APPENDIX C
TEACHER QUESTIONNAIRE

Questionnaire to English Poetry Teachers
at the English Departments of Taiz University

Would you please take the time to fill in this questionnaire? It should take approximately 20 minutes to complete. This questionnaire has been prepared within a research plan that aims at improving the teaching of English poetry in Taiz University, Yemen. The findings of the questionnaire will only be used as part of my PhD work to provide an alternative methodology to the teaching of English poetry in Taiz University.

Your reading the questions carefully and answering them truthfully will considerably contribute to this end.

*You may tick (and order) as many answers as you think apply.*

A) Teacher’s Background

1) Which is your highest degree?
   - □ BA
   - □ MA
   - □ MPhil
   - □ PhD

2) How long have you been teaching English poetry to EFL students?
   - □ Less than 5 years
   - □ 5 – 10 years
   - □ 10-15 years
   - □ More than 15 years

3) How long have you been teaching English poetry to Yemeni students?
   - □ Less than 5 years
   - □ 5 – 10 years
   - □ 10-15 years
   - □ More than 15 years

4) Which poetry course are you teaching?
   - □ 17th Century English Poetry
   - □ 18th Century English Poetry
   - □ 19th Century English Poetry
   - □ 20th Century English Poetry
5) How do you rate the level of proficiency of the average student in your class?
   □ Very good
   □ Good
   □ Not quite good
   □ Weak

6) What is your course objective?
   □ To acquaint students with the major literary movements in English literature
   □ To acquaint students with the cultural heritage of the English people
   □ To expose the students to certain ‘classics’ and to get them to master literary terminology
   □ To make my students readers, and to help them remain so throughout their lives
   □ To provide the students with information about the poems selected for study
   □ To acquaint students with the manner in which the resources of English as a system are
      used in the fashioning of unique literary messages
   □ Others. Please specify. ..............................................................

B) Teacher’s Selection of Texts

7) Is there a course description set for you to follow?
   □ Yes
   □ No, I prepare my own.

8) In either case, what poems are selected for classroom teaching?
   □ Poems that are considered ‘classics’
   □ Poems that are representative of a school or movement
   □ Poems the language of which is accessible to the student
   □ Poems on which enough critical material is available
   □ Others. Please specify. ..............................................................

9) In case you choose the ‘classics’, why?
   □ Because they contain the best use of the English language, and exposing students to them
      will ‘rub off’ on their own performance in language
   □ Because they are representative of schools and movements
   □ Because they refine the students’ sensibility to literature and help the develop a sense of
      good literature
   □ Because the students can not graduate with a BA in English without having read some of
      the classics.
   □ Others. Please specify. ..............................................................
10) Please write down the titles of the poems prescribed for classroom study.

[Title 1]

[Title 2]

[Title 3]

[Title 4]

C) Teacher’s Pedagogy

11) Do you teach background before you introduce the poems?

☐ Yes

☐ No

12) In case you do, what kind of background do you teach?

☐ Historical

☐ Cultural

☐ Socio-political

☐ Linguistic

☐ Others. Please specify. .................................................................

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13) How do you choose the background to teach?

☐ The dominant thinking at the time of writing the poem

☐ The historical and social events that might have produced the poem

☐ Those facts and events which are prompted by the texts I am teaching

☐ Others. Please specify. .................................................................

........................................................................................................

14) How much time do you take in teaching the background?

☐ One class

☐ Two classes

☐ Three classes

☐ More than three classes

15) Do you encourage the reading aloud of texts?

☐ Yes

☐ No

16) Which do you spend more time on?

☐ The content of the poems

☐ The language of the poems

239
17) What is your strategy if the students do not understand the poems?

- ☐ Paraphrase
- ☐ Translation
- ☐ Ready-made critical material and interpretation
- ☐ Language activities and group work
- ☐ Others. Please specify. .................................................................
  ......................................................................................
  ......................................................................................

18) An application of linguistics to literary study will damage the essential power of literature to evoke feelings and disclose the truth of life.

- ☐ I agree
- ☐ Sometimes
- ☐ Not really
- ☐ I disagree

D) Teacher’s Assessment Strategies

19) How do you assess your students?

- ☐ On the basis of how much they know about the major literary movements in English literature
- ☐ On the basis of how much they know about the cultural heritage of the English people
- ☐ On the basis of how much information they know about the poems selected for classroom study/
- ☐ On the basis of how well they can apply their interpretive procedure to poems they have not read before
- ☐ Others. Please specify. .................................................................
  ......................................................................................
  ......................................................................................

20) What type of questions do you use to assess your students?

- ☐ Critical appreciation of texts
- ☐ Identifying the context of an extract
- ☐ Textual focus questions
- ☐ Personal response questions
- ☐ Others. Please specify. .................................................................
  ......................................................................................
  ......................................................................................

240
E) Teacher’s Overall Assessment of Approach

21) How often is your course objective met on the basis of students’ test performance?
   □ Always
   □ Sometimes
   □ Rarely
   □ Never

22) Are you happy with your students’ linguistic competence?
   □ Yes
   □ Yes, to an extent
   □ Not much
   □ No

23) Are you happy with your students’ literary competence?
   □ Yes
   □ Yes, to an extent
   □ Not much
   □ No

24) Do you see a need for changing or modifying the present criteria of text selection? In either case, what makes you think so?
   □ Yes. ............................................................................................................
   □ No. .............................................................................................................

25) Do you see a need for changing or modifying the present pedagogy? In either case, what makes you think so?
   □ Yes. ............................................................................................................
   □ No. .............................................................................................................

26) Do you see a need for changing or modifying the present assessment strategy? In either case, what makes you think so?
   □ Yes. ............................................................................................................
   □ No. .............................................................................................................

27) Do you have any other comments? Please write them here.
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   ......................................................................................................................

Thank you for your time!

P.S. If you are interested in the results of this study, you can write your email here so I send a copy of the research findings to you by email or you can write to me at gibrelsadeq@yahoo.com.