“EXPLORING THE TEACHING OF POETRY AT ADVANCED LEVEL; A CASE OF JINJA SENIOR SECONDARY, JINJA DISTRICT JINJA SENIOR SECONDARY SCHOOL

BY

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DECLARATION

I TENDO MERCY declare that this research proposal is my original work and its contents have not been partially or wholly been presented for academic award by any person in any university or institution of higher learning.

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DATE: 22nd NOV 2022

i

APPROVAL

This research proposal has been prepared under the supervision/mentorship upon appointment by Busitema University.

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DEDICATION

I Tendo Mercy dedicate my dissertation work to Mr. and Mrs. Walyaula Fred, Elizabeth, Wabomba Moses, Wabomba Brian, Wabomba Charles, Nangoni Fiona, Masiga Enoch who have greatly supported and contributed to the achievement of my education.

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In a special way, I wish to appreciate my loving parents for their support and encouragement throughout my academics.

Conclusively in a wonderful manner, I would like to glorify and give thanks to the Almighty God for the wisdom, discernment he gave me upon accomplishing this research.

THE SUMMARY

This study was attempted to show benefits with different methods when teaching poetry in advanced secondary courses, with the aim of proving that by using a certain design of the lessons, it is possible to engage the students in English poetry. A Secondary aim was to incorporate and implement the theories on sociocultural learning by Vygotsky into the method used in the study. Finally, the study was able to question the definitions of what constitutes a poem and the ideas of canonized versus non-canonized material within literature. The method chosen for the study was a mixed method design, and study applied a deductive approach where a hypothesis based on previous research and ideas within the field was tested. The design of the study performed a focus group interview, followed by observations of four lessons with students at Advanced Secondary level, and finally a questionnaire for students. The results from the study was mainly positive and the questionnaire will show that most students appreciate the first part the most, although a few students enjoyed both parts. The combined results show that the design had an impact when it comes to engagement, and change a few of students' views on poetry. The main finding in the study was that students prefer less complex poetry that does not belong to the canon, since most of the students mark the first part as the best one. The results show therefore that the design had an impact when it cames to engagement.

Table of Contents

DECLARATION ..... **Error! Bookmark not defined.**
APPROVAL ..... **Error! Bookmark not defined.**
DEDICATION 4
ACKNOWLEDGEMENT 5
THE SUMMARY 6
CHAPTER ONE 10
1.0 INTRODUCTION OF THE STUDY 10
1.1 BACKGROUND OF THE STUDY 12
1.1.1 Previous research within pedagogy and didactics 12
1.1.2 Didactical theories, approaches and methods (why, what, how) 13
1.1.3 Lev Vygotsky's theories on sociocultural learning 18
1.2 PROBLEM STATEMENT 20
1.3 PURPOSE OF THE STUDY 21
1.4 OBJECTIVES OF THE STUDY 21
1.5 RESEARCH QUESTIONS 21
1.6 HYPOTHESIS 21
1.7 THE SIGNIFICANCE OF THE STUDY 21
1.8 THE SCOPE OF THE STUDY 22
CHAPTER TWO 23
2.0 REVIEW OF RELATED LITERATURE 23
2.1 Review of related Literature 23
2.2 An Examination of Methods used in the Teaching of poetry in Secondary schools 23
2.2.1 Teaching poetry as comprehension 24
2.2.2 Paraphrasing 24
2.2.3 Learning by heat 24
2.2.4 Prescribing tastes 24
2.2.5 New Criticism 25
2.2.6 Structuralism 25
2.2.7 Post-structuralism 26
2.3 Suggestions for New Approaches to improve the status of poetry in Schools 26
CHAPTER THREE 28
3.0 RESEARCH METHODS 28

3.1 INTRODUCTION 28
3.2 RESEARCH METHODS 28
3.3 THE STUDY AREA 28
3.4 THE STUDY POPULATION 28
3.5 THE SAMPLING CRITERIA 28
3.5 RESEARCH INSTRUMENTS 29
3.6 VALIDITY AND RELIABLILITY OF THE METHODS PROPOSED 29
3.7 PROPOSED DATA ANALYSIS PROCEDURES. 29
3.8 ETHICAL CONSIDERATIONS IN THE PROPOSED RESEARCH 30
CHAPTER FOUR 31
4.0 FINDINGS AND RESULTS 31
4.1 Focus group interview 31
4.2 Observation 32
Observation 2 32
CHAPTER FIVE 33
5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS 33
5.1. The Teachers' View 33
5.2. The Students' Perspective 35
5.3 Limitations of the study 35
5.4. Suggestions for Further Research 35
REFERENCES ..... A
APENDICES ..... A
Appendix I: ..... A

CHAPTER ONE

1.0 INTRODUCTION OF THE STUDY

Teachers have a mission to fulfill; open the door, which leads to knowledge for their students. Then another step is required to make the students interested in discovering poetry. This could be said for all elements in second language teaching but when it comes to the 'poetry door', if one may put it like that, it could be extra tricky to make the students step over that threshold. Therefore, the key is to engage in order to reach all of those students that will pass through one's classroom. The reward that comes with achieving this task is plentiful; they could discover new thoughts and horizons, learn about their identity, get a glimpse of history through another form of literature and unconsciously improve their target language in the process. Jeremy Harmer stresses the element of engaging students in Advanced Secondary courses. Teenagers, if are engaged, they have a great capacity to learn, a great potential for creativity, and a passionate commitment to things, which interest them. Elaine Showalter explains how poetry is like a Gold mine: "Teaching poetry offers the literature instructor some of the most fundamental, immediate and even physical ways to engage students in learning" .Therefore, we as teachers need to make the lessons as interesting as possible.

However, there are hurdles that the teacher needs to overcome or work around .One of those are the fact that you need your students to be engaged in the task. Another is how your students regard poetry and what types of connotations are connected to it socially and culturally. Brian Parkinson and Helen Reid Thomas write about two examples of students who feel intimidated by poetry and the study of poetry. The first is a Swedish student with this view; "…in his country poetry was upper class and he was working class…"The second is a French student who was narrowed down her knowledge to older poetry in her own language and she was writing her own poetry but in old-fashioned style. This caused her to resist poetry from recent centuries and modern linguistics analysis .Elaine Showalter brings up the fact that teacher experience hardships with teaching literature and poetry, "Teachers lament that students find it difficult and intimidating''. Finally, students are more familiar with novels and short stories since they usually have a limited experience and knowledge of poems, usually because teachers in the previous grades might have only touched upon this form within literature (Parkinson and Reid Thomas).

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APENDICES

Appendix I:

Lesson plan for the study in methods in teaching English poetry