ABSTRACT
Few studies deal with the investigation of poetry teaching at senior high schools in Taiwan. This study is intended to illustrate the problems of teaching English poems to senior high school students. More specifically, based on its findings, this study attempts to help EFL teachers: 1. to recognize the trauma their students will experience when learning a poem. 2. to be familiar with the linguistic features of poems and poetic devices in order to direct their students to read a poem appropriately, 3. to understand the gap between ordinary language and literary language, and 4. to direct students to write a short essay after reading a poem. The major findings are: 1. 77.38% of the students did not read English poems to any extent. Their teachers never ever used techniques to help them read poems. 2. 88.07% of the teachers never asked their students to ask questions or responded to questions when teaching poems. They followed the grammar-translation approach slavishly. 3. 67.74% of the teachers were not familiar with the method and techniques of teaching English poems. 4. 50% of the teachers would like to teach poems, but they failed to do so because of time limitation and the test format. 5. A stylistic-analytical reader response approach is proposed to solve the problems EFL teachers may face in teaching poems. This study concludes with discussion and suggestions for improving EFL programs in Taiwan.

Keywords: English poem
Chapter V. A Practical Guideline for Teaching Poems at the EFL Senior High School

5.1 Norms and deviations

5.2 Methodology in teaching poems

5.3 An illustration of the stylistic–analytic reader response approach

5.4 Criteria for selecting poems

Chapter VI. Discussion, Recommendations, and Conclusion

6.1 Answers to the research questions of this study

6.2 Pedagogical recommendations for EFL teachers

6.3 Limitations and further studies

6.4 Conclusion

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