 1840. <https://en.m.wikipedia.org>.
- Edmunds, K. and Bauserman, K. 2006. What teachers can learn about reading motivation. *The Reading Teacher,* 59.5 : 414-424.
- Ehindero, S. 1986. Curriculum foundations and development for Nigerian students. Lagos: Concept Publishers.
- Elton, L. 2005. *Research and Teaching condition for positive link. Teaching in Higher Education.* 6 .1: 43-56. <http://dx.doi.org>.
- Emmanuel, I. and Ambe, B. 2014. Influence of Teachers, Professional Qualification and Area of Specialization on the Implementation of Environmental Education Curriculum in Cross River State – Nigeria. *International Conference on Chemical, Environment & Biological Sciences (CEBS-2014)* Sept. 17-18, 2014 Kuala Lumpur (Malaysia)
- Encyclopedia Americana-wikipedia. <https://en.m.wikipedia.org>.

- Evertz, K. 2009. Strategies for Peer Group and Individual Conferencing. Academic Support Center, Carleton College. 222-4015 / kevertz@acs.carleton.edu
- Ezendingbu, B. 2011. The teaching of poetry in senior secondary schools in Ibadan unpublished B.Ed project. University of Ibadan, Ibadan, Nigeria.
- Fakeye, D. 2010. Influence of two non-cognitive constructs on students' achievement in Literature-in-English. *Nigerian Journal of Applied Psychology*, 12 .1:166-179.
- Farley, A. 2017. The role of literature in the society. <https://study.com>.
- Fatokun, A. 2008. Linguistic-stylistic techniques and the effective teaching and learning of 122.
- Fauzia, K. and Bizmah, Z. 2013. Comparison of teachers' awareness and utilization of innovative teaching strategies in private and public sector secondary schools. *Elixir Psychology* 54 (2013) 12242-12245.
- Federal Republic of Nigeria, 2004. National Policy on Education (3rd Edition) NERDC Press, Lagos.
- Fennema, E, and Franke, M. 2006. Teacher knowledge and its impacts. In D.A. Grooms (Ed.) *Handbook of Research Mathematics Teaching and Learning*. New York: Macmillan, 89-98.
- Field, J., 2007. *Looking outwards, not inwards*. *ELT Journal*, 61 (1), 30-38.
- Flander, N. 1963. Intent, Action and Feedback: a preparation for teaching <https://www.researchgate.net>.
- Ford, C. 2008. The Socratic Method in the 21st Century. Master Teacher Program Project,
- Freire, P. 1996. *Pedagogy of the Oppressed*. New York. Continuum.
- Gaji, A. 2014. Perception of the relationship between teacher quality and students' academic performance in senior secondary schools in Kano metropolis. M.Ed Thesis, Department of Curriculum and Instructions, Department of Educational Foundation and Curriculum, Ahmadu Bello University Zaria, Nigeria.
- Gallagher, H. 2004. *Vaughn elementary innovation on teacher evaluation system: Are teacher evaluation scores related to growth in student achievement?* *Peabody journal of education*, 79.4: 79-107.
- Garlikov, R. 2001. The Socratic Method: Teaching by Asking Instead of by Telling. http://www.garlikov.com/Soc_Meth.html.
- Gayford, C. and Dorion, C. 2004. Planning and evaluation of environmental educational in school curriculum. Reading: University of Reading.

- Gbadamosi, A. 2013. Biology Teachers awareness and utilization of innovative teaching strategies in Oyo State Senatorial District, Nigeria. M.Ed project, Department of Science Education, Faculty of Education, University of Ilorin.
- Ghasemi, P. 2008. The role of literature-based program in the EST classroom. from <http://www.faculty.ksu.edu.sa/a/jarf/Document/EnglishLanguageTeachingconference-Iran2008/parvinghasemi.pdf>.
- Giraldi, W. 2008. *"The Novella's Long Life"*. *The Southern Review (Autumn 2008: 793–801. Retrieved 15 February 2014.*
- Githleash, T. 2004. Teaching poetry in context: some observations and suggestions. India: Sarup and Sons New Standard Encyclopaedia of Literary Terms 2009-dictionary definition of literary terms-encyclopaedia.com.
- Glossary of Literary Terms. 2009. Educational Magazine. Encyclopedia.com
- Goody, J. 2014. *"From Oral to Written: An Anthropological Breakthrough in Storytelling"*. In Franco Moretti. *The Novel, Volume 1: History, Geography, and Culture. Princeton: Princeton UP.*18.
- Gose, M. 2008. When Socratic dialogue is flagging: Questions and strategies for engaging students. In college teaching. Heldref publications.
- Graham, S., MacArthur, A., and Fitzgerald, J. (Eds.). 2007. *Best practices in writing instruction*. NY: Guilford Press.
- Haidea, Z. and Hussai, A. 2015. Relationship between teacher factors and students' achievement: a correlation on secondary school. The Islamia University of Bahawalpua: Pakistan. 7.465-467.
- Hamzel, M. 2014. Teaching strategies used by Mathematics teacher in the Jordan public schools and their relationship with some variables. *American Journal of Educational Research*. 2: 331-334.
- Han, B. and Omarh, S. 2009 *Language purpose and language use*. Oxford: Oxford University.
- Hanauer, D. 2004. The task of poetry reading and second language learning. *Applied linguistic*. Canada: Pippin Publishing Corporation.
- Haraldson, K. 2011. *The Poetic Classroom: Teaching Poetry in English Language Courses in Swedish Upper Secondary Schools*. Term Paper, Section of Teacher Education, Halmstad University College.
- Harris, D. and Sass, T. 2007. *Teacher training, teacher quality and student achievement*. Unpublished manuscript, Grant R305M04121 from US Department of Education.
- Harris, D., and Sass, T. 2007. *Teacher training, teacher quality, and student achievement* Washington, DC: National Center for Analysis of Longitudinal Data

- in Education Research. Retrieved from http://www.caldercenter.org/PDF/1001059_Teacher_Training.pdf
- Haynes, C. 1992. Fourth graders literature preference. *Journal of Education Research*. March/April, Volume 85, no. 2.
- Heidi, G. 2012. Types of literature. From <http://www.slideshare.net/darlingniugibac9/types-of-literature-14741588>
- Hismanoglu, M. 2005. Teaching English through literature. *Journal, of language and linguistic studies*. 1; 1. April, 2005.
- Hoffman, J. 1992. Critical Reading/ thinking across the curriculum: Using I Charts to support Learning. *Language Arts*, 69: 121-127.
[Htps://www.rug.nl/research/portal/files/1445196](https://www.rug.nl/research/portal/files/1445196).
- Hoover, K, and Lutz, C. 2010. Discovering the treasures of conferences in the k-2 writing workshop. Monroe, CT: Really Good Stuff Publishing.
- Huang, F. and Moon, T. 2009. Is experience the best teacher? A multilevel analysis of teacher characteristics and student achievement in low performing schools *Educ Asse Eval Acc* 21:209–234
- Hwang, D. and Embi, A. 2007. Approaches employed by secondary school teachers to Black students and school failure: Policies, practices and prescriptions. *Teaching literature components in English. Journal pendidkdanpendidikan*, 22,1-7.
- Ibitola, A. 2005. Essential Literature-in-English. Abeokuta: Tonad Publishers Limited.
- Idialu, P. 2014. Students-related Variables as predictors of attitude to and achievement in literature-in-English. Unpublished PH.D. Thesis, University of Ibadan, Ibadan.
- Igubor, P. 2014. Essay structure-based Instructional strategy and students' academic achievement in argumentative and expository essay writing in some secondary schools in Benin City. Unpublished Thesis. University of Ibadan. Pp 3-4, 30.
- Ijaiya, Y. 2000. Failing schools and national development: Time for reappraisal of school effectiveness in Nigeria. *Nigeria Journal of Educational Research and Evaluation*, 2.2:37-44.
- Ijiga, M. 2014. Conferencing Strategy for Reading Comprehension. <https://www.reading.conference>.
- Inyang, G. 2011. Linguistic – Stylistic Technique and the Effective Teaching and Learning of Poetry in Nigerian Senior Secondary Schools. *An International Multi-Disciplinary Journal, Ethiopia Vol. 3.2: 78-91*.

- Iser, W. 1978. *The Act of Reading: A Theory of Aesthetic Response*. Baltimore: John Hopkins.
- Ishiekwen, E. and Benjamin, A. 2014. Influence of teachers, professional qualification and area of specialization on the implementation of environmental education curriculum in Cross River State – Nigeria. *International Conference on Chemical, Environment & Biological Sciences (CEBS-2014) Sept. 17-18, 2014 Kuala Lumpur (Malaysia)*.
- Iyabode, O. 2013. A critical look at the teacher factor in senior secondary school students' poetic appreciation skills development. *Theory and Practice in language studies*. Vol.2: 224-227.
- Jacob, B. 2007. 'Teacher,' *the future of children and the challenges of staffing urban schools effectively* 17(1): 129-153.
- Janovsky, A. 2016. *Literary Genres: Definition, types, characteristics and examples*. Bringing tuition free college. study.com.
- Jassawalla, A., Sashittal. H. and Malshe, A. 2008. Students' Perceptions of Social Loafing: Its Antecedents and Consequences in Undergraduate Business Classroom Teams. *Academy of Management Learning & Education*. Vol. 8, No. 1: 42-54.
- Jeruto, Z. 2009. Factors affecting the teaching and learning of poetry in the integrated English syllabus : a case of selected secondary schools in Nandi North District. M.Phil. project, Moi University, Kenya.
- Jing, L. 2014. Factors that influence poetry appreciation. <https://prezi.com/>
- Johnson K. 2004. The role of palaeontology on teachers' attitude towards inquiry science. <http://novationsjournal.org>.
- Joint Admission and Matriculation Board Brochure, 2014.
- Kangori, B. 2014. Teacher related factors in the implementation of science activities in preschools in Nairobi County. M.Ed. Project Early Childhood Education, Department of Educational Communication and Technology, University of Nairobi.
- Kapadia, R. 2014. Level of awareness about knowledge, belief and practice of brain-based learning of secondary school teachers in Greater Mumbar region. *Procedia Social and Behavioural Sciences*. 12:100-104.
- Kaya, S.; Kablan, Z.; Akaydin, B. and Demir, D. 2015. Teachers' Awareness and Perceived Effectiveness of Instructional Activities in Relation to the Allocation of Time in the Classroom. *Science Education International* 26. 3: 347-360
- Khurshid, F., and Zahur, B. 2013. Comparison of teachers' awareness and utilization of innovative teaching strategies in private and public sector secondary schools. *Elixir Psychology* 54. 12242-12245.

- Kimani, G., Kara, A. and Njagi, L. 2013. Teacher Factors Influencing Students' Academic Achievement in Secondary schools in Nyandarua County, Kenya. *Int. J. Educ. Res.* 1.3:1-14.
- Klu, E., Matshidze, P. and Odor, D. 2014. The Construction of Poetry Teaching in Ghanaian Senior High School English Language Core Textbooks. *Int J EduSci*, 7.3: 765-773.
- Knezic, D., Wubbels, T., Elbers, E. and Hajer, M. 2010. The Socratic Dialogue and teacher education. *Teaching and Teacher Education*. Volume 26, Issue 4, May 2010, Pages 1104–1111
- Kolade-Ojo, M. 2012. Effect of stylistic and thematic approaches on students' achievement in poetic literature in selected schools in Akure Metropolis. M.ED Thesis of University of Ibadan, Ibadan.
- Kolade-Ojo, M. 2015. Vocabulary building, gender and attitude as predictors of students' performance in poetic Literature in Akure Metropolis. Unpublished Research work, Teacher Education Department, University of Ibadan. Ibadan.
- Kolawole, C.O.O. 2003. TEE 226: Literature methods. Ibadan: Distance Learning Centre, University of Ibadan.
- Kosgei, A. Mise, J. Odera, O. and Ayugi, M. 2013. Influence of teacher characteristics on students' academic achievement among secondary schools. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X.4.3: 2013
- Lam, F. 2011. The Socratic method as an approach to learning and its benefits. Senior Honours Thesis. Carnegie Mellon University Research Showcase, CMU.
- Lazar, G. 1993. Literature and language teaching: A guide for teachers and trainers. Cambridge: Cambridge University Press.
- Lee, W. 2017. 8 methods for effectively improving students' communication skills. globidigitalcitizen.org.
- Li, J. and Chun, C. 2012. Effects of Learning Strategies on Student Reading Literacy Performance. *The Reading Matrix* 12. 1.
- Linaberger, M. 2004. Poetry Teaching 10: A Foolproof formula for teaching poetry. <http://onlinelibrary.wiley.com>.
- Liu, K. 2012. Conscientization and the cultivation of conscience. A doctorate thesis, College of Education, University of Canterbury, New Zealand.
- Longjohn, I. 2009. Effect of games method of teaching on students' achievement in Chemistry. *J. Sci. Teach. Assoc. Niger.* 44.1&2:85-92.

- Lundberg, J. 2010. Are we teaching poetry the right way? Canada: *Healthy Living News Journal*. August, 5. 18.
- Lutz, C. and Hoover, K. 2010. Discovering the treasures of conferences in the k-2 writing workshop. Monroe, CT: Really Good Stuff Publishing.
- Mangrum, A. 2010. Towards bridging the perceived cultural decline through drama literature in Nigerian schools, *International journal of Arts and Education*. Muldersdrift, Johannesburg, South Africa, 3(1).
- Marinoff, L. 2007. The Structure and function of a Socratic dialogue. Entelequia, filosofiapratica.
<http://sites.google.com/site/entelequiafilosofiapratica/aconselhamento-filosofico->
- Matthew, M.; Garvis, S.; Fleming, C. and Gabriel, W. 2017. The relationship between teacher qualification and the quality of the early childhood education and care environment. Campbell Coordination, Education Coordinating Group. DOI: 10.4073/csr.2017.1 ISSN. 1891
- Maxwell M. and Maxwell, M. 2014. How to use the Socratic method. The Socratic method research portal. <http://www.socraticmethod.net/>
- McLeod, S. 2016. Bandura - Social Learning Theory. Simply psychology. Retrieved from www.simplypsychology.org/bandura.html.
- Moberg, E. 2008. Dialogue as a means of Teaching and Learning: Socrates Lives. Walden University. F:/Ed507870 recent pdf.
- Moretti, F. 2006. "The Novel in search of Itself: *A Historical Morphology*". *The Novel, Volume 2: Forms and Themes*. Princeton: Princeton UP. p. 31. [ISBN 978-0-691-04948-9](https://doi.org/10.2307/234489).
- Motion, A. 2010. Too much rap, not enough poetry, says former laureate. *Journal of Educational Research*. Sept. 2010.
- Muhammad, K. 2011. *A New Approach to Teaching English Poetry to EFL Students*. *Journal of Language Teaching and Research*; 2 .1: 164
- Muldoon, P. 2005. *Reading and Writing Poetry: The Recommendation of Noted Poets from many Lands on the Teaching of Poetry in Secondary Schools*. Paris: Halperin UNESCO, Section for Teachers Education.
- Musau, L. and Migosi, A. 2015. Teacher qualification and students' academic performance in science mathematics and technology subjects in Kenya. *International Journal of Educational Administration and Policy Studies*. 7.3: 83-89.

- Mwesiga, A. and Okende, E. 2018. Levels of Teachers Commitment to the Teaching Profession in Secondary Schools in Kagera Region, Tanzania. *Research on Humanities and Social Sciences. Vol. 8: 14.*
- Nchikoqwa, J. 2003. The Essential of literature. Enugu, Nigeria: ABC books and equipment Ltd. Pp 55-70.
- Nezami, S. 2012. The use of figures of speech as a literary device--a specific mode of expression in English literature. "Language in India", 12.2: 659+.
- Nordquist, R. 2015. Source of errors in language learning (grammar.about.com/od/fhlg/gramm)
- Nsubuga, H. 2013. Factors affecting the quality of Literature-in-English teaching in secondary schools in Uganda: a case study of Entebbe Municipality. Martyrs University-Nkozi, Uganda.
- Nurmasitah, S. 2010. A study of classroom interaction characteristics in a geography class conducted in English: the case at year ten of an immersion class in SMA n 2 Semarang. M.A Thesis, Diponegoro University: Semarang.
- Nwachukwu, J. and Nwosu, A. 2007. Effect of demonstration method on different levels of students' cognitive achievement in secondary Biology. *J.Sci. Teach. Assoc. Niger.* 42 (1& 2): 50-57.
- Nwachukwu, P. 2006. Teacher education, school effectiveness and improvement. A study on teacher' job effectiveness in Nigeria secondary schools. *Academia Dissertation, University of Helsinki.* 5. 130-134
- Nwosu, A. 2004. Teachers' awareness of creativity related behaviours science classroom. *J. Sci. Teach. Assoc. Niger.* 39 .1&2: 22-26.
- Nyirende, A. The relevance of Paulo Freire's contributions to education and development in present day Africa. *International Journal of University Adult Education. Vol. 34, 1: 10 – 26.*
- Obiero, B. 2013. Factors affecting the teaching of Kiswahili oral literature in Ikolomani Division, Kenya. *Moi University Repository.* URI: <http://hdl.ha.ndle.net/123456789/1263>.
- Ochieng, W. 2015. Self-Efficacy and academic achievement among secondary schools in Kenya: Mathematics Perspective. M.Ed project, University of Nairobi, Kenya.
- Ogbeba J. 2009. Effect of prior knowledge of instructional objectives on senior secondary school students' motivation and achievement in Biology. Unpublished PhD thesis, Faculty of Education, Benue State University, Makurdi.
- Ogeyik, M. and Esin, A. 2009. Investigating Reading habits and preferences of students' teachers at foreign language department. *The International Journal of Language Society and Culture Editors: ThaoLê and QuynhLê* URL:

- Ogundare, S. 2011. Purposes and problems of recess in Nigerian primary schools *University Ado Ekiti Journal of Education*, 2.1:4 – 8.
- Okolo, I. 2003. General principles of literature. Ibadan: Book Builders.
- Okongo, R., Ngao. G., Rop, N. and Nyongesa, W. 2015. Effect of Availability of Teaching and Learning Resources on the Implementation of Inclusive Education in Pre-School Centres in Nyamira North Sub-County, Nyamira County, Kenya. *Journal of Education and Practice*. Vol.6:.35.
- Okoro, C. 2007. Teaching literature in schools. An unpublished M.Ed. project, NnamdiAzikiwe University, Awka.
- Olasoji, E. 2014. Effect of collaboration and demonstration strategies on students learning outcome in poetic literature. M.Ed. unpublished project, University of Ibadan, Ibadan.
- Olayiwola, O. 2014. Methods of teaching grammar in some selected schools in Oyo, Oyo state. Unpublished Masters project; University of Ibadan.
- Omotere, T. 2013. An analysis of relationship between class size and academic performance of students. www.academia.edu.
- Onwudinjo, P. 2003. Pragmatic approaches to the selection and teaching of poetry in schools. *Global Journal of Humanites*. Vol. 2: 1.2
- Onyekuru, B. and Ibegbunam, J. 2013. Teaching effectiveness of secondary school teachers in Emohua Local Government Area of Rivers State, Nigeria. *European Scientific Journal October 9.28* ISSN: 1857 – 7881.
- Osisanlu, O. 2012. Effects of three methods of teaching poetic literature on students' achievement and attitude to poetry on some secondary schools students in Ibadan. An M.Ed project, Department of Teacher Education, University of Ibadan.
- Overton, B. 2010. 'Teaching eighteenth century English poetry: an experiment.'
- Owoeye, J. and Yara, P. 2011. School location and academic achievement of secondary school in Ekiti State, Nigeria *Asian Social Science* 7.5:170-175
- Owoeye, O. 2003. English Language and literature Teaching. Oyo State: Tobistic Printing Ventures.
- Owoeye, O. 2009. Emerging trends in technological advancement in languages literature and culture. *Journal of the school of languages*. 4.

- Padesky, D. 1993. Socratic Questioning: Changing mind or guiding discovery. Keynote address delivered at the European congress of Behavioural and Cognitive Therapies. London.
- Parkinson, B. and Reid, T. 2000. Teaching literature in a second language. Edinburgh: Edinburgh University Press.
- Parr, M. and Campbell, T. 2006. 'Poets in practice'. *The reading teacher*. 60 .1:36-37
- Paul, R. and Elder, L. 1997. [Foundation for Critical thinking](http://www.criticalthinking.org/pages/socratic-teaching/606). <http://www.criticalthinking.org/pages/socratic-teaching/606>.
- Regis, A. 2013. Why do students fear poetry and how can they access it better? *The guardian professional, the higher educational network*. UK.
- Reich, R. 2003. The Socratic Method: What it is and how to use it in the classroom. *Stanford University Newsletter on Teaching*. 13. 1.
- Reis, R. 2003. The Socratic Method: What it is and how to use it in the classroom speaking of teaching, produced by the centre for teaching and learning (CTL), Stanford University , <http://ctl.stanford.edu/Newsletter/> 13.1.
- Richardson, A. 2008. An examination of teacher qualifications and student achievement in Mathematics etd.auburn.edu/etd/bitstream/handle/.../Richardson_Antoine_8.pdf
- Ricoeur, P. 1995. 'Reply to Peter Kemp'. L. E. Hahn (ed) *The philosophy of Paul Ricoeur*. Chicago : Open Court.
- Rivers, C. and Sanders, W. 2002. Teachers Quality and Equity in Educational Opportunity: findings and policy implication. *Researchgate.gmbh*.
- Rivkin, S., Hanushek, E. and Kain, J. 2005. Teachers, schools and academic achievement. <http://www.utdallas.edu/research/tsp/publications.htm>.
- Roebuck, C. 2015. Impact and import of poetry in high school pedagogy: a study of practice and students' learning. Ph.D. dissertation of Graduate school, New Brunswick Rutgers, the State University of New Jersey. 4.39-41
- Routman, R. 2005. *Writing essentials*. Portsmouth, NH: Heinemann.
- Salameh, F. 2012. Some problems students face in English poetry in Jordan: A Corpus-driven Study of Students' Responses. *Academic journal article International Forum of Teaching and Studies*. 8. 2.
- Saleh, E. 2013. Paulo Freire's philosophy on contemporary education. *AgelatZawia University Bulletin – ISSUE No.15 – Vol. 1*.

- Salehi, M. Kjourri F. and Pourkalhor, O. 2013. Problem-solving strategies effect on teaching poems among EFL learners. *Modern Journal of language teaching methods*. www.questia.com/library/journal/1. p.3.
- Samba, R. Achor, E. and Ogbeba, J. 2010. Teachers' awareness and utilization of innovative teaching strategies in secondary school science in Benue state, Nigeria. *Educational Research Vol.1 (2)*, pp. 032-038. <http://www.interestjournals.org/ER>.
- Sarac, S. 2003. 'A suggested syllabus for the teaching of poetry course in ELT Department of Turkey' Unpublished M.A. Thesis. Ankara : Hacettepe University.
- Saran and Neisser 2004. Enquiring minds: Socratic dialogue in education. Staffordshire: Trentham Books . p 126-127.
- Schmidt, S. 2010. 'Literary studies from hermeneutics to media culture studies.' *CLCWeb: Comparative Literature and Culture* 12.1: <http://docs.lib.purdue.edu/clcweb/vol12/iss1/1>
- Seitz, L. 2010. Students' attitude towards reading: A case study. *Journal of Inquiry and Action in Education*, 3:2.
- Sharmine, S., Vasuthavan, S. and Kunaratnam, S. 2009. Teaching poetry to reluctant learners in a form four ESL classroom. *Proceedings of the 2nd International Conference of Teaching and Learning (ICTL 2009)* INTI University College, Malaysia.
- Shinn, L. 2007. Teacher quality, California, Hoover Institution Press.
- Simmons, A. 2014. Why teaching poetry is so important. The Atlantic monthly group,
- Simon, R. and Delyse, R. 2014. "What is Literature?". Foundation: Fundamentals of literature and Drama. Australian Catholic University.
- Sismwo, S. Rop J. and Osman, A. 2014. A reflection on the works of Paulo Freire and its relevance to classroom teaching. *Middle Eastern and African Journal of Educational Research, Issue 13*.
- Slater, K. 2002. California poets in the schools: poetry evaluation project. Executive summary.
- Smith, S. 2005. The reasons why a student should study English literature. Hong Kong: *ITS Educational News*.
- Snowball, S. and Bolton, F. 2010. Reading conference: assessment for teaching and learning. [f:/vlnsa3d4readingconf.pdf](http://f/vlnsa3d4readingconf.pdf).
- Sosnowski, P. 2002. Attitude assessment and change toward poetry writing by high school students. Department of Education, University of North Carolina at Asheville.

- Stange, T. and Wyatt, S. 2008. Poetry proves to be positive in the primary grades. Reading *Horizon*, article 5.48, Issue 3.
- Steinhardt, A., Jaggars, S. and Dolbier, L. 2009. —Stress related growth: pre-intervention correlates and change following a resilience intervention. Retrieved from <https://www.edb.utexas.edu/steinhardt/Files/Dolbier.Jaggars.Steinhardt.pdf>.
- Stepnek, M. 2013. Preventing Social Loafing in the Classroom. 2istedchat.html.
- Strachan and Terry, 2000. Poetry: An introduction. Edinburgh University Press: Edinburgh. .
- Svitak, A. 2010. 5 Ways Classrooms Can Use Video Conferencing. Mashable Newsletters.
- Teachers' Registration council of Nigeria (TRCN) (2005). Teachers' Handbook. Abuja: Government Press
- The West African Examination Council 2007 Chief Examiner's Report
- The West African Examination Council 2010 Chief Examiner's Report
- The West African Examination Council 2013 Chief Examiner's Report National Examination Council of Nigeria 2Chief Examimer's Report.
- Timucin, M. 2010. Exploring the language of poems: a stylistic study, Novitas-Royal (Resource on Youth and Language). kuala Lumpur: Sasbadi-Melta ELT Press.4.2:129-134.
- Tiwari, S. 2008. Teaching of English. DaryaGanj:APH.
- Ubahakwe, E. 1979. The teaching of English studies. Ibadan: Ibadan University Press/University. <http://edwebs.sdsu.edu/peopl/jmora/almmethods.htm> Retrieved 12th of October, 2014.
- Ukoha, U, Ukoha, E. 2009. Utilization of instructional materials among Vocational Education Teachers in the teaching of Vocational subjects in primary schools in Obudu Local Government Area. Curriculum Teach. 4.1: 343-354.
- Watson, R. 2006. Studies in Poetry. Sweden: Smarr Publishers.
- Wheeler, L. 2014. Voicing American Poetry: Sound and Performance from the 1920s to the Present. Cornell University Press, 2008. pg 172. ISBN 978-0-8014-7442-2
- Widdowson, H. 1984. Language Purpose and Language Use. Oxford: Oxford University Press.
- Wijaya, A. 2012. Functions of literature. Awinlanguageblogspot.

- Wilson, S., Floden, R. and Ferrini-Mundi, J. 2001. *Teacher preparation research; current knowledge gaps and recommendations*. Seattle WA: Centre for the study of teaching and policy.
- Wordsworth, W. 1850. <https://en.m.wikipedia.org>.
- Yang, Y., Newby, T. and Bill, R. 2005. Using Socratic Questioning to Promote Critical Thinking Skills Through Asynchronous Discussion Forums in Distance Learning Environments. *The American Journal of Distance Education*, 19.3: 163–181.
- Yen, C. 2005. The application of the reader response approach in EFL literature instruction in a junior high school: The teaching of the simplified version of the adventures of Tom Sawyer. Unpublished master’s thesis, National Kaohsiung Normal University, Kaohsiung, Taiwan.
- Zaraghimi, Z. Baleghizadeh, S. 2012. Using Conferencing as an instructional strategy. Educational Resource Group. <https://www.myedresource.com.us>.
- Zuzovsky, R. 2003. Teachers’ qualifications and their impact on student achievement: Findings from timss 2003 data for Israel. *Centre for Science and Technology Education, Tel Aviv University, Israel*

APPENDIX 1
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
UNIVERSITY OF IBADAN, IBADAN
QUESTIONNAIRE ON TEACHERS AWARENESS OF PEER CONFERENCING
STRATEGY

Dear Sir/ Ma,

This questionnaire is aimed at collecting information on Literature-in-English teachers’ awareness and Peer conferencing strategy, and will take into consideration, teacher’s teaching qualification and experience. Your response will be highly appreciated. By completing the questionnaire you are consenting to take part in this research.

You are however; assured that all information supplied shall be treated with absolute confidence. Information from this questionnaire will be used to improve the teaching and learning of Poetry in particular and Literature-in –English, in general. The information will be aggregated and summarized for inclusion in research reports.

Thank you for your participation in this study.

Section A: Background Information

Name of your school:.....

Local Government Area of your school:.....

(I) What is your educational qualification? N.C.E. HND B.A, B.A(Ed) (Underline the one applicable to you.)

(II) The major subject area in your qualification is:.....

(III) Any additional qualification(s)? PGDE /M. A /M Ed/ PhD

Years of Teaching Experience: 1-5 6-10 11-15 16-20 21 and above

Section B:

S/N	ITEMS	HIGHLY AWARE	FAIRLY AWARE	NOT AWARE
1	I am aware of peer conferencing			
2	Peer conferencing involves students supporting one another			
3	It helps students to approach their texts in a new way.			
4	It allows students to receive instant feedback			
5	It develops students' active listening skills			
6	It involves students sitting in a circle			
7	Peer conferencing motivates students to become independent thinkers			
8	It helps to arouse the students' interest			
9	It encourages students to interact with one another			
10	It helps students learn self-direction			
11	It involves students exchanging ideas			
12	Peer conferencing permits role reversal			
13	It facilitates use of appropriate vocabulary			
14	It encourages social communication among students			
15	It requires least intervention from a teacher			
16	It involves grouping students into small groups			
17	It permits students to assimilate information			
18	The groups are heterogeneous in nature			
19	The teacher acts a facilitator			
20	It involves reinforcements from the teacher to the students			

APPENDIX 2
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
UNIVERSITY OF IBADAN, IBADAN
QUESTIONNAIRE ON TEACHERS AWARENESS OF SOCRATIC
DIALOGUE

Dear Sir/Ma,

This questionnaire is aimed at collecting information on Literature-in-English teachers' awareness of Socratic dialogue strategy, and will take into consideration teacher's teaching qualification and experience. Your response will be highly appreciated. By completing the questionnaire you are consenting to take part in this research.

You are however; assured that all information supplied shall be treated with absolute confidence. Information from this questionnaire will be used to improve the teaching and learning of Poetry in particular and Literature-in-English, in general. The information will be aggregated and summarized for inclusion in research reports.

Thank you for your participation in this study.

Section A: Background Information

Name of your school:

Local Government Area of your school:.....

(I) What is your academic qualification? N.C.E. HND B.A, B.A(Ed) (Underline the one applicable to you.)

(II) The major subject area in your qualification is:.....

(III) Any additional qualification(s)? PGDE /M. A /M Ed/ PhD

(V) Years of Teaching Experience 1-5 6-10 11-15 16-20 21 and above

Section B: This is to measure the extent of teachers' awareness of Socratic dialogue strategy.

S/N	ITEMS	HIGHLY AWARE	FAIRLY AWARE	NOT AWARE
1	I am aware of Socratic dialogue strategy			
2	It involves students philosophizing through the act of questioning			
3	It helps students develop critical thinking			
4	It helps students master basic ideas			
5	It helps students to clarify values			
6	Socratic dialogue helps students to articulate their own thoughts			
7	The questions can help students in retrieval of information			
8	It develops students active listening skills			
9	Socratic dialogue involves creative questionings			
10	It allows students to receive instant feedback			
11	Socratic dialogue motivates students to become independent thinkers			
12	It helps to arouse students' interest			
13	It revives the mind of students			
14	It encourages social communications among students			
15	It involves grouping students into groups			
16	It is not a competition among students			
17	It can build students' reading skills			
18	It involves students talking to one another			
19	The groups are heterogeneous in nature			
20	It engages students more			

APPENDIX 3
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF IBADAN
PEER CONFERENCING STRATEGY ASSESSMENT SHEET FOR
TEACHERS

Section A. Demographic Data of Researcher Assistant

Name of Teacher.....

School of Teaching.....

Qualification: N.C.E. HND B.A, B.A(Ed) (Underline the one applicable to you.)

Teaching Experience 1-5 6-10 11-15 16-20 21 and above

5= Excellent

4= very good

3= good

2= Fair

1= Poor

Teachers Assessment sheet (Point 5 scale)

S/N	Items	Excellent	V.Good	Good	Fair	Poor
1	Appropriateness of lesson introduction					

2	Giving of background knowledge of the poem					
3	Dividing the class into a five-member heterogeneous groups					
4	Making students to engage in intensive conversation and drilling of one another					
5	Making students to jot down points and reactions made from the conversation					
6	Encouraging students to discuss the set down questions					
7	Encouraging students to react to the questions raised					
8	Content mastery of the text					
9	Giving of assignment on the observed area of difficulty					
10	Appropriateness of Summary and Conclusions					

APPENDIX 4
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF IBADAN
SOCRATIC DIALOGUE ASSESSMENT SHEET FOR TEACHERS
SECTION A. DEMOGRAPHIC DATA OF TEACHERS

Name of Teacher
School of Teacher.....
Qualification: N.C.E. HND B.A, B.A(Ed) (Underline the one applicable to you.)
Teaching Experience 1-5 6-10 11-15 16-20 21 and above

- 5=Excellent**
- 4=Very good**
- 3=Good**
- 2=Fair**
- 1=Poor**

Teachers Assessment Sheet (Point 5 scale)

S/N	Items	Excellent	V.good	Good	Fair	Poor1
1	Appropriateness of Lesson introduction					
2	Giving the background knowledge of the poem					
3	Dividing the class into inner and outer circles					
4	Encouraging students to discuss the questions brought by them					
5	Following it up with questions that arise					
6	Giving the inner group members the chance to respond and discuss					

7	Giving room for more questions from the outer group for clarification and elaboration					
8	Content Mastery of the text					
9	Appropriateness of summary and conclusion					
10	Giving of assignment for the next class					

APPENDIX 5

DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF IBADAN

ORAL INTERVIEW ON PEER CONFERENCING STRATEGY

Guided questions for oral interview:

1. How do you see this strategy?
2. Do you think it will be easy to apply in your school?
3. What were your challenges in using this strategy?
4. Is it useful for poetry teaching?
5. Have you used it before?
6. What are the limitations in implementing this strategy?

APPENDIX 6
DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF IBADAN

ORAL INTERVIEW ON SOCRATIC DIALOGUE

Guided questions for oral interview:

1. How do you see this strategy?
2. Have you used it before?
3. Do you think it will be easy to apply in your school?
4. What were your challenges in using this strategy?
5. Is it useful for poetry teaching?
6. What are the limitations in implementing this strategy?

APPENDIX7
THE SELECTED POEMS

AMBUSH

by GbemisolaAdeoti

The land is a giant whale
that shallows the sinker,
with hook, line and bait
aborting dreams of a good catch
fishers turn home at dusk
blue peter on empty ships
all Peters with petered out desires.

The land is a sabre-toothed tiger
that cries deep in the glade,
while infants shudder home
the grizzled ones snatch their gut
from bayonets of tribulation
halting venturous walk at dusk

The land is a giant hawk
that courts unceasing disaster

as it hovers and hoots in space
The land lies patiently ahead
awaiting in ambush
those who point away from a direction
where nothing happens
toward the shore of possibilities.

THE DINNING TABLE by Elvis Gbanabom Hallowell

Dinner tonight comes with
gun wounds. Our desert
tongues lick the vegetable
blood –the pepper

Strong enough to push scorpions
up our heads. Guests
look into the ocean of bowls
as vegetables die on their tongues.

The table
That gathers is an island where guerrillas
walk the land while crocodiles
surf. Children from Alphabeta with empty palms dine
with us: switchblades in their eyes,
silence in their voices. When the playground
is emptied of children's toys
who needs roadblocks? When the hour
to drink from the cup of life ticks,
cholera breaks its spell on cracked lips.

Under the split
milk of the moon, I promise
to be a revolutionary, but my Nile, even
without tributaries comes lazy

upon its own Nile. On this
night reserved for lovers of fire, I'm
full with the catch of gun wounds, and my boots
have suddenly become too reluctant to walk me.

Appendix 8

Transcribed Oral Interview with Teachers

Interview 1

Researcher: How do you see this peer conferencing strategy?

Teacher: It is an interesting strategy that will give the students the chance to discuss with their mates on the topic. They will be able to share ideas.

Researcher: Do you think it will be easy to apply in your school?

Teacher: Sincerely speaking, it is not that difficult but the arrangement of the students, is the main problem. The classrooms are too overcrowded.

Researcher: What are the challenges in using this strategy?

Teacher: Hmmmmm, overcrowded classroom is one. Class size is another. In some classes, there are about 60 to 70 students in one class. If we divide the students into groups of six, there will be too many groups. To handle such groups will be cumbersome. The students may become unruly and difficult to control.

Researcher: Do you think this strategy will be useful for poetry teaching?

Teacher: Yes, it will be.

Researcher: Have you used this strategy before?

Teacher: No.

2nd interview

Researcher: How do you see this strategy? (Socratic dialogue)

Teacher: It is okay. It will encourage the students to learn together.

Researcher: Have you used it before?

Teacher: Not quite, we do have group works once in a while.

Researcher: What are the challenges and limitations in implementing this strategy?

Teacher: The classes are too large to divide the students into two large groups. It will be an opportunity for some students to play around.

Researcher: Is it useful for poetry teaching?

Teacher: It should be useful. Because the students will have the opportunity to ask questions where they confused.

3rd Interview

Researcher: What do you think of the strategy, Socratic dialogue?

Teacher: It is interesting and will help students to enjoy poetry in particular and literature-in-English as a whole.

Researcher: Have you used it before?

Teacher: Never even heard of it before.

Researcher: Now that you have heard of it, do you think it will be useful for poetry teaching?

Teacher: Yes, it should. Students will love this. At least, it is different from the normal class they usually have. So, I think it will be useful.

Researcher: What are the challenges you will encounter when implementing this strategy?

Teacher: This strategy will be stressful to implement. Dividing the students into two groups and asking them to ask questions will not be easy. The teacher may end up getting the questions for them. Another thing is time. The time for each subject is 40mins and this will not be enough to use the strategy effectively.

Interview four

Researcher: What do you think of these strategies?

Teacher: They are both innovative and will make students enjoy the class.

Researcher: Have you used any of them before?

Teacher: I have used peer conferencing before but not socratic dialogue. I had used conferencing to teach reading comprehension in my English language class.

Researcher: What are the possible challenges in implementing these strategies?

Teacher: Implementing these strategies will involve a lot of things. First, the class size has to be reduced because you can use these strategies in a class as large as our present class. Second, there is not enough time. Time allotted for Literature-in-English is just 40mins per day and we have two periods per week. So the needs to be increased for effective teaching.

Researcher: If all these challenges were put in place, will you recommend the use of these strategies?

Teacher: Yes, of course. I will recommend them. They are very good to encourage students to participate fully in the class.

Researcher: thank you for your time.

Teacher: you are welcome.

Interview Five

Researcher: How do you see these strategies?

Teacher: Peer Conferencing is okay and seems interesting but socratic dialogue will be a bit tasking.

Researcher: have you used them before?

Teacher: No, I have not,

Researcher: Do you think it will be easy to use them for poetry teaching?

Teacher: It should be easy to use them. All you need to do is divide the students into different groups, for peer conferencing and allow the students to work together on a particular poem. For socratic dialogue, we just need to group the students into two groups, inner and outer groups. The only difficult aspect in this strategy is the aspect of asking and answering questions. Some of our students may not be bold to speak out or ask questions because of their poor expression in English language.

Researcher: So you are saying that it will be challenging to use the socratic dialogue strategy in particular?

Teacher: Yes,

Researcher: Thank you so much

Teacher: you are welcome

Interview Six

Researcher: What do you think of these strategies?

Teacher: I feel they will be very useful in teaching poetry? The class will be more interesting.

Researcher: Have you used the strategies before?

Teacher: I do group my students from to time to read a particular text and summarise but I will not know if it is the same thing with these ones.

Researcher: So you think they will be easy to implement for poetry teaching?

Teacher: I will not say so. Though they are interesting nut it will not be easy to use them. So many things are involved. The teacher has to make sure that the students are fully occupied. If not they will loaf around while others are learning.

Researcher: What the challenges and limitations in implementing them?

Teacher: You know this is a rural area. Some of the students cannot speak English language fluently. This will prevent them from asking questions or participating in the discussion in the class. Some of them don't even have the recommended texts or poems. So they will not be seriously involved in the class.

Researcher: So what is your conclusion on the strategies?

Teacher: My conclusion is that they should be used in our schools but the teacher will have to really encourage the students to be involved fully by probably assisting them to ask relevant questions for clarifications.

Interview seven

Researcher: How do you see these strategies?

Teacher: Peer Conferencing is okay and seems interesting but socratic dialogue will be a bit tasking.

Researcher: have you used them before?

Teacher: No, I have not,

Researcher: Do you think it will be easy to use them for poetry teaching?

Teacher: It should be easy to use them. All you need to do is divide the students into different groups, for peer conferencing and allow the students to work together on a particular poem. For socratic dialogue, we just need to group the students into two groups, inner and outer groups. The only difficult aspect in this strategy id the aspect

of asking and answering questions. Some of our students may not be bold to speak out or ask questions because of their poor expression in English language.

Researcher: So you are saying that it will be challenging to use the socratic dialogue strategy in particular?

Teacher: Yes,

Researcher: Thank you so much

Teacher: you are welcome

Interview eight

Researcher: How do you see these strategies ma?

Teacher: They are interesting strategies and even the students are excited about them.

Researcher: So you believe they can be used in our secondary schools to teach poetry?

Teacher: Yes, of course. They are practicable.

Researcher: But you have never used them before?

Teacher: No, I have not.

Researcher: What are the possible challenges in using these strategies?

Teacher: They are many challenges. We have space problem. For example, the classes are too crowded for the arrangement of the students in a circle, in the case of socratic dialogue. As for peer conferencing, there will be too many groups since each group is supposed to be between 3 to 6 students, and in some of the public schools, there are about 50 -60 students in a class. So there will be too many groups for the teacher to oversee and this will cause some students to loaf around

Researcher: So these will pose as a big challenge to implement these strategies?

Teacher: yes, they will. They will make it very demanding for the teacher to use the strategies.

Researcher: Ok ma, thank you so much

Interview nine

Researcher: How do you see this peer conferencing strategy?

Teacher: It is an interesting strategy that will give the students the chance to discuss with their mates on the topic. They will be able to share ideas.

Researcher: Do you think it will be easy to apply in your school?

Teacher: Sincerely speaking, it is not that difficult but the arrangement of the students, is the main problem. The classrooms are too overcrowded.

Researcher: What are the challenges in using this strategy?

Teacher: Hmmmmm, overcrowded classroom is one. Class size is another. In some classes, there are about 60 to 70 students in one class. If we divide the students into groups of six, there will be too many groups. To handle such groups will be cumbersome. The students may become unruly and difficult to control.

Researcher: Do you think this strategy will be useful for poetry teaching?

Teacher: Yes, it will be.

Researcher: Have you used this strategy before?

Teacher: No.

Interview ten

Researcher: How do you see this strategy? (Socratic dialogue)

Teacher: It is okay. It will encourage the students to learn together.

Researcher: Have you used it before?

Teacher: Not quite, we do have group works once in a while.

Researcher: What are the challenges and limitations in implementing this strategy?

Teacher: The classes are too large to divide the students into two large groups. It will be an opportunity for some students to play around.

Researcher: Is it useful for poetry teaching?

Teacher: It should be useful. Because the students will have the opportunity to ask questions where they confused.

Interview eleven

Researcher: What do you think of the strategies?

Teacher: They are interesting and will help students to enjoy poetry in particular and literature-in-English as a whole.

Researcher: Have you used them before?

Teacher: Never even heard of them before.

Researcher: Now that you have heard of them, do you think they will be useful for poetry teaching?

Teacher: Yes, they should. Students will love them. At least, it is different from the normal class they usually have. So, I think it will be useful.

Researcher: What are the challenges you will encounter when implementing these strategies?

Teacher: This strategy will be stressful to implement. Dividing the students into two groups and asking them to ask questions will not be easy. The teacher may end up getting the questions for them. Another thing is time. The time for each subject is 40mins and this will not be enough to use the strategy effectively.

Interview twelve

Researcher: What do you think of these strategies?

Teacher: They are both innovative and will make students enjoy the class.

Researcher: Have you used any of them before?

Teacher: I have used peer conferencing before but not socratic dialogue. I had used conferencing to teach reading comprehension in my English language class.

Researcher: What are the possible challenges in implementing these strategies?

Teacher: Implementing these strategies will involve a lot of things. First, the class size has to be reduced because you can use these strategies in a class as large as our present class. Second, there is no enough time. Time allotted for Literature-in-English is just 40mins per day and we have two periods per week. So the needs to be increased for effective teaching.

Researcher: If all these challenges were put in place, will you recommend the use of these strategies?

Teacher: Yes, of course. I will recommend them. They are very good to encourage students to participate fully in the class.

Researcher: thank you for your time.

Interview thirteen

Researcher: How do you see these strategies ma?

Teacher: They are interesting strategies and even the students are excited about them.

Researcher: So you believe they can be used in our secondary schools to teach poetry?

Teacher: Yes, of course. They are practicable.

Researcher: But you have never used them before?

Teacher: No, I have not.

Researcher: What are the possible challenges in using these strategies?

Teacher: They are many challenges. We have space problem. For example, the classes are too crowded for the arrangement of the students in a circle, in the case of socratic

dialogue. As for peer conferencing, there will be too many groups since each group is supposed to be between 3 to 6 students, and in some of the public schools, there are about 50 -60 students in a class. So there will be too many groups for the teacher to oversee and this will cause some students to loaf around

Researcher: So these will pose as a big challenge to implement these strategies?

Teacher: yes, they will. They will make it very demanding for the teacher to use the strategies.

Researcher: Ok ma, thank you so much

Interview fourteen

Researcher: What do you think of these strategies?

Teacher: They are both innovative and will make students enjoy the class.

Researcher: Have you used any of them before?

Teacher: I have used peer conferencing before but not socratic dialogue. I had used conferencing to teach reading comprehension in my English language class.

Researcher: What are the possible challenges in implementing these strategies?

Teacher: Implementing these strategies will involve a lot of things. First, the class size has to be reduced because you can use these strategies in a class as large as our present class. Second, there is no enough time. Time allotted for Literature-in-English is just 40mins per day and we have two periods per week. So the needs to be increased for effective teaching.

Researcher: If all these challenges were put in place, will you recommend the use of these strategies?

Teacher: Yes, of course. I will recommend them. They are very good to encourage students to participate fully in the class.

Researcher: thank you for your time.

Teacher: you are welcome.

Interview Fifteen

Researcher: How do you see these strategies?

Teacher: Peer Conferencing is okay and seems interesting but socratic dialogue will be a bit tasking.

Researcher: have you used them before?

Teacher: No, I have not,

Researcher: Do you think it will be easy to use them for poetry teaching?

Teacher: It should be easy to use them. All you need to do is divide the students into different groups, for peer conferencing and allow the students to work together on a particular poem. For socratic dialogue, we just need to group the students into two groups, inner and outer groups. The only difficult aspect in this strategy is the aspect of asking and answering questions. Some of our students may not be bold to speak out or ask questions because of their poor expression in English language.

Researcher: So you are saying that it will be challenging to use the socratic dialogue strategy in particular?

Teacher: Yes,

Researcher: Thank you so much

Teacher: you are welcome

Interview Sixteen

Researcher: What do you think of these strategies?

Teacher: I feel they will be very useful in teaching poetry? The class will be more interesting.

Researcher: Have you used the strategies before?

Teacher: I do group my students from time to time to read a particular text and summarise but I will not know if it is the same thing with these ones.

Researcher: So you think they will be easy to implement for poetry teaching?

Teacher: I will not say so. Though they are interesting but it will not be easy to use them. So many things are involved. The teacher has to make sure that the students are fully occupied. If not they will loaf around while others are learning.

Researcher: What are the challenges and limitations in implementing them?

Teacher: You know this is a rural area. Some of the students cannot speak English language fluently. This will prevent them from asking questions or participating in the discussion in the class. Some of them don't even have the recommended texts or poems. So they will not be seriously involved in the class.

Researcher: So what is your conclusion on the strategies?

Teacher: My conclusion is that they should be used in our schools but the teacher will have to really encourage the students to be involved fully by probably assisting them to ask relevant questions for clarifications.

Interview seventeen

Researcher: How do you see these strategies?

Teacher: Peer Conferencing is okay and seems interesting but socratic dialogue will be a bit tasking.

Researcher: have you used them before?

Teacher: No, I have not,

Researcher: Do you think it will be easy to use them for poetry teaching?

Teacher: It should be easy to use them. All you need to do is divide the students into different groups, for peer conferencing and allow the students to work together on a particular poem. For socratic dialogue, we just need to group the students into two groups, inner and outer groups. The only difficult aspect in this strategy is the aspect of asking and answering questions. Some of our students may not be bold to speak out or ask questions because of their poor expression in English language.

Researcher: So you are saying that it will be challenging to use the socratic dialogue strategy in particular?

Teacher: Yes,

Researcher: Thank you so much

Teacher: you are welcome

Interview 18

Researcher: What is your opinion on these strategies in teaching poetry?

Teacher: They will actually be useful to teach poetry, at least, they will help in removing students fear and dislike of poetry. They will be able to ask questions freely and get clarification on any poem from their friends and teacher.

Researcher: What are the factors that can impede the smooth implementation of these strategies?

Teacher: Honestly, some of us are already stressed, teaching other subjects like English language. Doing this will be additional stress and if anything happens to us, only our family will bear the brunt. So, we just do what we can.

Researcher: (laughing) So using these strategies will be additional stress to the teacher?

Teacher: Yes sir and we don't need the stress

Researcher: ok sir. Thank you so much.

Teacher: my pleasure.

Interview 19

Researcher: How do you see these strategies?

Teacher: Peer Conferencing is okay and seems interesting but socratic dialogue will be a bit tasking.

Researcher: have you used them before?

Teacher: No, I have not,

Researcher: Do you think it will be easy to use them for poetry teaching?

Teacher: It should be easy to use them. All you need to do is divide the students into different groups, for peer conferencing and allow the students to work together on a particular poem. For socratic dialogue, we just need to group the students into two groups, inner and outer groups. The only difficult aspect in this strategy is the aspect of asking and answering questions. Some of our students may not be bold to speak out or ask questions because of their poor expression in English language.

Researcher: So you are saying that it will be challenging to use the socratic dialogue strategy in particular?

Teacher: Yes,

Researcher: Thank you so much

Teacher: you are welcome

Interview 20

Researcher: How do you see these strategies ma?

Teacher: They are interesting strategies and even the students are excited about them.

Researcher: So you believe they can be used in our secondary schools to teach poetry?

Teacher: Yes, of course. They are practicable.

Researcher: But you have never used them before?

Teacher: No, I have not.

Researcher: What are the possible challenges in using these strategies?

Teacher: They are many challenges. We have space problem. For example, the classes are too crowded for the arrangement of the students in a circle, in the case of socratic dialogue. As for peer conferencing, there will be too many groups since each group is supposed to be between 3 to 6 students, and in some of the public schools, there are

about 50 -60 students in a class. So there will be too many groups for the teacher to oversee and this will cause some students to loaf around

Researcher: So these will pose as a big challenge to implement these strategies?

Teacher: yes, they will. They will make it very demanding for the teacher to use the strategies.

Researcher: Ok ma, thank you so much

Interview 21

Researcher: How do you see these strategies?

Teacher: Peer Conferencing is okay and seems interesting but socratic dialogue will be a bit tasking.

Researcher: have you used them before?

Teacher: No, I have not,

Researcher: Do you think it will be easy to use them for poetry teaching?

Teacher: It should be easy to use them. All you need to do is divide the students into different groups, for peer conferencing and allow the students to work together on a particular poem. For socratic dialogue, we just need to group the students into two groups, inner and outer groups. The only difficult aspect in this strategy id the aspect of asking and answering questions. Some of our students may not be bold to speak out or ask questions because of their poor expression in English language.

Researcher: So you are saying that it will be challenging to use the socratic dialogue strategy in particular?

Teacher: Yes,

Researcher: Thank you so much

Teacher: you are welcome

Interview 22

Researcher: How do you see these strategies?

Teacher: Peer Conferencing is okay and seems interesting but socratic dialogue will be a bit tasking.

Researcher: have you used them before?

Teacher: No, I have not,

Researcher: Do you think it will be easy to use them for poetry teaching?

Teacher: It should be easy to use them. All you need to do is divide the students into different groups, for peer conferencing and allow the students to work together on a particular poem. For socratic dialogue, we just need to group the students into two groups, inner and outer groups. The only difficult aspect in this strategy is the aspect of asking and answering questions. Some of our students may not be bold to speak out or ask questions because of their poor expression in English language.

Researcher: So you are saying that it will be challenging to use the socratic dialogue strategy in particular?

Teacher: Yes,

Researcher: Thank you so much

Teacher: you are welcome

Interview 23

Researcher: What do you think of these strategies?

Teacher: I feel they will be very useful in teaching poetry? The class will be more interesting.

Researcher: Have you used the strategies before?

Teacher: I do group my students from to time to read a particular text and summarise but I will not know if it is the same thing with these ones.

Researcher: So you think they will be easy to implement for poetry teaching?

Teacher: I will not say so. Though they are interesting but it will not be easy to use them. So many things are involved. The teacher has to make sure that the students are fully occupied. If not they will loaf around while others are learning.

Researcher: What the challenges and limitations in implementing them?

Teacher: You know this is a rural area. Some of the students cannot speak English language fluently. This will prevent them from asking questions or participating in the discussion in the class. Some of them don't even have the recommended texts or poems. So they will not be seriously involved in the class.

Researcher: So what is your conclusion on the strategies?

Teacher: My conclusion is that they should be used in our schools but the teacher will have to really encourage the students to be involved fully by probably assisting them to ask relevant questions for clarifications.

Interview 24

Researcher: How do you see these strategies ma?

Teacher: They are interesting strategies and even the students are excited about them.

Researcher: So you believe they can be used in our secondary schools to teach poetry?

Teacher: Yes, of course. They are practicable.

Researcher: But you have never used them before?

Teacher: No, I have not.

Researcher: What are the possible challenges in using these strategies?

Teacher: They are many challenges. We have space problem. For example, the classes are too crowded for the arrangement of the students in a circle, in the case of socratic dialogue. As for peer conferencing, there will be too many groups since each group is supposed to be between 3 to 6 students, and in some of the public schools, there are about 50 -60 students in a class. So there will be too many groups for the teacher to oversee and this will cause some students to loaf around

Researcher: So these will pose as a big challenge to implement these strategies?

Teacher: yes, they will. They will make it very demanding for the teacher to use the strategies.

Researcher: Ok ma, thank you so much

Interview 25

Researcher: What is your opinion on these strategies in teaching poetry?

Teacher: They will actually be useful to teach poetry, at least, they will help in removing students fear and dislike of poetry. They will be able ask questions freely and get clarification on any poem from their friends and teacher.

Researcher: What are the factors that can impede the smooth implementation of these strategies?

Teacher: Honestly, some of us are already stressed, teaching other subject like English language. Doing this will be additional stress and if anything happens to us, only our family will bear the brunt. So, we just what we can.

Researcher: (laughing) So using these strategies will be additional stress to the teacher?

Teacher: Yes oo and we don't need the stress

Researcher: ok sir. Thank you so much.

Teacher: my pleasure.

Interview 26

Researcher: How do you view these strategies?

Teacher: they are interesting.

Researcher: so they can be used in our schools?

Teacher: Yes they can be used

Researcher: Any challenge in the use of these strategies?

Teacher: they are challenges. Some of the students do not have the recommended texts. That is a problem because they will not be able to read along with others. Some of the poems are too long to write on the board. So that is a problem I am foreseeing.

Researcher: apart from these, is there any other one?

Teacher: no, no other one.

Researcher: thank you so much

Teacher: thank God.

Interview 27

Researcher: What do you think of these strategies?

Teacher: I feel they will be very useful in teaching poetry? The class will be more interesting.

Researcher: Have you used the strategies before?

Teacher: I do group my students from to time to read a particular text and summarise but I will not know if it is the same thing with these ones.

Researcher: So you think they will be easy to implement for poetry teaching?

Teacher: I will not say so. Though they are interesting nut it will not be easy to use them. So many things are involved. The teacher has to make sure that the students are fully occupied. If not they will loaf around while others are learning.

Researcher: What the challenges and limitations in implementing them?

Teacher: You know this is a rural area. Some of the students cannot speak English language fluently. This will prevent them from asking questions or participating in the discussion in the class. Some of them don't even have the recommended texts or poems. So they will not be seriously involved in the class.

Researcher: So what is your conclusion on the strategies?

Teacher: My conclusion is that they should be used in our schools but the teacher will have to really encourage the students to be involved fully by probably assisting them to ask relevant questions for clarifications.

Interview 28

Researcher: How do you see these strategies?

Teacher: they are okay.

Researcher: so they can be implemented in our schools?

Teacher: Yes they can

Researcher: Any challenge in the use of these strategies?

Teacher: they are challenges. Some of the students do not have the recommended texts. That is a problem because they will not be able to read along with others. Some of the poems are too long to write on the board. So that is a problem I am foreseeing.

Researcher: apart from these, is there any other one?

Teacher: no, no other one.

Researcher: thank you so much

Teacher: thank God.

Interview 29

Researcher: What is your opinion on these strategies in teaching poetry?

Teacher: They will actually be useful to teach poetry, at least, they will help in removing students fear and dislike of poetry. They will be able ask questions freely and get clarification on any poem from their friends and teacher.

Researcher: What are the factors that can impede the smooth implementation of these strategies?

Teacher: Honestly, some of us are already stressed, teaching other subject like English language. Doing this will be additional stress and if anything happens to us, only our family will bear the brunt. So, we just what we can.

Researcher: (laughing) So using these strategies will be additional stress to the teacher?

Teacher: Yes oo and we don't need the stress

Researcher: ok sir. Thank you so much.

Teacher: my pleasure

Interview 30

Researcher: How do you see these strategies ma?

Teacher: They are interesting strategies and even the students are excited about them.

Researcher: So you believe they can be used in our secondary schools to teach poetry?

Teacher: Yes, of course. They are practicable.

Researcher: But you have never used them before?

Teacher: No, I have not.

Researcher: What are the possible challenges in using these strategies?

Teacher: They are many challenges. We have space problem. For example, the classes are too crowded for the arrangement of the students in a circle, in the case of socratic dialogue. As for peer conferencing, there will be too many groups since each group is supposed to be between 3 to 6 students, and in some of the public schools, there are about 50 -60 students in a class. So there will be too many groups for the teacher to oversee and this will cause some students to loaf around

Researcher: So these will pose as a big challenge to implement these strategies?

Teacher: yes, they will. They will make it very demanding for the teacher to use the strategies.

Researcher: Ok ma, thank you so much