

## 1.0 Introduction

This chapter sought to discuss the background of the research problem and the importance of poetry at Ordinary level. The significance of the research study is also portrayed in the chapter. In carrying out research, there are delimitations and limitations in which these are discussed clearly on how they affect the research study, the summary being the last sub heading of the chapter.

## 1.1 Background of the study

The students face many challenges when learning poetry at Ordinary level. Many students fail to distinguish between proverbs and idioms due to language incompetence. They are not familiar with the type of language which is used in poetry which is full of vocabulary, rhythm, style and this is because students nowadays are involved in other forms of literature such as music, drama and novels. In addition Nnolim, (1990) states that poetry is difficult for students due to its language which is different from other forms of literature, not explicit, indirect references rather than direct, figurative rather literal and symbolic rather than plain. Poetry language is different from the daily language spoken and this made students to encounter challenges of failing to interpret poetic devices as they are not familiar with this language.

They consider poetry as of less importance and not live enough to sustain their interest due to their exposure to contemporary forms of literature such as drama and music, paying less attention to poetry studies. Furthermore, students consider poetry as difficult to understand since the higher academic ladder they go, the more often they may face seemingly impenetrable discourse and the challenge of searching the meaning in text, Gerald (2008). In addition, students are confronted with advanced work at outset rather than starting from the simple, Eya (2012). At Nkulumane High school, poetry is learnt from four, first term and students are encouraged to cram the given poems for mastery. This is due to the curriculum which does not allow students to specialise in either literature or language. The content of the Ndebele is too broad and due to lack of mastery of the subject content, the teacher rushes over the subject content and leaves the rest.

Students fail poetry due to methodologies used largely by other teachers when teaching poetry. There is need for linguistic stylistic techniques which had been used by teachers in imparting knowledge and skills to facilitate students achievement, Akinbobola, (2007). Linguistic stylistic technique includes linguistic procedures such as discussion of linguistic

devices like figurative , dictions , syntactic patterns and so on. There is also need for teachers to educated through seminars where different skills of teaching poetry are taught .The teacher and the curriculum planners should give students material which they can associate with as background knowledge before all other things, Tella and others (2004).Giving students the background is an excellent way for students begin to understand the poem. When students have understanding on the background, they can begin to criticallyengange with the message that the poet is presenting.

## 1.2 Statement of the problem

Bless and Smith (1997) state that each research should have an impact in people's lives. The research was carried out so that the students would possess the desirable skills of mastery when learning poetry. Ndebelepoetry illustrate the social life of the Ndebele people and the student should be able to respond to what they have been asked as poetry teaches students to analyse the given situation and to criticise.

The students therefore should be motivated in poetry for them to have interest in it as this would develop their language and culture as portrayed in poetry. The researcher sought to discuss on the important of Ndebele poetry and to address the solutions to the given problem so that Ndebele students improve in poetry like any other sections of the examination paper.

## 1.3 Research questions

1. What are the challenges faced by students when analysing poetry?
2. What are these causes of challenges faced by students?
3. What is the importance of learning poetry?
4. What are the points to be considered by students when learning poetry?
7. What are the solutions to the identified problems?

## 1.4Significance of the study.

The research study will encourage teachers to select appealing literary which students can identify with and by which they can linguistically be stimulated so as to motivate them in teaching learning process being a responsive , enjoyable and fruitful.

By focussing on the opportunity a teacher has for language practice, especially for reluctant learners of poetry in secondary schools, it help teachers to present poetry in a more

meaningful way. The study will improve the student's performance and indulge in poetry for pleasure and personal growth through suggested solutions on improving poetry learning.

The study provided the information useful for assisting the curriculum development unit to provide the relevant skills into the curriculum which will enhance the development of poetry. The university students will also use this research study as a source of data as it can be placed in the university library for inquiry.

Future researchers who would be interested in carrying out the similar research would also make use of this research provided. Both student and teacher at Nkulumane High school will be assisted by the research in identifying the desirable skills for poetry mastery.

**Delimitations.**

The research study was confined to Ordinary level students who were studying Ndebele at Nkulumane High school. The students and teachers were the targeted respondents. The study excluded other students who are pursuing their education. The school is located in Bulawayo province Mzilikazi district, Nkulumane constituency.

**Limitations**

**Time**

To carry out a research, time was needed as it required data collection and this became a problem as the researcher was at work related learning.

**Finance**

This became a limitation as the researcher travelled from time to time for supervision and money for bus fare, printing questionnaires.

**Lack of participation**

Some data was lost due to lack of respondents due to unwillingness of the respondents to review their opinions about the questions provided.

**Biased information**

The information or data collected can be biased due to false information provided by the respondents.

## Summary

Students fail poetry due to lack of language competence, methodology used, lack of motivation and appropriate learning time. Despite the challenges faced by students in learning poetry, learning of poetry illustrates the social life of the Ndebele people, teaches how to analyse different situations and in critical situation. Therefore the researcher sought to address the solutions to the given challenges so that students improve in poetry. The research study will assist students, teachers, curriculum developers and researchers. The study was confined at Ordinary level students and teachers at Nkulumane High school in Bulawayo province. Time, finance, lack of participants and biased information were the limitation of the research study.

## Chapter two: Review of related literature

### 2.0 Introduction

This chapter discussed about the study of poetry in schools and its importance in the school curriculum. Different scholars' views were reviewed in the chapter, in relation to the research questions provided by the researcher .

#### 2.1 What is poetry?

Poetry is a class of creative open ended use of language that uses a range of styles, techniques and features of language .It usually has statements using figurative comparisons and concepts which are fused with the readers and listeners experiences , association and sensitivity so that new dimension of reality becomes visible. According to Philip (1993), poetry has a total meaning which is a blend of the poet's sense, his feelings, his tone and his intention. According to Akporobaro (2008), poetry is an imaginative art and therefore very personal to the poet, it becomes coloured, inspired by the emotions of this person. It is these emotions and ideas private to the poet that we must get and try to unravel through poetic appreciation.

Furthermore, Toolan (1988) states that poetry is also a discourse, every discourse makes use of language. This is why some scholars tend to call it the language of feeling which is a perceived notion of poetry by the 18th century. Shirley (1983) states that the study of poetry is one of the processes of sharpening thinking skills that are important in responding to various types of advertising. Shirley asserts that poetry helps students to recognise the function of connotation, denotation and imagery.

##### 2.1.2 What is the importance of studying poetry?

According to Tompkins (1980), the study of poetry is important because it enhances and challenges students cognitive as it is a construction of meaning from a literary work. It is therefore a collaborative cognitive task. When reading a poem, the focus is on the stages of understanding and learning that students have to undertake as it involves many kinds mental activities that is from first glance impressions through reflective evaluations on the written text. Morrow (2001) states that the study of poetry is one of useful mediums for improving literacy. In addition to this, Tompkins (2005) reveals that the study of poetry not only supports reading but it also enhances enjoyment of language and learning. Language learning

is an integrative process comprising reading, writing, speaking and listening in meaningful context. The improvement of a particular language process also facilitates improvement in other languages.

Manning (2003) says poetry is an oral tradition and is motivating and builds phonemic awareness, while enhancing the alphabetic principle, vocabulary, fluency, expression and writing skills and the genre also has the potential to make reading a positive learning experience, Parr and Campbell (2006). According to Goodman (2002), poetry moulds cultural variation into written form through the use of poetic devices to reveal language and cultural differences. Oral language is used to express concept and life experiences of students across various concepts. Students are able to use their vernacular dialect to convey critical thinking about issues that are prevailing in today's lives. Amuta (1989) states that poetry largely manifests a combative, uncompromising tradition that only exposes the underlying materialism of the system but invites the responses that are totally geared towards its nullification and transcendence.

Furthermore, Weinstein (2010) proclaims that the study of poetry is important because students experience a literary identity by establishing a sense of belonging and feeling connected to others. Literary identity occurs when students are learning the craft of the language and application of elements poetry writing. The study of poetry allows students the ability to use words and offer critical analysis to peers who are struggling to find their own critical thought to connect to their own lives. Cidiello (2010) added that the study of poetry is not only a civic responsibility but also a social justice of literacy learning as it helps students to learn empathy towards other students and to understand social, political, economic and cultural factors. Pointer (2001) states that poetry helps to expose apartheid, and to extol the noble struggles of those who are of the most hateful, racist systems. In this way, poetry reflect the history of the Africans.

Dared (2002) presents another perspective of social justice by stating that empowered students develop an awareness of social realities that shape their lives and learn how to redefine them, through the study of poetry. These students will develop the skills that critically reflect on one's own life as well. As examine how it connects to other's lives. Furthermore, Jackson (2005) posits the view that the study of poetry provide a way of young people to develop critical thinking skills, gain confidence, and become empowered citizens in their communities and beyond. Poetry revolves around rebelling against adopting and

celebrating foreign culture , Mzrui (1978). Lenz (1992) states that the study of poetry helps students to develop and feel the texture and power of language. They found that poems had the potential to capture the ear, imagination and souls of listeners. As scriptures are meant to be touched, poetry is also meant to be heard, Moreili (1997)

### 2.1.3 Challenges faced by students when learning poetry.

Teachers draw a limited range of poetry texts in the classroom and provide few opportunities to students to read or write poems which directly connect with their own experiences , this is according to Ofsted (2007).This gives students less time and practice on the study of poetry , that is why student they have challenges on poetry.

Widdowson (1975) argues that the reason why students have challenges when learning poetry is because it is usually not a favourite item for students mainly because of its deviant use of language. For students, poetry is usually rated as making the least contribution to language skills development and probable consider it as insignificance to any advancement in their studies or future.

Brumfit (1990) states that the students in Malaysia are unable to read poetry and interpret it because they lack the literary competence which enables others to proceed.They would not have internalised the ‘grammar’ of poetry which would permit them to convert linguistic sequences into literary structures and meaning.

In addition to the above , research carried out by Carter and Long (1991) has shown that the study of poetry is useless if the student does not possess the literary competency and a certain degree of sophistication and familiarity with the particular cultural conventions as this will make learning poetry a “laborious task”. It is the inability to appreciate literary texts that keeps students away, their knowledge of language would enable them to understand phrases and sentences.

Kennedy and Giola (1994) observed that students dislike poetry often stems from bad experiences with poetry ,incompetent teachers , the print and the very nature of its presentation in books , the alien diction ,conventions and queer associations to things that are world apart and of course the string of mind boggling questions that follow the poem. In addition to this, Lewis (1955) adds that poetry provides the most problems for the language teachers because students often reach secondary school with little experience in relating to poetry and are often hostile to itches states that people are always suspicious and little afraid

of things that they do not understand and instead of admitting it, they are opt to invent reasons which are complimentary to them, such it is in poetry.

Burroway (2007), describes poetry as a high density from a language .Poetic language is usually intentionally ambiguous and often consist several meanings into a compact passage, as a result each word in a poem carries especially heavy weight and must be carefully selected and digested based on these ideas, he examined whether or not good poetry is defined by the use of sophisticated vocabulary.

Subramaniam (2002) points out that the set texts may not favour the learning of poetry as such texts are crucial as readability is likely to be hindered not only by linguistic complexity but also cultural alienation .This therefore result a challenge when learning poetry due to the set texts which are not favourable.

#### 2.1.4 What are the causes of the challenges faced by students in learning poetry?

Duke (1989) states that students fail poetry because of the methodology used that is traditional like lecture method.The study of poetry therefore becomes a series of long lectures that explain the literal and inferred meaning of text.The teacher explains , give meaning and nuances in a single line that may not contribute to the overall understanding of the text, such meaning will not do anything to develop an interest in students to read or enjoy poetry.

In contract to the lecture method in which the teacher make use of his own view about the poem to students , the linguistic stylic technique seeks to provide the students with skills for interpreting poetry as well as opportunity to practice such skills.This is to equip students with the ability to tackle poems that are not studied in the class .This method is in views of Akinbobola (2006) that the teacher has to impart to the learner new ways of meeting poetic situations.

According to Adomat (2012) , some teachers of poetry lack skills and abilities needed to teach poetryeffectively.Moreover, many teachers of poetry think that it is the technical aspects of poetry rather than the meaning that is more important.For example , they think that the student should made to understand the figures of speech such as the methaphors , oxymorons and so on which are more often embedded in poetry in order for them to assimilate the lesson . In support of this view , Jackson (200five) says the study of poetry provide a way of young people to develop a crical thinking and writing skills , gain confidence and become empowered citizens in their communities and beyond.How teachers



of poetry achieve this is largely depended on their abilities to make poetry enjoyable and to minimize the negative views that the students often have on it.

Anstey (2003) discusses connectedness as an integral part of literacy pedagogy and claims that it must take place in a supportive classroom environment where students take some of the responsibilities for their investigations .Poetry study could not be successful without first providing encouragement , praise and affirmation to the students in order to that supportive environment .Failure to provide a supportive classroom environment , students will dislike learning poetry.

Graves (1992) asserts that poetry should not be limited to writing time , language arts but should be used throughout the curriculum.Poetry is not a genric but a form of communication to be meaningfully intergratedduring education.In addition to this view of Graves , Eliche (2012) asserts that the quality of curriculum content of the teacher naturally has implications for the quality of instruction given to students .Looking at the problem that students encounter in poetry , one fears that the capacity of such teachers to get across the necessary information contained in the poetic diction used by authors may become problematic. Hayes (1979) observed that educators tend to confront students of literature in Nigeria with poems that strain even the native speaker.

Although poetry forms an integral part of secondary school , language curriculum does not give much attention to its teaching and learning .In most cases both students and teachers consider poetry as challenging.Most teachers are unwilling in teaching poetry giving excuses that it is full of figures of speech which are difficulty to teach and difficulty to be assimilated by students.This problem is due to minimum attention given to the study of poetry,for example , in Zimbabwe , in many schools, teachers begin to teach poetry at Ordinary level in the final year of their Ordinary level examinations.

In England and Wales , is the least well taught part of the curriculum , Ofsted (2007).This has made the students to have challenges when learning poetry due to lack of attention given to its study.Lockward (1994) also observed that poetry is a genre most language teachers seem least comfortable with.She further states that most teachers acknowledge a discomfort with teaching poetry; some admitted that they do not enjoy or actively read poetry.Most teachers according to Lockward (1994) , said that they had never had an English teacher who taught poetry effectively and therefore they had no models to emulate.

In addition, Dymoke(2007) states that many pre service language teachers( training to teach ) have very limited experience of writing poetry themselves either at school or in their first degrees and yet certainly in the United Kingdom and Canada , They would be expected to model themselves as writers and researchers of poetry and other types of texts in the classroom .Ball and Pence (2006) states that a generative curriculum does not develop the interest of the students, that is the reason why they do not like poetry.The curriculum should change and develop on the interest of children and teachers ; interest that should remain at the centre of teaching and learning.As learners and teachers pursue areas of interest , new knowledge is generated and new curriculum is created collaboratively.

## 2.2 Organization of review literature and linking it to the research problem/question.

Lewis (1955) states that poetry seem to give problems to teachers in teaching and learning because students often reach secondary school without or with little experience in relating to poetry and are often hostile to it and this is why they face challenges in learning it.

Widdowson (1975) state that poetry is usually not a favourable item for students mainly because of its use of language which is different from language which is used in every day life.

Haynes (1979) says that educators tend to confront students with poems that strain even to native speakers and this result the challenges that are faced by students in learning poetry .

Abrams (1981) says poetry is a product of imagination , imaginative and emotional discourse in metrical form, which represent ideas that have special reference to the emotional significance.

Shirley (1983) adds that the study of poetry is one of the processes of sharpening thinking skills that are important in responding to various types of advertising.

Duke (1984) states that students fail poetry because of the methodology which is used , that is lecture method where the teacher becomes the centre of learning.

Toolan (1988) states that poetry is a discourse which makes use of language that is why some call it language of feeling.

Brumfit (1991) says that students are unable to read and interpret poetry because they lack the literary competence which enables others to proceed, this is why students face challenges in learning poetry.

Carter and Long (1991) has shown that the study of poetry is useless if the learner does not possess the literary competency and a certain degree of sophistication and familiarity with the particular cultural conventions as this will make learning poetry a "laborious"

Lenz (1992) states that the study of poetry helps students to develop and feel the texture and power of language by possessing skills in critical thinking through analysing figurative speeches such as idiom, homophone and so on, to give different expressions in meaning of the given text.

Graves (1992) asserts that poetry should not be limited to writing time, language arts but should be used throughout the curriculum as failure to do this causes students to have some challenges in learning poetry.

Philips (1993) states that poetry has a total meaning which is a blend of the poet's sense, his feelings, time and intention.

Lockward (1994) asserts that in Wales they had never had an English teacher who taught poetry effectively and therefore they had no models to emulate and this becomes a challenge for the students when learning poetry.

Kennedy and Gida (1994) observed that students' dislike poetry often stems from bad experiences with poetry that is why they fail in poetry.

Goodman (2001) says poetry molds cultural variations into written form through the use of poetic devices to review language and cultural differences. This is why the study of poetry is very important as part of the curriculum.

Darder (2002) presents another perspective on social justice by stating that empowered students develop an awareness of social realities that shape their lives and learn how to relate them. This is why the study of poetry is important.

Rogoff (2003) states that African students are not socialised only in schools; they receive family based education as they develop as accredited participants in their cultural communities, therefore contextually oriented approach is more desirable for teaching poetry.

Jackson (2005) says the study of poetry provides a way of young people to develop critical writing and thinking skills, gain confidence and become empowered citizens in their communities and beyond .

Ball and Pence(2006) asserts that a generative curriculum does not develop interests of students, that is the reason why students do not like poetry, resulting to failure of students in poetry.

Burroway (2007) described poetry as a high density form of language.

Ofsted (2007) asserts that teacher draw limited range of poetry in classroom and provide few opportunities to students read and write poems which directly connect with their own experiences.This contributes to the challenges faced by students when learning poetry.

Akporobaro (2008) describes poetry as an imaginative art and therefore very personal to the poet , it becomes coloured , inspired by the emotions of this person .

Weinstain (2010) proclaims that the study of poetry is important because students experience a literary identity by establishing a sense of belonging and feeling connected to others.

Gardiello (2010) asserts that the study of poetry is onme of the useful mediums for improving literacy .

Adomat (2012) says that some teachers of poetry lack skills and the abilities needed to teach poetry effectively .This is why students fail due to lack of appropriate teaching.

Eriche (2012) proclaims that the quality of the curriculum content of the teacher education naturally has implications for the quality of instruction given to students .

Anstey (2012) descusses the connectedness as an integral part of literacy pedagogy and claims that it must take place in a supportive classroom environment where students take some of the responsibilities for their investigations.

### 2.3 Summary

Poetry is a class of creative open ended use of language that uses a range of styles, techniques and features of language.The study of it is therefore important because it enhances and challenges students cognitively as it is a construction of meaning from a literary work,develop critical thinking and moulds cultural variations into written form through through the use of poetic poetic devices to reveal language and cultural

differences. Students fail poetry because of variety of reasons such as , limited range of poetry text in the classroom and few opportunities for them to read and write poems which directly connect with their own experiences. These discussed challenges faced discussed about is due to the methodologies used by teachers, lack of skills and abilities needed to teach poetry, curriculum which does not give much attention to its teaching and lack of motivation to students.

## Chapter Three : Methodology

3.0 Methodology is defined by Bryman and Bell (2007) as a broad and complex array of ideas , concepts , frameworks and theories which surround the use of different techniques to generate data. Research design , data collection techniques , sampling tools , ethical considerations and data analysis plan are presented in this chapter.

### 3.1 Research Design

Definitions.

Research design is the scheme , outline ,or plan used to generate research problem , Odhoro (2002).

According to

The research study which was used is a case study and a descriptive research design .A case study is an approach that focuses on gaining an indepth information of a particular phenomena of interest in its real life contexts.A descriptive design is in which one is using information from a sample to make individual inference about a wider population .The descriptive design was used in along with a case study .

The researcher used a descriptive case study as she was studying a single school so as to gain the information of interest on the phenomena under the investigation . The researcher used a descriptive design due to the research study which described what existed with respect to variables and interpreted what was concerned with relationships that existed , opinions that were held .The descriptive design was used where the researcher selected a small group of students which constituted a sample of classes from Nkulumane high school population . It was the best method for data collection which was original for the purpose of describing a population large enough to study directly.The descriptive design used was also excellent method for measurement of differences and relationships prevalent in a large population .

The researcher made use of these two designs to find out the challenges faced by students when analysing poetry at Ordinary level because these two designs does not need any extra person to help the researcher .The interviews and questionnaires provided the means of discovering prevailing relationships and differences among the population studied .To bring the validity results in a descriptive case study , the samples were representative. Babbles

(1985) states that representativeness is that quality of a sample of having the same distribution of characteristics as the population from which it is selected.

The descriptive case study design made use of questionnaires and interviews which meant to obtain relevant responses from the targeted respondents. The descriptive case study design used required less cost only for the questionnaires and it also saved time as the researcher was only studying a single school which required a one day visit for data collection. For these reasons, the researcher chose a descriptive case study design method.

### 3.2.1 Population.

#### Definations

Population refers to the people of any unit area such as schools, local area, class and so on, Munowenyu (2001)

Biernacki and Watter (1989) state that population refers to the entire pool from which a sample is drawn.

The population selected was Nkulumane high school in the Mzilikazi district in Bulawayo province. In this selected population, the targeted respondents were the ordinary level students who studied Ndebele language in 2017. The school population selected is a mixed school which consisted of both girls and boys with mixed abilities. THE Ordinary level teachers were also the targeted population in this research study.

### 3.2.2 Sample.

#### Definations.

A sample is a representative part from a larger group especially when shown as evidence of quality, Merrian Webster (2017).

It also refers to infinite part of statistical population whose properties are studied to gain information about the whole, Merrian Webster.

A representative population sample was drawn from the identified population above. The total number of students who studied ordinary level in 2017 is 790 altogether, the researcher sampled only 177 students out of 790 ordinary level students. Two classes were chosen from form four classes and again two classes from the form three were selected to make them a total of four classes out of twenty classes of Ordinary level students. There are eight

Ndebele teachers at Nkulumane high school, the researcher sampled four out of eight teachers of Ndebele language.

The selected representative sample from the school population, the researcher used random sampling technique where sub groups from the population was identified and selected. The sampling method ensured that each subgroup was represented in the group. For the selection of teachers, the researcher made use of a purposive sampling where she selected four teachers out of eight as these were the only teachers for ordinary level Ndebele students and left out other Ndebele teachers who were teaching ZJC.

### 3.2 Instrumentation.

To collect data from the respondents drawn from the population, the researcher made use of questionnaires for both the ordinary level students and teachers. To obtain appropriate information, the researcher provided short, simply and easy questions for the students to understand the questions asked. The use of abbreviations and unfamiliar words was avoided in the questionnaires in order to simplify the language and to avoid being ambiguous.

The researcher made use of open questionnaires for both targeted audiences so that the audiences would provide what they think to be helpful and to suggest their own opinions towards the subject matter under the study. Questionnaire is a method in social research in which information is obtained with the help of questionnaire which is prepared exclusively for the purpose, Raj (2005). Interview method is often said to reach the parts which other methods can not reach because interviews permit the researcher to follow up leads and thus obtaining data with greater precision, Wellington and Sscebinski (2007). Verbal structured interviews was another instrument used to gather data from the sampled Ndebele ordinary level teachers. Interviewing involves asking people questions but it is equally about listening carefully to the answers given, David and Sutton (2004). In addition, interviews is perhaps the most ubiquitous method of obtaining information from people, Kerlinger (2005). The structured interviews used consisted of different questions from those provided in the questionnaires given to them.

The open ended questionnaires and verbal structured interviews used by the researcher for the Ndebele ordinary level teachers enabled them to



## CHAPTER FOUR : Data presentation , analysis and discussion .

### 4.0 Introduction

This chapter presented the findings from the research using tables and pie charts .Both the questionnaires and interviews were used and the information obtained from these research tools are presented , analysed and discussed .The information in this chapter is in descriptive form so as to show the total population of the different respondents.

### 4.1 Presentation and Analysing of the findings.

Table 1

Questionnaire response rate for the students.

Number = 100

	Number	Percentage
Recovered	79	79
Unrecovered	21	21
Total	100	100

The questionnaires administered to the students were 100 and the researcher managed to recover 79. Hubber (2004) states that a recovery rate of 75 percentage and above is adequate for a practical study .Therefore the results of the study can be relied upon .

Table 2

Questionnaire response rate for teachers

Number =8

	Number	Percentage
Recovered	8	100
Unrecovered	0	0
Total	8	100

Out of eight questionnaires administered to the teachers , the researcher managed to recover all the eight questionnaires administered to the teachers.

#### 4.1.2 Students questionnaire Responses.

Table 3.

Number =100

	Majority Response	Number
Speak Ndebele	Yes	59
Speak Ndebele and Shona	Yes	23
Started learning poetry	Form four	79
Like learning poetry	Yes	56
Dislike learning poetry	Yes	37
Language used in poetry	Difficult	54
Poetry books at school	Few	79
Times learnt poetry per week	Two	79
Seminars held for Ndebele	Zero	79
Discussions as a class after poetry lessons	Sometimes	79
Methodology used by the teacher	Satisfied	79

From the above students responses , 76 percent of the students spoke the Ndebele language and 29 percent spoke Shona as their mother language .The findings from the research carried out showed that at Nkulumane High school , poetry was learnt at form four .Most of the students had difficulties in language used in poetry as shown by a total number of 54 students who responded that the language used in poetry was difficult. There were few poetry books, this was shown by the students response of 100 percent. Poetry was learnt twice per week out of six periods given t the Ndebele seminar held atNkulumane high school for the Ndebele language as shown by a zero response from the students

#### 4.1.3 Teachers Responses

Table 4

Number = 8

	Majority Response	Number
Teacher by profession	Yes	8
Times taught poetry per week	2	2
Understand poetry lessons	Yes	8
Getting help from E.O and Administration	No	0
Understand Language used in poetry	Yes	8

The findings from the teachers showed that they were not getting any help from the administration and the Education Officers pertaining to the poetry lessons as none of them agreed. The ordinary level teachers responded that they taught poetry twice per week and all the ordinary level teachers at Nkulumane high were teachers by profession as shown by a 100 percent response of teachers. The teachers agreed that they understood the language used in poetry and the syllabus provided to them contained no skills and knowledge given to them which would assist them in their lesson delivery.

#### 4.2 Discussions

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