The respondents of the questionnaire constituted three-fifths (60%) of females and the two-fifths (40%) of males. Respondents were identified as being from *high schools* (62%), *colleges* (36%) and from *community colleges* (2%). The majority of respondents were of age seventeen (62%); minorities – age sixteen (36%) and age fifteen (2%) in the total poll. Numerous respondents (76%) stated that “they appreciate English Literature at the CSEC level” whereas as the remainder (24%) of respondents stated that “they don’t appreciate the subject”. Furthermore, a majority of respondents (52%) said that they cannot apply literature in their everyday life unlike the minority (48%) who said that they can. On further study, respondents asserted that students can analyse a poem: at a moderate level (42%), at a good level (18%), at an excellent level (16%), at a poor level(12%) and at a very poor level (12%). The researchers then conjectured that students do understand literature concepts but have difficulty in expressing and analysing the poem, failing to evaluate possible solutions to literary questions.

Respondents were asked if they understood the concepts being taught during class time. Again a marginal majority (54%) said yes, and the remainder (46%) said no. A bulk of the population said that the current medium for teaching literature is through **discussion** (56%), others saying **“Chalk and talk”** (42%) and one particular respondent highlighting the use of **PowerPoint Presentations** (2%). The researchers then concluded that students understood the concepts through various teaching methods but however failed to apply these concepts.

The next question then asked respondents to express their views on studying twenty (20) poems for the CSEC examination. The bulk of responses were negative (“Tough, hard, pointless etc.”) while others indicated that “they loved literature, so it’s easy for them”, while others said its”. Other responses include “tough but the time period is inadequate to study them (2 years)”, “themes can be grouped”. The final question asked respondents about improving the learning process. A huge margin of responses preferred a **digital guide** which gathered most (66%) of the responses, while others (26%) opted for all the options available, spend more class time (6%) and opting for more teachers (2 %). So basically, students are finding it difficult to study twenty poems using the current teaching methods (Discussion, Chalk and talk etc.), and are eager for an external source (like a **digital guide**) to help them understand and conceptualize literature in all its profundity.