

**AN ASSESSMENT OF TEACHING POETRY IN SELECTED
SECONDARY SCHOOLS IN MOROGORO MUNICIPALITY**

**AN ASSESSMENT OF TEACHING PO ETRY IN SELECTED
SECONDARY SCHOOLS IN MOROGORO MUNICIPALITY**

BY

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**A Dissertation Submitted in Partial Fulfilment for the Requirements for the
Degree of Master of Arts in Education (MA-ED) of Mzumbe University**

2020

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, the dissertation entitled “*An Assessment of teaching poetry in selected secondary schools in Morogoro Municipality*” in partial fulfilment of the requirements for award of the degree of Master of Arts in education of Mzumbe University.

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DECLARATION

AND

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I, Mdende Alfred, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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DEDICATION

To my Mother, Beatrice Loto and my late father Fabian Mdende, my wife Beatrice and children Fabian and Marylyn, their endless moral and material support will always be remembered.

ACRONYMS AND ABBREVIATION

FFE	Fee Free Education
EFL	English foreign language
ESL	English second language
BRN	Big Result Now
CA	Communicative Approach
CSEE	Certificate of Secondary Education Examination
FGD	Focus Group Discussion
HOD	Head of Department
NECTA	National Examination Council of Tanzania
SEDP	Secondary Education Development Program
MOEST	Ministry of Education, Science and Technology
LBA	Language Based Approach
LSA	Linguistic-Stylistic Approach
ZPD	Zone of Proximal Development

ABSTRACT

This study assessed poetry teaching in selected secondary schools in Morogoro Municipality. It specifically focused on poetry teachers' ability to analyse poetry for effective teaching, teachers' effectiveness in preparing poetry lessons, poetry teachers' effectiveness in using appropriate teaching methods and techniques to teach poetry, and poetry teachers' ability to conduct effective and efficient assessments of poetry lessons. A case research design was used to get in-depth qualitative information. Observation, document review, focus group discussion and key informants interviews were used in collecting data for the study.

The sample included 32 students, 4 heads of English departments and 4 English subject teachers. The data were analysed using Atlas Ti analysis. The study revealed that the teachers were not competent enough in analysing the poetry. Lesson plans were improperly prepared teaching aids were not effectively used, and poetry books were not properly used. It was noted that teachers instead of preparing poem activities and give students to practice, they listed few activities that did not help to realize learning objectives. Students were made to cram instead of understanding poetry.

This makes students to dislike poems and experience challenges in their internal and external examinations. The study found out that teachers assessed students during the lessons through generalised questions with chorus answers and relying on tests and examinations as means of assessing students. The study recommends education departments to intervene in addressing teachers' inability in teaching poetry. The effectiveness of teaching poetry in ordinary secondary schools will only be improved if it is backed up by the education departments' constant support

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CHAPTER ONE

PROBLEM SETTING

1.1 Introduction

This study assessed the effectiveness of teaching poetry in selected secondary schools in Morogoro Region. There has been a deterioration of performance of students in English language in their certificate of secondary education examinations for the years between 2013 and 2017 as shown in the NECTA results. The poetry section in the final English language examination carries 20% of the whole examination if not well done may affect the performance of students.

This chapter presents the introduction of the study including background of the study, statement of the problem, research objectives, and research questions, significance of the study, scope and limitations of the study.

1.2 Background of the Study

The language and training policy in education system in Tanzania can be traced back to the period after independence in 1961. The medium of instruction in primary school after independence was Kiswahili language and English language was only taught as subject to the community schools. In secondary schools and post-secondary schools, English language was both the medium of instructions and a teaching subject. Literature became one of the important and interesting subjects in secondary schools in Tanzania and worldwide. Gromov (2015) posts that English literature was originally introduced in Uganda at Makerere University and that became the foundation of literature of English language in East Africa and was known as Anglophone English literature.

The Tanzanian Anglophone literature emerged mainly as the community of English-language literatures for East Africa. From this, Tanzanian literature in Swahili emerged as a part of East African Literature in Kiswahili. Gromov (2015) states that both branches of Tanzanian literature emerged and raised in common cultural and

historical environment, the works were characterized by different artistic advancement levels.

Between 1970s and 1980s, the English syllabus was structural based and the examinations were more of structure-based while literature contributed very little in the examination. Mabala (1989) holds that traditionally Tanzania syllabuses in both primary and secondary levels were structure-based.

Currently, literature is an optional subject and is incorporated in English language syllabus to improve English language skills. That is, there is Literature as a teaching subject whose examination format is organised in sections. The sections are; section one that contains theories of literature, section two encompasses novels and short stories, section three comprises plays and the last section takes poetry.

English language examination format consists of comprehension and summary, language use, language skills and response to readings which contains novels, plays and poetry. Response to readings carries 40% of the English Examination and it requires students to read plays, novels and poetry to be able to answer questions from that particular section. Poetry alone carries 20% of the English language examination.

Since poetry takes large part in our real life and worldwide, different scholars emphasis practical oriented candidates. For example, Paige (2020) asserts poetry is a powerful tool for learners. It is trust and empathy within the classroom while the teacher is teaching poetry skills that align with elementary curricula. It encourages learners to express themselves in or out of classrooms in comprehension, writing, reading, and speaking skills. In addition, Ankrah and Kwasi (2017) accentuate that poetry is important in child's life. Because of this, literature aspect was incorporating in the curriculum at the Junior High School level in Ghana.

Similarly, Yeh (2005) proposes strategies of exploring the potential for using poetry as a topic of discussion in an EFL speaking and listening course in Taiwan. Yeh subscribes that task-based activities increase the students' level of poetic awareness and their motivation towards the use and learning of English language as second

language and minimizing failures. On the contrary, Xerry (2016) reports that, in Malta, poetry lessons are taught through teachers-centred approach. In this approach, teachers explain poem through analysis, ask closed questions and student participation is limited.

In 2005, the competence-based syllabuses replaced the content-based one in Tanzania. Prosper and Mastura (2017) note that in Tanzania, competence-based English syllabus was firstly introduced in 2005. The syllabus emphasizes activity-based learning that takes learners' minds and intellect actively. The syllabus calls for teaching to develop competences and it requires teachers to apply learner-centred methodologies for effective and efficient teaching-learning process. The implementation of competence-based curriculum has some challenges in the manner that students do not perform well in their CSEE¹. According to NECTA's report 2013-2017, most students perform poorly in poetry examination. Majority of students who attempt the question on poetry scored lower marks.

The summary for the examination reports for poetry genre covering five consecutive years; from 2013 to 2017 as presented below justifies the failure. This summary is based on NECTA reports.

In 2013 examinations, number of students who attempted the examination question number 11 (poetry based question) was 72.8% of the candidates. About 52% of the students failed the question attempted and the remaining percent just attained an average performance. Similarly, in 2014, in question number 11 was attempted by 70.1% of the candidates and only 5.4% scored from 16 to 20 marks. The remaining percent got average and failure. The number of students who attempted poetry question, question number 11, in 2015 was 81.5% of the candidates out of which 60.4% failed the question. In 2016, 64.7% of the candidates attempted question number 11, and 39.7% failed the question. Further, in 2017, question tested the student's ability to read and interpret a poem. The question was attempted by 64.52%

¹ *Certificate of Secondary Education Examination is the ordinary level examination (form four) conducted by National Examinations Council of Tanzania (NECTA) annually in the country for the grading and certification purposes.*

of the candidates. 75.04% of those who attempted the question failed it. These statistics show that there is a problem in poetry section which needs a serious attention by teachers, students, and other educational Stakeholders.

1.3 Statement of the Problem

In an ideal circumstance, various national educational programs such as SEDP, BRN Education and Fee Free Education (FFE) expected to see an improved students' performance in various English and literature performance including poetry in student's final examinations results. However, NECTA's reports from 2013 to 2017 on poetry performance indicate the existence of problems on poetry aspect. General performance show that more than 50% of form four students fail in poetry. This problem motivated the current study. The study was done to find out and reveal the position of poetry teaching and the reasons that contribute students' failure in poetry question in both English language and Literature in English examinations.

1.4 Objective of the Study

1.4.1 General Objective

The general objective of this study was to assess the teaching of poetry in selected secondary schools in Morogoro municipality.

1.4.2 Specific Objectives

Specifically the study was done to -

- i. Assess poetry teachers' ability to analyse poetry for effective teaching.
- ii. Analyse teachers' effectiveness in preparing poetry lessons
- iii. Examine poetry teachers' effectiveness in using appropriate teaching methods and techniques to teach poetry.
- iv. Evaluate poetry teachers' ability to conduct effective and efficient assessments of poetry lessons.

1.5 Research Questions

This study was guided by the following research questions:

- i. How competently do poetry teachers analyse poetry for effective teaching?
- ii. What is the teachers' ability to make lesson preparations for effective teaching of poetry?
- iii. How poetry teachers are effective in using appropriate current teaching methods and learning techniques in teaching poetry?
- iv. Are poetry teachers able to conduct effective assessments for effective learning of poetry?

1.6 Significance of the Study

The study is significant to poetry teachers' as it helps them to uncover ability to analyse poetry for effective teaching. It shows the teacher's effectiveness in preparing poetry lessons, their effectiveness in using appropriate teaching methods and techniques to teach poetry, and their ability to conduct effective and efficient assessments of poetry lessons. The study is also significant for the government and other education stakeholders to see what should be the intervention to rescue students from the poor performance in poetry.

The study is also significant to quality assurers. It reminds them to assess teaching aids and poetry sources used to teach students. Quality assurers are going to emphasize Teachers' in-house training, seminars, workshops and re-establishing teacher's resource centres. By so doing learners are going to be skilful in our community hence using poetry as source of employment

1.7 The Scope of the study

The study aimed at investigating the effectiveness of teaching poetry in secondary schools, the case of Morogoro Municipal Council. Data were collected from four secondary schools namely Morogoro, Kigurunyembe, Kingalu and Sumaye secondary schools. All study participants, subject teachers, heads of departments and

form four students were involved in the data collection process. The findings from the selected schools could be sufficient to give the general picture of the findings

1.8 Limitation of the Study

The process of data collection was confronted by some limitations. One of the constraints was time; the study was supposed to be ready by end by 31 of March 2019 which called for the need to work day and night to finish it as per the schedule. Data collection was done during free time after the first examination of the day, as by then form four students were doing their mock examinations. The students were busy preparing for the next examination hence were not free to some extent to be involved in the data collection process.

The other challenge was lack of conducive environment for digital audio recording. Most of the schools did not have free buildings like library or conference halls for smooth operation of the exercise which affect the whole exercise, however, the data and information obtained through other means was sufficient for this study.

1.9 Organization of the Dissertation

This study consists of six chapters. Chapter One introduces the study. It presents a general background to the study, a statement of the problem, objectives of the study, research questions, significance as well as limitations of the study. Chapter Two presents a review of the relevant literature to the study. Chapter Three provides the methodology used to pre-empt the unknown, the research design, research approach, description of the study area, study population, sample and sampling techniques, sources of data, data collection tools, data collection process and analysis as well as research ethics, validity and reliability of research instruments. Chapter four presents the findings of the study, chapter five enunciates discussion of the findings and chapter six encompasses the summarisation of the key findings, and offers conclusions and recommendations, as well as propositions for further areas of the studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provides both the empirical and theoretical literature reviews as per research objectives. Section 2.1 deals with the working definitions, section 2.2 presents an overview of effective poetry teaching-learning methods and techniques. Section 2.3 presents theoretical framework of the study, while section 2.4 present conceptual frameworks, section 2.5 reviews empirical literatures related to the study's objectives. The other sections include section 2.6 that synthesis the review and give research gap and section 2.7 that summarized the chapter.

2.2 Definition of concepts

2.2.1 Poetry

Merriam-Webster (2016) defines poetry as a writing that formulates a concentrated imaginative awareness of experience in language chosen and arranged to create a specific emotional response through meaning, sound, and rhythm,

2.2.2 Effectiveness

Oxford Advanced learner's dictionary (2012) looks at effectiveness as a degree to which something is successful in producing a desired result.

2.2.3 Assessment

According to Cambridge dictionary (2008), assessment is the act of judging or deciding the amount, value, quality or importance of something or judgment or decision that is made.

2.3 An overview of effective poetry teaching-learning methods and techniques

There are different teaching approaches in classroom. Teaching of poetry is not unique, and thus these approaches presented in the subsequent sections also guide the teaching and learning poetry in classroom.

2.3.1 Cooperative Learning Approach

This approach advocates the teaching and learning of poetry that allow interaction and cooperation among the learners. Yaran (2014) describe cooperative learning as a meaningful learning based on more than what teachers give in classes, the approach promotes construction of new knowledge out of learners' experience attended, and it brings feelings and exchanges with other learners during the poetry lessons. The form of language used during poetry lessons should meet quantity, quality, clarity and relevancy for students understanding.

Khatib (2011) discourages the old-style of teaching, the teacher-centered approaches; He holds that in the teacher-centered approach, in teaching literature, a teacher assumes learners as tabula rasa so their minds are to be filled by the knowledge information imparted by a well-informed, trained and qualified teacher. The specialists of these methods normally teach learners with fact-based information about the author, political, religious and philosophical thoughts related to the text and describing verbal and linguistic devices and figurative speech like alliteration, meter, metaphor, assonance rhyme, iambic and others. In addition, Maake (2017) underscores that traditional methods of teaching should be dismissed because it is mechanical method of learning through passive memorization. The study also emphasizes the adoption of new co-operative learning principal is credible to ordinary secondary level.

Similarly, Maake (2014) suggests adoption of small learning group. He maintains that poetry lessons need small groups in the class formed by teachers with the consideration of assigned roles. Maake (2014) insists that these groups should encompass mixed diverse variables, including: - race, sex (gender), age, religious or social groups, language and others. The scholar upholds that students' passiveness in the class contributes to less cooperation and violates co-operative principle.

Yeh (2005) proposes task-oriented roles under cooperative learning. The scholar holds that task-oriented makes the teaching-learning process active, effective and meaningful to the learners in the classes. He maintains that the roles enhance and strengthen learners' poetic level of awareness and their inspiration towards learning and deliberately using fluently English language as second language.

2.3.2 Communicative Approach

El-Hindi (2008) looks at CA as a very significant approach for teaching poetry. In CA, both teachers and learners are involved in teaching-learning process and besides teachers' role are to organize and facilitate the learning. Through this approach the teachers give work to learner, guide, assist, support and monitor students' performance.

Scholars believe teachers are vital and play a significant role to make the subjected is understood. For example, Shaitan (2016) subscribes that teachers have the key role in motivating learners to enjoy, appreciate and love poetry and the way learners begin to deal with poems in classrooms may assist to arouse their interest to poetry or develop intense rejection of poetry as a literary genre.

Also, Shaitan (2016) suggests class activities to be done in mixed pairs and small groups. The scholar believes the approaches are very important especially in classes with large mixed-ability learners/students. While learners are working in group-pairs, teachers act as a mentor, language guide and monitor. They encourage learners to determine prominent features of the poetic text, and ensure learners comprehend and know the tasked instructions. In that way, learners will be able to comprehend how the speaker perceived, thought and felt what happened around them in their surroundings.

Along the same line, Popova (2010) upholds that that learners should be encouraged to discuss through questions in turn, interact with each other and class activities should be controlled to reach their own learning outcomes. The emphasis is that teacher should talk less and works more in listening as compared to traditional

classroom. For this case, the process of learning is seen as the responsibility of the learner. She underscores that in the communicative approach, language is seen as a tool for communication. It is not simply a subject for academic study and analysis but tool to enhance interaction.

2.3.3 Language Based Approach

According to Khatib (2011), LBA scholars believe learning of the language of literary manuscript makes easy to incorporate the language use and literary syllabi more easily and closely in the classroom. For example, Popova (2010) proclaims that if the learners' understanding of English language is well enough, and besides they have an accurate and appropriate literary competence, learners can comprehend the implication of the English words, thus require less effort to comprehend literary meanings as compared to those whose language proficiency is poor. She insists teachers to put much emphasis on literary qualities of the literary work and decide whether learners will be able to understand and interpret the literary meanings found in that particular literary work.

Fjellestad (2011) expresses that English as a discipline is not just about acquiring linguistic skills and being able to speak, write and understand it. English is also about personal growth and defining yourself. Through literature, the learners can develop linguistic skills, a deeper understanding of other cultures and views on life, and hopefully also experience the joy of reading. Learners can grow in responding to the work of arts by observing the linguistic indication in the literary work. The methods and techniques utilized within the LBA demand learners to participate fully and actively in classroom learning by articulating their own understanding and interpretation of a literary work.

2.3.4 Linguistic-Stylistic Approach

Inyang (2009) maintains that LSA has effective contributions on the teaching and learning of poetry. He argues that LSA search for equipping learners with the abilities for interpreting poetry and give chance to practice poetry skills. It contrasts

from traditional approach where teachers begin their lessons by writing the titles of the poems and the names of the authors on the chalkboards. Teachers tend to read poems in the classroom and/or instruct learners to read aloud and then a teacher clarifies literary devices and contents. The lesson ends-up by the teacher instructing learners to identify figurative speeches, forms and contents available in the poems studied in the classrooms.

Ahmad (2014) shows the significant difference between the performance of stylistics-based learners and traditional-based learners in lexical words, syntax, pronunciation and integrated language skills. He argues for the stylistics approach for teaching poetry because it is learners centred and based on interactive language exercises. It involves learners and makes them active in the classroom.

Kellem (2009) suggests the use of two approaches in the classrooms. He recommends teachers to use reader's response and stylistic approaches by planning a series of learning events and doings that allows learners to concentrate on various aspects of a poem linguistically. This enables learners to correlate thoughts embodied in poetry individually without any assistance; teachers may encourage learners to attempt and reply to both form and the contents of poems. By combining both approaches in teaching poems to learners, there must be a sequence of learning activities which enable learners to involve the forms of language and content of poems.

Poetry as compared to any other literary genre is very advantageous. It provides an extensive assortment of chances to learn languages, specifically English as a second language to learners. Poetry is clearly elaborated by beautiful diction, raised up grammatical structures as well as rhythmic patterns. The three mentioned criteria for elaborating poetry may act as an influential impetus to ESL learners in learning four unified language skills, syntactic structure and lexical features.

Bouali (2014) suggests poetic teaching to follow a stylistic approach approaches in classrooms. She argues that the approach is suitable to the learners and it makes poetry come alive to the students' mind. Stylistic approach is a close study to the language features and linguistic structures of the language in association with literary discourse. The methods base on levels of phonology, phonetics, vocabulary, grammar, and discourse, identifying complete sentences in a poem with alternating colours, lexical repetition, identifying sentence rhythms and tone, underlining the main verbs, key words, extracting the figurative devices.

Hişmanoğlu (2005) contends for stylistic approach by indicating that work of arts offers students with a varied list of choices of individual vocabulary and grammar items. Learners turn out to be conversant with countless structures of the written language, reading a considerable, significant and locally situated literary work. They get an opportunity to study functions of sentences in language, the variety of language structures, all syntactical rules, different discourse, and different means of joining and linking concepts and thoughts which later may help learners to advance and enhance the writing skills which they possess.

2.3.5 Reader-Response Approach,

According to Mart (2019), reader-response approach intends to make students betrothed in constructing meaning individually and independently, which enhances their experience in reading literary works, and to provide meaning and making memorable contexts for new vocabulary and structures.

2.3.6 Performance Based Approach

Scholars contend that approaches of teaching poetry lessons in reading, interpretation and reciting poems must be a fundamental and an integral method in poetic classes. For instance, Elting and Firking (2006) argue for the approach that allows learners to examine forms, contents and the intended meaning in any given poems. The scholars maintain that poetry allows and empower learners to explore rhythmic patterns, different sounds, imaginary and mental picture as well as word repetitions in the poem, besides encompassing the semantic resources accessible to learners. They also

urge teachers to apply acting and reciting poem during the poetic lessons for the purpose of enriching learners' language skills in classrooms, also to enhance learners' language proficiency and intensify and strengthen learner's self-reliance in using English as a tool for communication in life situations.

Elting and Firking (2006) add that the teachers should significantly reflect the level of English ability of their learners. Literary works should contextually meet demands of learners' life system and culture. Terms far from learners' culture should be avoided. Poems' performance in classrooms is a result of appropriate poems reading procedures. Through active involvement, learners connect the literary work and their daily life experiences in which they live. Within the imaginary and personal created world, the learner will raise and generate the habit of reading poems and critically analyse them then be able to develop a sense of meaning from poems basing on their individual life experiences.

2.3.7 Person Growth Approach

Personal growth approach follows student-centred method in teaching. Students work either in groups, pairs or individually, teacher has to open discussion between teacher and students, then students and students' interaction. Yeh (2013) upholds that the approach encourages students to be independent in giving their own views, emotional state and personal practises. This aims to foster the interaction in learning between the reader and literary work. It will be very helpful in making language to be more useful and unforgettable. The suggested model from this approach identifies the significance of poetry which allows people especially learners to move and advance from one life's experience to another in the classroom's context.

2.3.8 The Integrated Approach

This hybrid model is a mix of different approaches and strategies. It gives weight to both semantic meaning and structure of the literary work of art. When the integrated approach is applied to teach poetic lessons, it enables learners to analyse critically a myriad of poems by determining and identifying the forms and contents in various poems, also classifying the diction used different poems, then reciting innumerable

different poems, as well as defining and categorising figurative speeches and literary devices used in immeasurable number of poems in their schooling lifetime and after schooling.

Sundline (2013) believes on vocabulary building technique to individual learner as one of indispensable from literature. He argues that if learner doesn't know required meaning of the words within poem, s/he will not get the intended meaning. The study notes that vocabulary may be acquired and advanced in different means by utilising literature as an educational primary resource particularly in poetry that seem to be difficult to the learners.

2.4 Theoretical Framework

The study was governed and underpinned by theory of social constructivism. Vygotsky (1978) forms the basis for constructivism theory of learning and instruction in the poetry classrooms. Vygotsky (1978) points out that learning promotes varieties of internal progressive processes that are activated only when learners work together. Hence, human learning is mediated through others like parents, teachers, and peers. And in that knowledge, constructivism is socially constructed through collaborative hard work to learn, comprehend, and elucidate difficulties (Johnson & Johnson 1998).

Scholnik and Kol (2006) support Vygotsky that social constructivism approaches become important in English as a foreign language because learners acquire knowledge better when they realise and build knowledge via a social procedure of communication with classmates, teachers, parents and other persons of their cultural circumstances. Afflerbach (2000) argues that communication that takes place in this situation makes a learner more knowledgeable and skilled. It enables learners to create understanding which are then internalised and adopted by learners as individual knowledge and competences.

The most important Vygotsky's view of social interaction in the learning process is his idea of the Zone of Proximal Development (ZPD). ZPD is considered to be very important in the studying, learning and general development of learners. For learning to be effective, he says that there must be two levels of development and must be identified in the learner. The first level he suggests is the real and actual developmental level that is concerned with the problems the learner can solve independently while the second is the learner's potential level associated with the level the child can attain in solving problems with assistance from parents, peers and teachers.

The research and various studies have been done in up-and-coming literacy for the purpose of developing a Vygotskian model of his theory to the lowest classroom and most of the studies recognise and establish four concrete and important instructional stages for the acquiring concepts in literacy. The four instructional stages associate classroom and home language, knowledge, literacy, performed activities and teachers' intervention, sustenance, and nearby observation of learners' altering levels of competence (Mason & Sinha, 1993).

In their first stage they contend that the natural involvements demand a teacher to involve learners in a physical meaningful literacy doings and activities. They emphasise that it is important in the second stage to lead learners to mediate their learning. Teacher has to guide students' involvement in learning activities and make them complete by modelling and training to be self-directed learners. In the third stage, learners should be involved in external activities, learners should also be engaged in self-directed and self-governed learning activities, work with peers, and with situational coaching. The final step comprises of creating learners' independent activities or internal activities, learners continue with unassisted practices through reflection, probing, problem solving, and task presentation.

Constructivism and Vygotsky 's social-cultural theories have profound implication for this study as both support the knowledge construction and knowledge sharing that occur when the teacher interact with students to construct meaning from a reading

poem. The theory is considered important to this study due to its focus on independent and collaborative learning structures that characterize scaffolding and literature circles strategies. In both scaffolding and poetry circles strategies, learners learn by integrating new information and knowledge to the previously learned information, facts and knowledge. Learners learn how to read, debate, discuss and share thoughts about their reading, not just as individuals but also as a group or community of readers (Afflerbach, 2000).

In this way, students are given support to think critically and take ownership of their own learning. This is contrary to what happens in other strategies where the teacher takes absolute control of the literature instruction while students passively depend on the teacher as a resource.

The theory is very pertinent to this study since it promotes the interaction of information provided by the author, the prior knowledge, and language experience and world view of the reader and the context in which the text is read with the process of meaning making. This is why students are made to engage in the text, play roles and share what they read in collaborative small groups.

Teaching literature requires learners to developed basic understanding of the intended language skills. Literature contains linguistic and cultural aspects. Divsar and Tahriri (2009) argue that learners ought to be involved in both linguistic and cultural practices; learners have a duty to be prepared for respective aspects. They maintain that the period of understanding varies depending on different factors including learners' level of language proficiency, motivational factors, background, and personality traits sorts.

Literature as a subject is taught in schools to empower learners to understand and scrutinize the linguistic features, literary techniques and figurative speech. It develops learners' cultural understanding and expressive abilities. Hişmanoğlu (2005) upholds that teachers should use standard method of teaching for coaching basic language skills to learners. Learners are empowered by literature since they

benefit through reading, writing, listening and speaking and gain language skills in areas such as vocabulary, grammar and pronunciation. Hişmanoğlu adds that Poetry employs languages to suggest and promote special potentials of life, and suits readers with emotional state. The emotional state is resulted due to artistic devices employed by artists. The devices employed may be structure devices, sense devices and sound devices.

Teaching poetry in secondary schools facilitates learners with various literary features and familiarise them to social, cultural, literary and intellectual upbringings of a given community. It enriches students' language skills of speaking and writing. Kirkgoz (2014) suggests that the poems as one of genre of literature should be suitable the learners' level of aptitude and their interest and it is used for the purpose of presenting and practising the language use, and a method of modelling learners' creativity in writing. He emphasizes that during the consideration stage, learners are assisted to understand and comprehend the meaning of the poems, comprehend thoughts, feelings, structural features, lexical words, imaginative language, and other important devices.

Sarac (2003) in Khansir (2012) underscores that poetry provides learners with a changed standing point towards language use by going beyond the identified practices and guidelines of structure, and vocabulary. It triggers uninterested learners to be open and transparent on different understandings, feelings, opinions and judgement in heart and in mind. Poetry makes learners familiar with figures of speech like personification, metaphor, simile, irony, imagery, etc. Poetry is the vehicle for our societies and communities to give sensitive countenance to their innermost and deepest feelings, thoughts and emotional state through written or voice form. Poetry is among of three genres of written literature that has been integrated in English syllabus for Ordinary and advanced levels in Tanzania for English language development.

Prosper and Mastura (2017) examined techniques, ways, methods and efforts of enriching competences in English proficiency in Tanzania through a developed activity-oriented as one among the teaching-learning materials in poetry lessons. Prosper and Mastura found that students' performance with regard to the effectiveness of the learning materials was the results of more superficial learning that leads to language incompetency. The shortage of materials leads some of teachers and learners to have undesirable perception on the subject and topic throughout the teaching-learning process.

Inyang (2009) suggests a linguistic-stylistic method in teaching poetry. In his research, he studied the effect of linguistic-stylistic method on the operative teaching and learning knowledge of poetry in Nigerian senior secondary school. The results he obtained shows that, in poetry students who were taught via linguistic-stylistic method attained retained and reserved better knowledge of poetry than students who were taught via traditional method.

In his report about Creative Writing in an EFL Writing Class, Yeh (2017) proposes the following strategies before introducing the poem to the class; 10-minutes for a warm-up activity whereas students are to be supplied with copies of simple poem which can be easily understood, formulate group of at least 4-5 students. The group may depend with number of students in the class. Yeh (2013) maintains that groups should make discussion on poetry activities. Learners need to remember as many vocabularies or verses as possible. Learners reappear to the classroom place and teacher dictates what learners have remembered. One student from a group should jot down main points. The teacher receives work done by the students and assess by grading them. The familiarization and selection of poems to the students ranges with level of classes and simplicity and complexity of the language.

Robertson (2017) observes that Poetry may vary from fun and simple ones to the abstract and complicated ones. This can be one of the causes for intimidation to many students and teachers. In the class, the teacher should follow strategies which can make students understand poems. Robertson (2017) suggests some strategies that

facilitate increase of self-confidence and fluency to our learners. These are; the learners should begin with reading some poems together as a class in the classroom with facilitation from a teacher. Students have to make choices of a poem from a huge list of poems which they appreciate, enjoy and then read in pairs aloud, they have to practice and carry out trials with a reasonable volume, feelings, expression, and keep speed with intervals to maintain rhythm. Teachers should listen them the reading and practice and thereafter should offer some views and remarks on expression, feelings and pronunciation.

Sharma (2018) through daily lesson plans produced report and suggests that strategies for classroom transaction successful teachers are real, effective and operative planners. Student-teachers, novice teachers and experienced and qualified teachers should always design and plan well the lessons daily. She describes that design of lessons requires teachers to have lot of thoughts and attentions. Poetry lesson plan redirects the thinking and the decisions of teachers to attain and accomplish an effective and efficient teaching in the classroom.

Sharma (2018) suggests that teachers have a role to fill in gaps found and fulfil the intentions of the curriculum planners. Teachers have to develop and prepare scheme of works which are words on paper for effective and efficient teaching-learning activities. The schemes demand considerations, concentration and efforts which entails the cognitive operations on the side of actual physical learners. Lessons' activities provide learning knowledge and experiences. Teachers have to go beyond by considering class number of students, level and simplicity and complexity of poems. This means preparing poetry lessons from syllabus reveal what will happen in the class during teaching poetry lesson and whether will be suitable and right to the given specific group of learners.

El- Hindi (2008) argued that teaching-learning poetry is a complex lesson which needs teachers to involve innumerable steps during teaching. El- Hindi adds that in the actual process of learning of any subject including poetry, students should co-operate and interact effectively with the chosen reliable poetic materials, realise others' culture, opinions, feeling and views, hence have a chance to tell and explain

their feelings, views and opinions. Various steps give learners chance to read, listen, speak and write. These steps can influence use of different approaches during learning processes.

Teachers get opportunity to prepare the authentic teaching materials which are suitable to the students if consideration is on level of students. Teachers must avoid the guided by examination questions for teaching poems this is due to the fact that the learners tend to read poems for the preparation of the examination, instead of receiving the knowledge as the literary understanding (Khatib, 2012). In teaching poetry benefits ought to have accurately overshadowed the exertion in concocting the lessons for classroom teaching.

Shaitan (2016) proposes that teachers should prepare lesson by concentrating on how to engage students in task-oriented activities during teaching-learning in classroom situation. Teacher should concentrate also on various language forms found in the poems which is intended to be taught in the classrooms. Shaitan goes farther and says, these deeds develop learners intellectually via a sequence of collaborative working groupings in which from the working groups learners form pairs to whole class, these pairs are very vital for individual learner to develop intellectual ability. By the end of the lesson learners should be able to achieve the targeted objective.

The advantage of teaching literature in the classrooms purposely is to create motivation and rise learners' interest of learning and then formulate activities suitable to their language proficiency level. The primary concern is to ensure that learners work together in the poetry text and with each other in their groups in the classrooms (Khatib, 2012)

Poetry as a part of literary genre is studied by secondary schools' students, and it some important functions and roles to play to the learners as well as the whole society where it has been taught. Some literary scholars such as Kirkgoz (2014), Sarac (2003), Khansir (2012), Prosper and Mastura (2017) and Khatib (2012) have mentioned the following advantages of teaching-learning poetry: -

- i. Poetry encourages the process of acquiring language to students/learners.
- ii. Poetry enables students/learners to expand their awareness to the language.
- iii. Poetry provides students/learners with various chances of comprehending different cultures.
- iv. Poetry develops students'/learners' critical abilities and capabilities.
- v. Poetry increases students'/learners' state of emotional consciousness and mindfulness.
- vi. Poetry criticises the society at large.
- vii. Poetry brings about the freedom of mind to students/learners; therefore, it liberates students'/learners' fancies and mental ability.
- viii. Poetry entertains students/learners through reading, singing and recitations of poems.

2.5 Empirical literature review

Klu (2014) looks at poetry teaching as an approach of learning that involves construction of literary work of art which encourages cooperative and probing learners' knowledge and practice on literary vocabularies and terminologies. He maintains poetry teaching needs both teachers and learners to be built by the poetic lessons in the literary work of art. Although Klu paid much attention on teaching of poetry, he was not specific on the level of the learners. This gap is what the current study address by assessing on assessing the teaching of poetry in secondary schools.

Komunte (1995) investigated teaching language particularly on tactics used by English Language teachers. She identified that the teaching language include teacher-centred and student-centred approaches. She argues that both strategies are essential in mastering language skills during learning process particularly in vocabulary. Her study however did not specify if the identified approaches were also relevant in the teaching of poetry.

In addition, Gu (2003) uphold that learning strategies are determined by different factors represented in person, task context and strategy used in the literature classroom. Gu maintains that different people perceive learning new vocabulary basing on their devotion, previous knowledge, anticipation, charisma, age and gender. He adds that person's interest and passion matter a lot in learning and building new vocabulary. According to GU (2003), learning task is the end product in the learner's mind. That is, learners develop different learning strategies by basing on the tasks given to them. Gu insists on importance of in learning environment. He maintains that environment creates different perception for students in classroom learning. Notwithstanding the relevant of this study in the teaching of poetry, the study did not specify if the suggested learning strategies can be assessed in poetry classes in secondary schools.

Xerri (2016) reports two reasons that lead to poor students' performance. First, he argues of feedback on student responses and questions. He observed that negative feedback discouraged not only learners but teachers who opted for traditional method to meet the demand of the examinations questions. The second reason mentioned was lack of literature syllabus. He holds that lack for literature syllabus in Tanzania forces them to either use English syllabus in which literature is a topic or use NECTA guideline on the aspect that are assessed in the national examination. This effect is much in the poetry genre. For example, teachers have unrestricted chances to opt among poems from outlined texts to teach few of them.

Xerri (2016) also reveals that many poets and poetesses develop negative attitudes and perception about poetry and its assessment. This negativity is due to poor performance on poetry questions which is a result of inappropriate teaching approaches. He notes that learners' failures are caused by teacher who focuses on meeting an assessment need. The study did not focus the teaching poetry in secondary schools while the study at hand focuses on assessing the teaching of poetry in secondary schools.

Lack of teaching same number of poems create diverse in methods of assessing poems. Popova (2010) postulates that examination's tasks can consist of questions on the literary work of art which the learners have read when schooling in a given academic year, and the main purpose of the examination is to test the learners' understanding of literary works, themes emerged in the literary work as well as authors of literary works.

2.6 Conceptual Framework

The conceptual framework given illustrates four important variables that influence investigating the effectiveness of teaching poetry in selected secondary schools. They are: Poetry teachers' ability to analyse poetry for effective teaching, teachers' effectiveness in preparing poetry lessons, poetry teachers' effectiveness in using appropriate teaching methods and techniques to teach poetry, poetry teachers' ability to conduct effective and efficient assessments of poetry lessons.

All these variables have a very significant role during the implementation of teaching-learning process. The availability of these variables enhances effective implementation of the teaching poetry. The variables enable teachers use teaching and learning strategies like learner- centred, participatory teaching-learning methods like presentation and group discussion that create learning effectiveness.

The availability of these input variables lead to effective implementation of the curriculum through teaching all skills category. Consequently, the standard of the teaching poetry lead to the improvement of skills such spoken, listening, reading and writing hence raise of students' performance in the national examinations particularly on poetry as an independent section of the English language examinations besides literature in English in CSEE in the country.

2.7 Research gap

Different studies have been done on poetry. They indicate different purposes including the purpose of generating activity-based learning, teaching-learning facilities in poetic lessons and different methods. Global assessments of empirical

studies and theoretical reviews have revealed significant weaknesses and deficiencies to the existing literatures and body of knowledge about teaching poetry.

None of the studies reviewed was done Morogoro Region about the aspect of the effectiveness of teaching poetry in secondary schools. This study therefore is envisioned to fill the gap of knowledge through specifically focusing at poetry teachers' ability to analyse poetry for effective teaching, teachers' effectiveness in preparing poetry lessons, poetry teachers' effectiveness in using appropriate teaching methods and techniques to teach poetry, and poetry teachers' ability to conduct effective and efficient assessments of poetry lessons.

2.8 Chapter Summary

This chapter presented a revised number of literatures related to the study. The general and complete evaluation of practical discussions and debates indicate that several researches have succeeded much in the process of documenting a countless bunch of significant inadequacies. Equally important, the reviewed literatures have donated much to our thoughtful and knowledge of teaching-learning, assessing and evaluating poetry. Regardless of the noted triumphs, there is a slight literature concerning the effectiveness of teaching poetry within our ordinary level secondary schools in Morogoro municipal council.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents and discusses the methodology used in the study. It consists of the research approach, research design, description of the study area, study population, sample and sampling techniques, sources of data, data collection tools, data collection process and analysis followed by research ethics, validity and reliability of research tools.

3.2 Research Approach

Research approach refers to methodology that has been adopted to conduct the research (Kothari, 2004). It involves selection of quantitative, qualitative or mixed research approaches. Qualitative research approach is concerned with subjective assessment of attitudes, opinions and behaviour (Kothari, 2017). The study employed qualitative research approach because the data are in form of words that seek deep and vivid descriptions of the approaches and strategies of effectiveness of teaching poetry. It involves finding out how participants act, feel, think and interpret the situations of reading poems.

3.3 Research Design

A research design is defined as a logical and systematic plan prepared for directing a research study. It specifies the objectives of the study, and techniques to be adopted for achieving the objectives. It includes arrangement of criteria for collecting and analysis of data and information (Kothari, 2017). The study is underpinned by interpretivism philosophical paradigm. Interpretivists employ qualitative data to understand the characters of human life (Masoud, 2004). The nature of the problem under this study requires qualitative case study to get in-depth data of the assessment of effectiveness of teaching poetry in secondary schools.

3.4 Description of the Study Area

The study was done in Morogoro Region, specifically in Morogoro Urban District. Data were collected from four ordinary level secondary schools. The schools were Morogoro and Kingalu secondary schools, which are public government schools and Kigurunyembe and Sumaye which are private schools. These schools are located in different administrative wards namely, Boma, Kingo, Kigurunyembe and Bigwa respectively. The schools were selected because, first, all of them are located in the same district with similar programs, thus it was easy to collect data and information for the study. Second; familiarity and accessibility of an area would solve the problem of time constraints by the research. The findings from the selected schools are sufficient to give the general picture of the subject matter.

3.5 Target Population

According to Kothari (2004), the term population refers to the total number of the items about which information is desired. The population of this study encompasses secondary school students of form four taking literature in English subject and English language, English subject teachers and head of departments of English and literature.

3.6 Sample and Sampling Techniques

3.6.1 Sample Size

A sample size is defined by Bailey (1987) as the number of representatives of research's respondents selected for interview from a research population. The small population is selected for observation and analysis. Through the sample, a researcher makes inferences about the characteristics of the population from which the research is conducted.

The number of participants depends on the data needed, population size, population heterogeneity and resources available. The sample size for this study was 40 participants whereby 32 were students, 4 heads of departments and 4 subject teachers. Four (4) subject teachers are key informants as they are the main custodian in

teaching processes of poetry genre. Heads of departments were included because they were supervising, coordinating and planning on how to implement poetry teaching and learning process. The students were involved as population affected by internal and external exercises, tests and examination results.

Qualitative studies like the current one requires fewer participants and for the reason 40 participants were good enough for the data collection. The saturation principle was applied to ensure that the study get the accurate number of the study's participants. The sample size of the study is presented in Table 3.1:

Table 3.1: Sample Size of the Study

S/N	Category	Number
1	Students	32
2	subject teachers	4
3	Heads of English department	4
Grand total		40

3.6.2 Sampling Techniques

This study used probability and non-probability sampling methods whereby under probability sampling method, the sampling technique used was simple random sampling, and under non-probability sampling methods purposive sampling techniques was employed.

3.6.2.1 Simple Random Sampling

Adam and Kamuzora (2008), simple random sampling is a probability sampling whereby all members in the population have equal chance of being selected to form a sample. From the study's population, simple random sampling technique was used to obtain 32 students from the study's unity of analysis. The technique is appropriate as sampling frame is not too large and each unit is easily accessible and is made up of members with the similar characteristics. The researcher prepared the possible numbers on a slip of paper while other papers were plain. The researchers mixed up the slips thoroughly asked the students to pick-up one slip. At last, those who picked written slips were taken in a sample.

3.6.2.2 Purposive Sampling

This technique was used to select 4 literature teachers and 4 heads of departments in all the schools. The researcher decided to utilise purposive sampling technique basing on fact that, as per this study, literature teachers were the only ones who could give proper, accurate and reliable data for this study.

3.7 Data Collection Tools

Four types of tools for gathering data were employed in this research. These were; interview to the key informants (KIIs), Focus group discussion (FDG), Observation and document review. The KIIs were directed to literature teachers who are involved in the daily teaching of literature including poetry to students. FDG was used to collected data from students to triangulate the information obtained from other methods.

3.7.1 Key Informants Interview

Newman (2000) observes that a face to face interview has the uppermost reply rates. In this study, the interview guide containing 14 questions were used. The question helped the researcher obtain sufficient and adequate information directly and clearly form the interviewee. The researcher begun interview with subject teacher and later on heads of departments. Semi--structured interview was used to collect information for this study. The instrument was positive and suitable for collecting in-depth accurate information. Table 3.2 indicates the distribution of the KIs.

Table 3.2: Interview Guides Distribution

Name of school	Number and type of interviewees in secondary schools		
	Subject teachers	Heads of English departments	Grand total of Participants
Morogoro	1	1	2
Kingalu	1	1	2
Kigurunyembe	1	1	2
Sumaye	1	1	2
Grand total	4	4	8

3.7.2 Focus Group Discussion

In FDG, a few number of research participants are grouped to discuss about the issues tabled by the researcher. The discussion is normally supervised by a moderator in this case a researcher. The total number of group members regularly is ranged from 8 to 12 members (Bhojanna, 2012).

FGD was broadly and extensively utilised tool to gather the needed information from student participants. A set of seven open-ended inquiries in English served as a guide for the FGDs. A total of four FGDs were conducted in all schools. Each group had eight students. It was imperative to have questions in English language in a bid to probe and build more insights from group member. After every FGD sitting, discussants were given a thorough feedback about emerged issues and matters throughout the discussion.

3.7.3 Lesson Observation and Document Review Analysis

The study prepared a document review guide that contained items t for the review process. The document reviewed include; schemes of work, lessons plans, assessment papers, books and English national reports for CSEE from NECTA. The researcher also observed the process of preparing schemes of work and lesson plans as well as lesson notes for poetry lesson. The syllabus helped the teacher to plan for methods and strategies of teaching and learning and also making for an assessment of the poetry lesson. The researcher reviewed literary books and other teaching-learning facilities and materials including poetry books. The presence of poetry books and additional teaching-learning material meant a significant role in teaching-learning poetry lesson. The researcher went through question papers that were used to assess students in the poetry lessons to see whether they met the assessment requirements.

3.8 Sources of Data

3.8.1 Secondary sources

According to Kothari (2004), secondary data refers to data which are already collected and presented and are accessible. In this study, secondary data were gathered via library research whereas various books, literatures, reports, and journal articles with information related to the effectiveness of teaching poetry worldwide were scrutinised critically.

3.8.2 Primary sources

These sources of data are regarded by this study as the means of gathering unique data in the study area by using various data collection methods such as: - face to face interview, FDG, observation and critical documents review.

3.9 Data analysis and Processing

3.9.1 Data process

There are different sets of data collected in this study. These include data collected by KIIS, data from FGDs and documentary review data. The researcher assessed teaching and learning documents to verify teachers' abilities to analyse syllabus in comparison with teaching-learning process. Observation in the classrooms was done so as to check methods and strategies used to teach poetry lessons. There were interview sessions with teachers; the interview guide was used for the purpose of getting the consistent findings since all teachers were questioned similar interrogations. The findings were collected through a device known as digital-audio-recorder which was used in recording all information throughout the interview session also, at the same time the researcher took notes in memo for further study's use.

In the process of collecting data the researcher adjusted 14 questions to more structure so that the total time would not take more than 40 minutes for one teacher. The interviews were recorded by digital voice recorder. Notes taking were used for FGD for triangulation purpose.

3.9.2 Data analysis

The qualitative data were analysed using content and thematic analysis, to analyse information on teaching-learning poetry. In analysing the collected qualitative data, the researcher started to transcribe all wordily information gathered from audio form into text form, code the transcribed data, building themes, creating relationships of built themes, interpreting the emerged themes in order to make meaning through Atlas-ti programs. Writing memos and coding means were utilised to analyse qualitative data. When doing this a constant reflection was done on data collected from interviews, focus group discussion and document review, so as to reach the conclusion.

3.10 Research Ethics, Validity and Reliability of Research Instruments

3.10.1 Validity

In establishing trustworthiness of a study, Creswell (2003) defines validity as an effort to evaluate the accuracy of the research tools for the intended answers. Meanwhile, this is a qualitative study in nature, the validity issues were ensured by the means of enhancing authenticity, credibility, fairness, honest, and well-adjusted consideration of societal natural life practised by the people being considered by the study.

3.10.2 Reliability

In ensuring reliability in research, research instruments are required to provide similar results with a highly consistency degree always. Kumar (2011) holds that the higher the degree of consistency of research instrument, the higher the reliability of the research done. This study ensured reliability through the facilitation of suitable and proper training of researcher, formulating precise level of measurement,

triangulation of different instruments in gathering data and information such as FGD, interviews, observation and document analysis. Also, the researcher increased the frequency of discussions' and interviews' sessions. The study also used document guide analysis in all schools before undertaking data collection in the field.

3.11 Ethical considerations

Cresswell (2014) suggests that researcher needs to get agreement of every individual who is in authority for the purpose of gaining an access permit to the investigation areas and getting consent of participants. It entails having a written official letter which tells in detail time to be taken, significant impacts and outcomes of the investigation.

Ethical procedures for conducting research were observed during the process of preparing and conducting a field study. At the beginning, research permits were provided through the Directorate of Research Publications and Postgraduate Studies (DRPS) for Mzumbe University. The researcher was offered with official letter stating the purpose of the study. That letter was addressed to the Director of Morogoro Municipal Council. Secondly, the permission letter from municipal council was given and it was directed to the school's heads. Respondents were assured beforehand of the secrecy, confidentiality and privacy of the information they provided. Anonymity of respondents was adhered to when storing, processing data discussion of the findings.

3.12 Chapter Summary

In this chapter, the research design; the area of study; the population and sample size of the study; the sampling techniques, the instruments of data gathering, data processing as well as data analysis were presented and discussed. The chapter also presented the validity issues in research and how were ensured, reliability and how it was ensured in this study and lastly but equally important the chapter enunciated how this study adhered to the research ethical considerations.

As such, it has made important contributions towards understanding the nature of the problem related to effectiveness of teaching poetry in ordinary secondary school levels in Morogoro municipal council. Indeed, while holding other factors constant conceptualisation of some of the important factors which have enabled the development of the means of effectiveness of teaching poetry in ordinary secondary school in Morogoro municipal council.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

The chapter presents the findings of the study. The findings are organized in four main themes in response to the research questions. The study intended to assess effectiveness of teaching poetry in selected ordinary secondary schools. The data is presented under the following thematically organised questions:

4.2 How do poetry teachers competently analyse poetry for effective teaching of poetry?

The study intended to explore teacher's ability to analyse English syllabi (syllabuses) in order to have effective poetry genre teaching-learning process in form four classes. The following findings were obtained from four selected secondary schools:

4.2.1 Findings from the interviews

The interview was done to form four classes' subject teachers and heads of English language departments in each school selected. The findings obtained in an interview were recorded in digital audio and note books. The followings were the responses:

4.2.1.1 Morogoro secondary school

The interview was done to subject teacher who teaches poetry form four class. The teacher had scheme of work prepared, written lesson notes showing procedures of teaching poetry. She was asked if she had any curriculum materials like syllabus, schemes of work, lesson plans, lesson notes and alike to guide her in teaching poetry in secondary schools.

Her responses were as the follows:

“...Yes, I have syllabus of English language where poetry is found in, scheme of work and lesson plan’ The syllabus indicates the recommended readings namely; Growing up with poetry, Summons and Song of Lawino and Ocol...”

Basing on the similar argument the head of department of English language had this to say;

“...We have all documents because they help us in teaching-learning process. However, some of the teachers lack skills on preparing scheme of work in a competence-based approach...”

4.2.1.2 Kingalu secondary school

From Kingalu secondary school two (2) teachers were interviewed. It was noted that the teacher from Kingalu secondary school use books and references to teach students that are not stipulated in the syllabus. A teacher presented simplified notes prepared by local book sellers. The subject teacher had the following response:

“...We have documents like English syllabus in which poetry is found. I use the book entitled “Bugakile” which contains poetry and other literature notes...”

The head of department responded that:

“...We have few books in our school. We bought books written by Bugakile which help us in teaching. These are the books we indicate in scheme of work we prepare. Many of us use Bugakile as our reference materials, although we are not sure whether it has been officialised by TIE or Ministry of Education...”

4.2.1.3 Sumaye secondary school

From Sumaye secondary school, the researcher interviewed two (2) teachers including subject teachers and head of English department. Similarly, the teachers seemed to use simplified notes prepared from local authors and these are not standard in accordance with syllabus. The subject teacher had the following as her response;

“...I don’t have the literature syllabus; I just use the materials from my fellow teacher in our neighbour school and sometimes, I use Simwaba’s notes. I often use them as my reference to my students...”

The head of English department had similar response saying:

“...Subject teachers do write titles and authors of those materials in their scheme of work being part of references. Poems seem to be difficult even to some teachers. For us, we only find and use poems which have already been analysed by other people. In short we teach easily...”

4.2.1.4 Kigurunyembe secondary school

Two (2) participants (a subject teacher and head of English department) from this school were interviewed. It showed that teachers are aware of the syllabus and other teaching and learning materials. The subject teacher had this to say;

“...I have an English syllabus which contains my topics hence it guides me what to teach in the class. Also, I use books like Growing up with poetry, Summons and Song of Lawino as my source of materials...”

The head of English department responded by saying that:

“...The teacher use syllabus to write her scheme of work and the school has enough books which allow also students for private studies. We have Summons, Growing up with poetry and song of Lawino...”

The data from the interview indicate that teachers know all procedures of teaching and learning materials of poetry. They are also aware with recommended teaching and learning materials for teaching poetry in their classes.

4.3 What is the teachers’ ability to make lesson preparations for effective teaching of poetry?

In this question, the study was interested in knowing the ability of teachers on preparing poetry lessons. In an interview with one of the teachers, it was revealed teachers prepare the poetry lesson before they enter into classrooms for teaching.

4.3.1 Morogoro secondary school

The subject teacher confirmed that she prepares for her lesson before getting into the class. When asked what is conserved in the lesson preparation she had this to say;

“...Before, I consult books and identify difficult and simple poems. I prepare my notes considering language use, themes, lesson, messages and relevance. In the class I divide students in groups to discuss those items...”

It was noted that students were taught only key areas which seem to appear frequently in the national examinations. The teacher’s focus was in examination and not to give poetry knowledge as a whole to the students. However, when asked of this, she admitted to have missed some important parts of poetry in her preparation.

4.3.2 Kingalu secondary school

From Kingalu secondary school, the teacher copied notes from Bugakile which is a summarized poetry notes. The teacher lacked her own made notes from common books used national wise. When was asked to tell the kind of preparation she does in order to teach poetry lessons effectively, she said;

“...I consult poetry books to make lesson notes. However, it is difficult for me to prepare all activities required to teach poetry due to the large number of students in the classroom...”

Through observing, the researcher discovered that the teacher included few activities which she thought was important and appear in the national examinations. Students lacked full knowledge of poetry.

4.3.3 Sumaye secondary school

The subject teacher similarly used simplified materials prepared by either her fellow teachers or local book sellers. The teacher took notes as they were and gave them to students to copy for their own gain. The subject teacher said;

“...I use different reference books which are simple for students to comprehend. Sometimes, I copy notes from the books written by Bugakile and Michael Simwaba. It requires proper materials or books so that I can be able to sight the activities for teaching poetry but as for now, I cannot explain anything because we don't have enough poetry books in our school...”

In the same school the head of English department had similar response. He said that the school had no books; he added;

“...I had no poetry lesson preparation; I used to take summarised notes from un-officialised materials which are available like materials prepared by the late Michael Simwaba, because we have no books in our school...”

It was also noted that both the subject teacher and head of English department had little preparation for teaching poetry genre. They simply used the existing notes from various sources.

4.3.4 Kigurunyembe secondary school

The findings show that subject teacher prepare well before entering the class by reading poetry books and preparing students activities which were to be done in groups.

“...I do prepare by reading poetry books such as summons, Growing up with poetry and song of Lawino and Ocol. I select poems to read in the class with guiding questions. There is a part where I used to teach for example during introducing the topic. If I don't teach them and making them aware of what poetry is and its theories they will not understand because poems are difficult...”

It was noted that the subject teacher had the notion that poetry is difficult to students hence she struggled to have systematic procedures before and during teaching.

4.4 How poetry teachers are effective in using appropriate current teaching methods and learning techniques in teaching poetry?

Under this section, the researcher was interested in knowing the ability of teacher's effectiveness in using appropriate methods and techniques to teach poetry. Subject teachers had different responses from the question.

4.4.1 Morogoro secondary school

The subject teacher use different methods and techniques to teach poetry. The school had large number of students where by each IV class carried 148 students and the school had four streams for form four. The teacher used mainly lecturing so as to manage the challenge of this large class, but sometimes, the teacher uses questions and answers method and class presentation method. The teacher was asked to list the methods and techniques that are commonly used teaching poetry to students; the response was as follows; “...I use lecturing method many times, class presentation though not much because each class carries 148 students...”

This implies that the teacher had been using the teacher centred method because there was a big class hence students were just receivers of knowledge.

4.4.2 Kingalu secondary school

The findings from this school revealed that teachers used class activities techniques. However, it was learnt that not all class activities were used because the school had large classes. Each class carried 48 students and had a total of four streams. The teacher when asked to of this, she responded:

“...I usually use group discussion, recitation, reflection and question and answers. But mostly, I use group discussion because it enables students to read and identify different items of poems. Sometimes, I used reflections method to enable students read and reflect with reality...”

It was confirmed that the teacher use student -centred method.

4.4.3 Sumaye secondary school

Unlike to Kingalu secondary school, in Sumaye secondary school the teacher was aware with student centred method. Furthermore, he used different techniques to teach poetry as he said:

“...As I told you, I use participatory methods, group discussion and recitation so as students can memorize easily. Sometimes, I give them poems and after handling the poems I encourage students to read and cram the poems. So, when I go to the class, I instruct students to salute me by singing the poems I asked them to read...”

As he declared himself that mainly used students’ activities techniques to force students to cram and not understanding. The teacher instructs students to greet him by singing poems. This may cause the learner to hate poetry as it is taught by force.

4.4.4 Kigurunyembe secondary school

The subject teacher from this school admitted that she faces challenges on methods and techniques during teaching poetry. She had no enough skills on methods of teaching in big classes, she said;

“...I use student-centred, group discussion, participatory methods, and questions and answers, my tasks are to assist them in their presentation although, It requires a proper training for literature teachers so that they can be able to manage how to use different methods and techniques to teach poetry in large classes. As for now, I face a lot of challenges especially to manage group discussions...”

The teacher is not knowledgeable on relevant methods and techniques to teach poetry class. Lack of in-service training for this school results teachers to use their own experience.

4.5 Are poetry teachers able to conduct effective assessments for effective learning of poetry

In this section the researcher was interested in knowing teachers’ ability to conduct effective and efficient assessments of poetry lessons. The researcher was interested to know how teachers ensured that students were able to read and interpret poems as instructed.

4.5.1 Morogoro secondary school

The subject teachers showed deep concerns on the importance of assessing students. She uses questions and answers before introducing any new part of poetry. Also the assessment was done through weekly tests, mid-term and terminal examination as determinant of evaluating whether students were able to read and interpret poetry. In her response on assessment, she said;

“...Let me declare that, I assess students through questions and answers and weekly tests, as usual in mid-term tests and terminal examination. But I don't asses them individually...”

The response shows that the teacher ignores some important assessment activities which can enable to know the understanding of each student to her classroom. Many students in the class are left without getting appropriate knowledge as teachers fail to be creative.

4.5.2 Kingalu secondary school

It was found that students hardly attended activities and exercises to enable them to read and interpret poetry. Little assistance provided to students to understand poems in the class. The teacher responded herself by saying: *“...I usually asses them through oral questions and answers and monthly tests, sometimes I help them on how to tackle poetry questions that's all...”*

The teacher escapes using writing skill which is very crucial in teaching and learning. Students remain dull in poetry as teachers fail to motivate them in the classroom. Furthermore, the teacher fails to identify students' mistakes and errors in their writings.

4.5.3 Sumaye secondary school

It was also found teacher had little assistance in teaching poetry to his students. Students had few exercises which challenge students to understand poetry to read and interpret. During interview with the teacher, it was noted that teachers are less concerned with assessment. . On the question of assessment, he said;

“...I give them only exercises. We do not conduct weekly tests since the school had no money to generate tests. So, it is impossible to make every student understand the poems due to that case...”

Because of little financial aid the community schools receive from government, school fail to give assistance to poetry teacher for teaching and learning materials. The students end by getting ineffective and insufficiency assessments.

4.5.4 Kigurunyembe secondary school

The teacher admitted to frequently and often give students class exercises, quizzes and monthly tests. The teacher articulated that she successfully make her students read and interpret poems;

“...I assess by giving many exercises and quizzes as you know poems are difficult. In addition to that, our school conducts monthly tests, also these are helpful to our students to make sure that they read frequently the poems and they master them...”

The teacher assesses the student’s competence appropriately using current teaching and learning assessment activities. This enables students to grasp required knowledge.

4.6 Learners’ focus group discussions

The intention of conducting FGD was to collect information from secondary schools students. The information was useful in the understanding the extents at which students were assisted in learning poetry in the class. Each group was composed of 8 students with mixed gender.

The researcher led the discussion by asking questions and students were responding through discussion on the way the teaching was going on.

4.6.1 Morogoro secondary school

The students showed that, the teacher had little assistance during teaching poetry. When they were asked to tell the assistance they receive from their teachers that made them read and interpret poems, one of them said;

“...The teacher is not helpful at all. She does not care whether we have understood or not. We are not given chance to ask questions. Our teacher is so aggressive and discourages us in learning poetry...”

Another student also said:

“...The student- centered is misused by teacher because she asks us to make our notes without guidance. This result me to dislike poems. As for me, I don't concentrate on poetry rather I work hard to other topics...”

Following the discussion from the students together with their responses, it was established that students had negative attitude towards poetry which was probably caused by their teachers' lack of accountability and teaching professionalism.

4.6.2 Kingalu secondary school

From this school eight students formed the discussion with the researcher. The researcher participated fully by asking several questions concerning the teaching of poetry. The students were cooperative and their responses were as follows:

“...The teacher writes the poem on blackboard and she asks us to copy in exercise books later she asks us to discuss in groups. Thereafter, the teacher gives us exercise to answer in books...”

Another female student added:

“...The teacher does not clarify difficult words, she just insists to make many quotations when we answer the questions because it adds a lot of marks in our examinations...”

Similarly, other response from the discussion one of the boys said;

“...Poems are difficult to sing and their tune cannot be known and our teacher insists it to sing. That is why I don’t like to deal with poems...”

The students seemed to be unaware of poetry books and they did not know which books were relevant. The poems were written on blackboard then students were asked to copy in their exercise books. From their responses, it was revealed that, although they worked in group, they lacked seriousness guidance on the subject matter.

4.6.3 Sumaye secondary school

In this school, students spoke conversantly and were actively involved in the discussion. They seemed to experience challenges in learning poems. When asked to tell if their teacher was helpful, one of them said;

“...Our teacher is not helpful because he forces us to memorise all poems, he teaches us. Sometimes he beat us, if we fail to recall the poem...”

Another student responded that:

“...He formulates group discussion in the class but the groups don’t understand what they discuss. We did not even answer poems question in this week’s mock examination. He does not make follow up to every group to correct us where we do mistakes...”

The teacher seems to give tasks to the students but there is little close supervision on the activities given to the students. The teacher brings unfamiliar poems to the students and insists them to memorise those poems.

4.6.4 Kigurunyembe secondary school

From FGD, it was revealed that the teachers at this school are helpful to learners. The teacher shows students poem texts to read, but also discusses with the students the form four NECTA reports that show which questions were answered well and which were incorrect answered. In the class, the teacher gives students activities and the teacher supervises them.

One of the students in the discussion said:

“...The teacher is helpful because, he assists us in the class to read and interpret poems. He showed us there in the library poem books to read and NECTA’s report which help us to know different response from previous form four students...”

The students showed that they understood poetry because they had courage to attempt the questions in the examination. The researcher explored further if the students had attempted the poem question in their ongoing mock examinations.

One of the participants said,

“...I tried to choose question number eleven which we were given direct poem to read and answer the question that followed it, though I’m not sure if I wrote the correct answers...”

4.7 Document analysis

The researcher analysed the scheme of works, lesson plans, assessment papers and English national form four reports (CSEE) by NECTA.

It was noted that although NECTA reports help schools to improve in their teaching, some schools did have these reports. Morogoro and Kigurunyembe secondary schools had benefited with those reports while schools like Kingalu and Sumaye had no any English language reports from NECTA which was a disadvantage to them.

It was observed that schemes of work and lesson plans were not properly written. It was further noted that teachers could not differentiate the assessment information required in the scheme of work and classroom teaching assessment done as the lesson. Again, the findings showed that most of the teachers’ assessment tools were not well prepared to achieve the learning objective. The assessment papers prepared did not evaluate students’ high level of learning domain.

4.8 Summary of Chapter Four

Generally, the chapter enunciated the findings of the study. The chapter has six main parts: part 4.1 introduced the chapter, part 4.2 examined poetry teacher's ability to analyse poetry syllabus for effective teaching poetry lesson, while part 4.3 shows the teacher's effectiveness in preparing poetry lessons, part 4.4 Examine the poetry teachers' effectiveness in using appropriate teaching methods and techniques to teach poetry, whereas the part 4.5 Assess the poetry teachers' ability to conduct effective and efficient assessments of poetry lessons and the last part 4.6 provides the summary of the chapter four from a study on assessment of effectiveness of teaching poetry in selected ordinary secondary school level in Morogoro municipal.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents a discussion of research findings with regard to teachers' effectiveness in teaching poetry. The discussion is done through a reflexive methodology which applies flexibility in the process. The discussion is constructed based on the objectives of the study which intended to assess effectiveness of teaching poetry. Specifically the study examined; teacher's ability to analyse the poetry, teacher's ability to prepare poetry lessons, teacher's effectiveness in using appropriate teaching methods and techniques and teacher's ability to conduct effective and efficient assessments of poetry lessons.

5.2 Teachers' ability to analyze poetry for effective teaching of poetry

The findings on this category reveal that the teachers were not competent enough in analysing the syllabus. This was because teachers did not adhere to curriculum requirements. For example it was shown that the lesson planning was not well prepared, teaching aids were not effectively used, and poetry books were not properly used. Teachers had simple notes prepared in form of pamphlets and were used as official materials contrary to the syllabus outlines which calls for the use of credible online materials and authorized text and reference books.

Teachers practice contradicts Klu (2014) who stresses that a text books are important documents in the process of teaching-learning literature mainly in poetry class. Textbook helps teacher in preparation of lesson notes and designing of teaching and learning activities for students. Sarac (2003) argues that in order to have an effective teaching-learning of poetry, a teacher is required use textbooks since the book contains selected list of poetic readings as per curriculum. Poetry delivers to readers with different perspective in the direction of language use such as of

grammar rules, stimulates unmotivated students to speak out and lastly, improves students' mastery of figurative speech and literary devices.

From the results, it is obvious current situation in schools does not favour effective and efficient poetry lesson preparation. This is because most of teachers are unaware of the theories and principles of preparing poetry lessons as suggested by scholars (see Klu, 2014). The study noted that tasks which demand the language learning are rarely asked. These task need to be considered in the textbooks since those tasks are used to improve learners' language abilities as well as to expand learners' stock of lexical words where the teaching-learning of the English Language is well thought-out.

5.3 Teachers' ability to make lesson plan for effective teaching of poetry

The researcher's interest was to explore teachers' ability to prepare poetry lessons so as to have an effective teaching-learning of poetry. It was found that the lesson preparations were inefficient. Most teachers did not prepare students' activities considering official documents which are taken as reference in different examinations such as internal and external examinations.

El- Hindi (2008) underscores that poetry learning takes place into various stages in preparing a lesson and during lesson delivery. El- Hindi adds, for effective poetry teaching-learning, students should work together with reliable materials, realise others' views, feeling, beliefs, and get chance to explain their opinions, views and emotional state. Various steps give chance learners to participate fully in the class by involving them in reading, listening, speaking and writing. These steps influence the use of different approaches so as to make students comprehend the lesson.

Teachers also get opportunity to prepare authentic teaching materials which are suitable to students. In the study area, teachers did not prepare their own teaching notes instead they used the readily available notes and used them without customizing them to fit their learners. These discouraged learners from learning poems.

It was also noted that teachers instead of preparing poem activities and give students to practice, they list few activities which did not reflect the learning objective. This accelerated students' failure to comprehend poems. Shaitan (2016) proposes that the teacher should prepare the lesson with task-oriented activities that will engage students in learning.

5.4 The effectiveness in current poetry teaching methods and techniques

The data revealed that most teacher still use teacher-centred teaching methods. For example, we saw that teachers asked students to cram the poem as a way of learning. This made students dislike poems and experience challenges in their internal and external examinations.

Theoretically, Vygotsky's view of social interaction in the learning process is still influential in the teaching and learning methods and techniques. His ideas on community of learners and the zone of proximal development (ZPD) are critical to design and application of learner centered teaching and learning methods and techniques. To support Vygotsky's theory, social constructivists' approaches are significant in English as foreign language because learners learn better when they find out on their own and construct knowledge through a social process of communicating with teachers, classmates and other persons of the same background in culture (Schcolnik & Kol, 2006).

Teachers are required to use teaching resources that motivates students' learning. Mason and Sinha (1993) draw and support a model from Vygotsky for the elementary classroom and they suggest distinguishing instructional stages in achieving and mastering concepts in literature. Steps necessitate teachers to involve learners in actual expressive literacy doings, teachers lead learners' involvement in learning actions and training to turn out to be learners self-directed.

Trough interaction, teachers have to involve learners, in an independent learning activity, individual activities and with peers' activities, through irregular training and finally, the learners continue with unassisted processes such as task performance,

inquiry, reflection and problem solving. Parkinson and Thomas (2000) in Popova (2010) suggest that learners should be directed to search for texts which suit their learning level and need. Based on the findings, it may be specified that inadequate understanding of poetry teaching methods and techniques is a result of teachers' lack of poetry skills and good teaching methods.

Robertson (2017) describes that in order to strengthen students' confidence and fluency; students have to begin with reading poems in classroom collectively as a whole class with facilitation from a teacher. They read aloud poems in the class while poetry used difficult and unfamiliar words to them.

According to Popova (2010), the teachers are required to be a bit serious and very aware in utilising a reading aloud as a classroom task to students. The study noted that language problems diverted learners from the purpose of acquiring knowledge. Language problems included improper pronunciation of English words, random rise and fall of voice in different syllables of words, teachers' voice to be inconsistency may divert the attention of the students from the text.

Ahmad (2014) observes students develop a favourable reply in poetry through making more practices about the linguistic workouts and exercises in various aspects of language including vocabulary, reading, writing and speaking activities and grammar. He adds that poetry may be used as an excessive means for improving all language skills to learners, when language-based doings are combined and incorporated in teaching of poetry, then the teaching turns into learners-centred.

In contrast to theories of teaching poetry, it was noted that the core activities within poetry lessons entailed teacher to introduce group discussion with lack of facilitation. The teachers mostly narrated the poems to students. They asked closed questions and students' activities were minimal.

Pushpa and Savaedi (2014) insists on the use of a critical and serious approach in teaching-learning poetry for the purpose of arousing students' interest, creativity, curiosity, participation, enjoyment, reflection, and involvement in effective learning process. However, this could not often be practised in classrooms because teachers

taught poetry themselves by the use of the traditional methods and tactics. Teachers on their time of learning at colleges and universities lacked class activities which could enhance their competence. They were listeners and takers. They memorized some vocabularies and some grammatical points to score high scores rather than teaching students' rational thinking as well as independent thoughts.

Group discussions were also used with less consideration of the number of students in classes. This opposes Shaitan (2016) takes that to enable learners to get grammatical knowledge, learners have to be formed in pairs and in small groups. Learners become actively knowledgeable and make interpretation to the poetry work provided when they work in small group. When students work in pairs, the teacher is supposed to acts as a language mentor, adviser, a monitor, and encourages students to discover salient features of the text, as well as ensures students understand task instructions. This is an especially important role in mixed-ability classes.

Bouali (2014) advocates stylistic approach as a close study to the features of the language in association with literary discourse. The method looks at levels of phonology, phonetics, vocabulary, grammar, and discourse, identifying complete sentences in a poem with alternating colours, lexical repetition, identifying sentence rhythms and tone, underlining the main verbs, key words, extracting the figurative devices. In the current study however, teachers seemed to teach and train students to perform well in examinations but not to build skilled students.

Yeh (2005) supports task-oriented activities as a way of creating learning process meaningful to learners. He insists that such task increases the learners' level of awareness in poetry and their inspiration to the learning and using English language as second language to them.

Notwithstanding the real circumstance that there are several challenges facing secondary schools' literature teachers; it seems traditional methods is dominant among teachers.

5.5 Teachers' ability to conduct effective assessments for effective learning of poetry

The study found out that teachers assessed students during the lessons through generalised questions with chorus answers. The commonly used questions were; '*are we together?*' and *do you understand?* Furthermore, it was noted that teachers rely on tests and examinations as means of assessing students. This indicates that many poetry teachers do not conduct formative assessment which would help determine if the learner attain the targeted objective. The use of portfolio, rubrics, performance charts, reflection questions and peer assessment methods were never witnessed in the field. Lack of competence in assessing students as demonstrated by in the study shows that there could be defects in pre-service teacher training as well as inadequate of in-service training especially in areas of assessment.

The findings concur with Hişmanoğlu (2005) who observes that literature is a model of writing which needs students to practise various workouts and exercises whereas these activities and workouts should begin at the beginning of lesson. Writing requires rephrasing passages typically in arbitrary ways to practise specific grammatical structures. He suggests that the teachers should involve students to the directed writing workouts, particularly at the precise level to empower learners to understand the work. Then students' work encompasses methods like adaptation, paraphrasing and summarising of the literary work of art.

During rephrasing and paraphrasing the work, learners are required to use their personal words to rephrase the texts that they read in written or spoken form. Paraphrasing will shows extend in which the poem is understood by learners.

In the study area, was revealed that teachers who are expected to assess students efficiently, assessed with few exercises which did not affect students' understanding poetry lessons. They rarely supervised rephrasing exercise activities which could help learners' poetry comprehension. Hişmanoğlu(2005) suggests that tests should be were made up of not only examination-based questions serving as a basis of

evaluating interpretation abilities and comprehension but also open-ended questions developing critical thinking abilities. During assessing poetry lessons, it was realized that teachers employ poetry tests requiring students to develop the sub-skills of written language like spelling, handwriting, grammar, punctuation and paragraphing on the contrary they did not subject students into such tasks as a result student had negative attitude toward the poetry lessons.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents summary of the study, and conclusions based on study objectives. It also describes recommendations for further research.

6.2 Summary

The findings on this study revealed that the teachers were not competent enough in analysing the poetry because they failed to encounter the necessities of the syllabus. It was shown that lesson plans were improperly prepared teaching aids were not effectively used, and poetry books were not properly used. Teachers had simple notes prepared in form of pamphlets and were used as official materials contrary to the syllabus outlines which calls for the use of credible online materials and authorized text and reference books.

It was also revealed that lesson preparations were inefficient. Most of them did not indicate students' activities and how the learning outcome would be measured. Formative assessment was mainly focusing on making students able to respond to internal and external examinations. Teachers did not have their own made teaching notes, they relied on readily available notes that were not customized to suit the learning objective and learners' level.

It was further established that teachers still use traditional methods of teaching which favours teacher-centeredness. It was noted that teachers instead of preparing poem activities and give students to practice, they listed few activities which were also left unattended. The method led failure for students to comprehend poems. Teachers mainly taught students to perform well in national examination contrary to the syllabus which insist to impart poetry skills to the students.

Moreover, the study found that teachers used generalised questions which take chorus answers to assess students during the lessons. They mainly rely on tests and examinations as means of assessing students' comprehension. Thus, it was concluded that maybe teachers are not aware of assessment methods that encourage learning and those which empower peer assessment. The use of portfolio, rubrics, performance charts, reflection questions and peer assessment methods were never witnessed by the researcher.

6.3 Conclusion

The teachers are not competent enough in analysing poetry genre. This hinders achievement of efficient and effective teaching of poetry lesson. The primary goal of teaching poetry is to enable students to acquire language skills from poetry as one being the literature genre. Teachers are supposed to know syllabus requirement, the lesson plan, and the use of teaching aids and poetry books. Teachers should be encouraged to use authentic materials and authorized text and reference books.

Teachers should prepare suitable poem activities and give students to practice. They should also supervise closely the activities, this enhance students to gain the needed poetry skills. Teachers should be conversant with the use of assessment methods that encourage learning and those which empower peer assessment. The use of portfolio, rubrics, performance charts, reflection questions and peer assessment methods are to be considered during teaching poetry lesson.

Effectiveness of teaching poetry in ordinary secondary school levels is the successful acquisition of the language objectives. The problem of teachers' ability in teaching poetry and learning resources should be addressed by the education departments which play an essential role on most education decisions. The effectiveness of teaching poetry in ordinary secondary schools will only be improved if it is backed up by the education departments.

6.4 Recommendations

To rely on readily available teaching notes on poetry lesson minimizes students' activities in the class. Quality assessors should pass regularly in schools to ascertain the availability of poetry teaching and learning materials. Teachers use unauthentic materials misleads students who are not conversant in poetry genre. The teachers should adopt co-teaching which would help to strengthen some areas of weakness in teaching poetry.

Teachers' in-service training, seminars and workshops are rarely done in many schools to meet the challenges. School managements and the government should take measure by re-establishing teacher's resource centres for improving teaching skills as is done in science subjects. There should be regular in-service training that will keep teacher update of the current teaching methods.

Literature in English teachers use national examination format which outlines items to be assessed in the national examination. And sometimes they tend to use English language syllabus to teach literature students. The ministry of education should produce literature syllabus.

The Ministry of Education Science and Technology has to revise introduce interviews for teachers before they are employed. The certificates of completion of diploma and degree is not enough to prove that teachers are competent to teach literature particularly poetry genre rather it should be done as other professionals do. It is suggested that ministry of Education, Science and Technology and its organs should review teachers' pedagogical practices and techniques. Failure of the circumstance is to perpetuate with concerns that student-teachers are poorly prepared to teach literature. This means, the inabilities of teaching literature to teachers remains unquestionable because they do not get enough literature skills and its methods and techniques of teaching. Education stake holders like different universities and colleges have to revise their modes of preparing teachers with the use of assessment methods that encourage learning.

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APPENDICES

APPENDIX I

INTERVIEW GUIDE FOR TEACHERS

This interview guide intends to collect information from teachers about effectiveness of teaching poetry in selected secondary schools a case of Morogoro municipality.

Questions

1. For how long have you been teaching poetry?
2. Do you have any curriculum documents such as syllabus and text books to guide you in teaching poetry in secondary schools?
3. What preparations do you make in order to teach poetry lessons effectively and efficiently?
4. What methods and techniques do you commonly use to teach poetry to your students?
5. How do you assess your learners with regards to poetry? (types, methods and tools of assessment)
6. What are the criteria you use in choosing the poems to teach your students?
7. Do you involve your students in choosing poems to learn in the class? Why?
8. How do you make sure that every student read and interpret poems?
9. Which key areas do you consider during teaching poems to your students?
10. Do you have an access of reading national result reports provided by NECTA yearly for CSEE?
11. How much support do you receive from schools and educational leaders to empower to teach poetry effectively and efficiently?
12. What major challenges have you been facing or are likely to obscure the teaching and learning poetry?
13. How do you deal with those challenges?
14. What recommendations do you put forward to improve the teaching of poetry?

APPENDIX II

Questions for FOCUS GROUP Discussion

The intention of this focus group guide is to collect information from students in selected secondary schools. This information is useful in the understanding of the extent at which students are assisted in learning poetry. Students will be grouped into small groups of not more than eight (08) people, they will be asked questions for discussion by the researcher and there will be a time keeper. Each theme will be discussed for ten minutes

Questions

1. Describe how your teacher teaches poetry lessons?
2. What do you like about the poetry lessons? Why?
3. What do you not like about the poetry lessons? Why?
4. Do you have books for poetry?
5. Is your teacher helpful? Why? How?
6. Which assistance do you receive from the teacher to make you read and interpret poems?
7. Which challenges do you face in learning poetry?

APPENDIX III

CLASS OBSERVATION AND DOCUMENTS ANALYSIS GUIDE

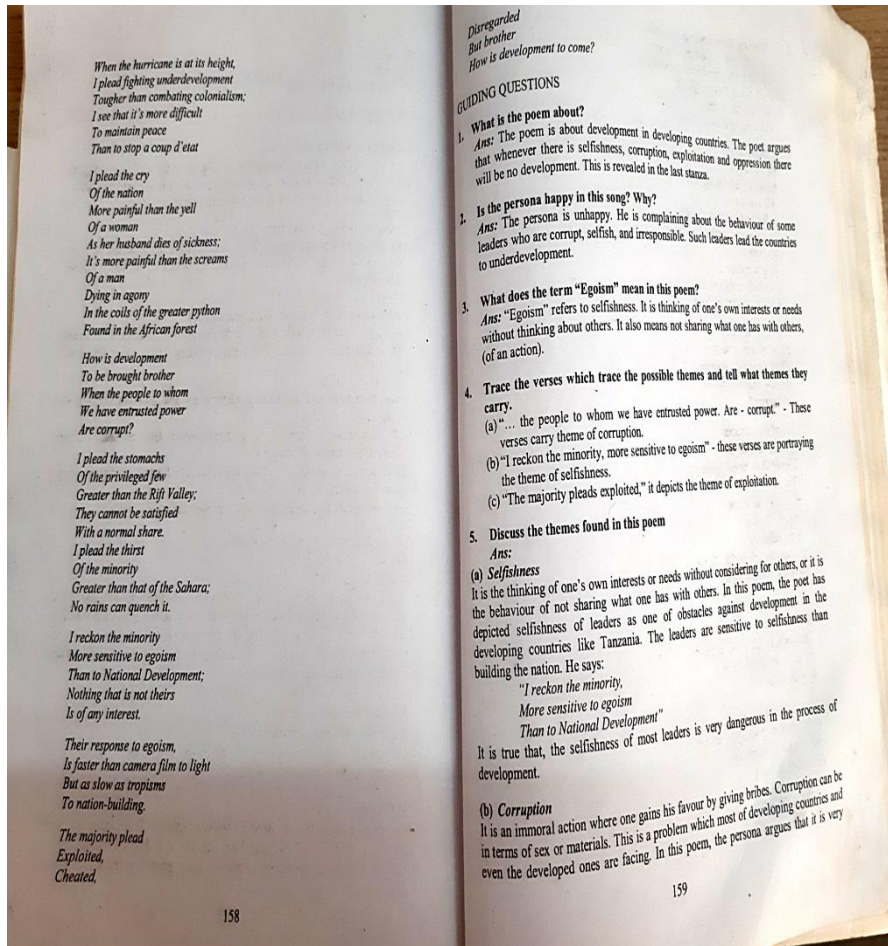
This guide contains items that will lead a researcher to go through documents that reveal the status of teaching of poetry in secondary schools. A researcher will analyse schemes of work, lesson plans, and assessment papers and presence of English National result reports for CSEE by NECTA.

Items

1. Availability of poetry syllabuses, guides and text books.
2. Schemes of work are available and correctly prepared
3. Lesson plans are available with competences, objectives, teaching/ learning materials, lesson development stages and evolution are correctly stated.
4. Availability of English National result reports for CSEE by NECTA
5. Lesson preparation processes are learner and learning centred
6. Poetry is assessed in assessment as learning, assessment for learning and assessment of learning documents.

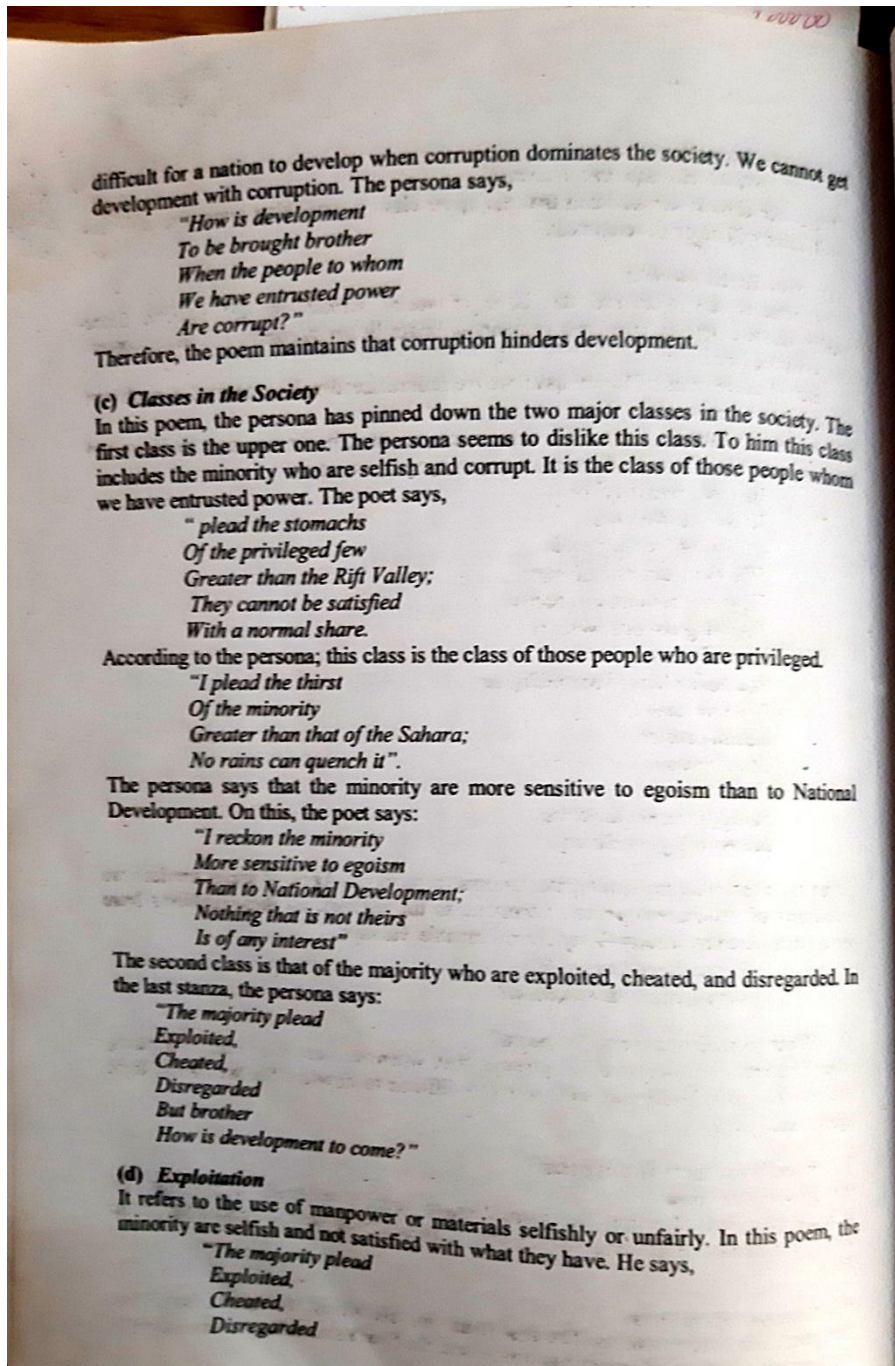
APPENDIX IV

FIGURE SHOWS SAMPLE OF RED MADE NOTES USED BY TEACHERS



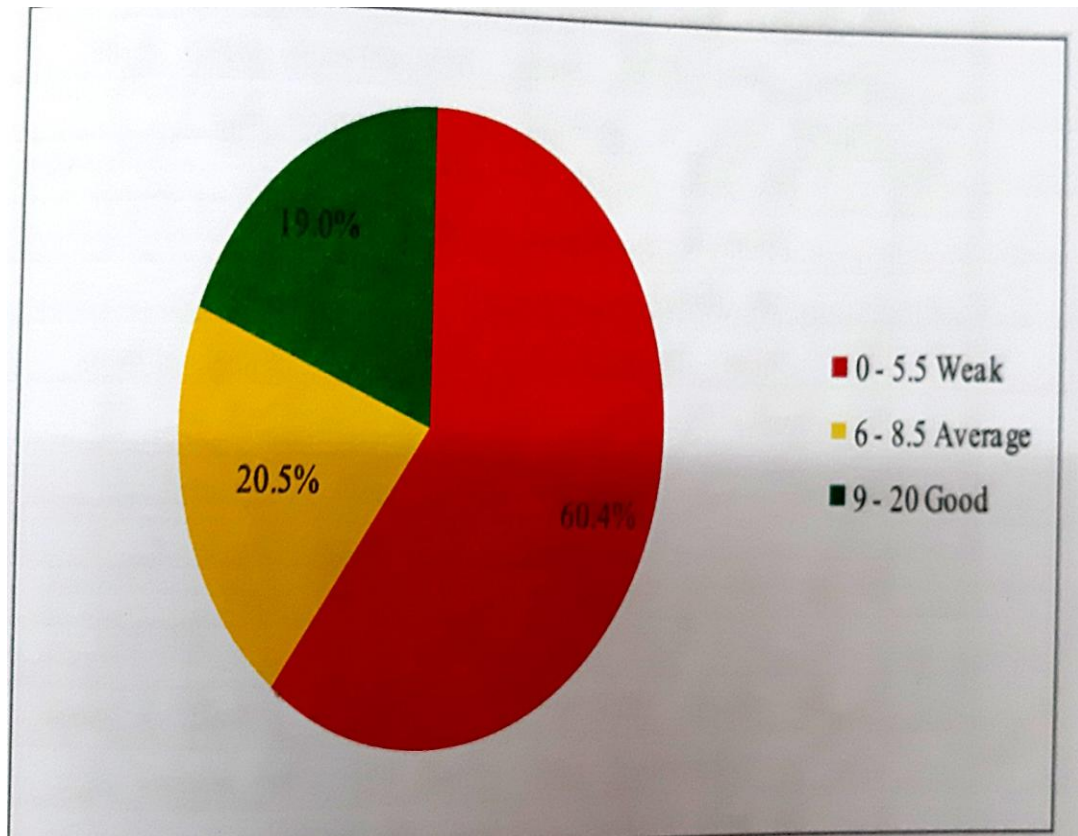
APPENDIX V

FIGURE SHOWS RED MADE NOTES CONTAIN OVER QUOTATIONS



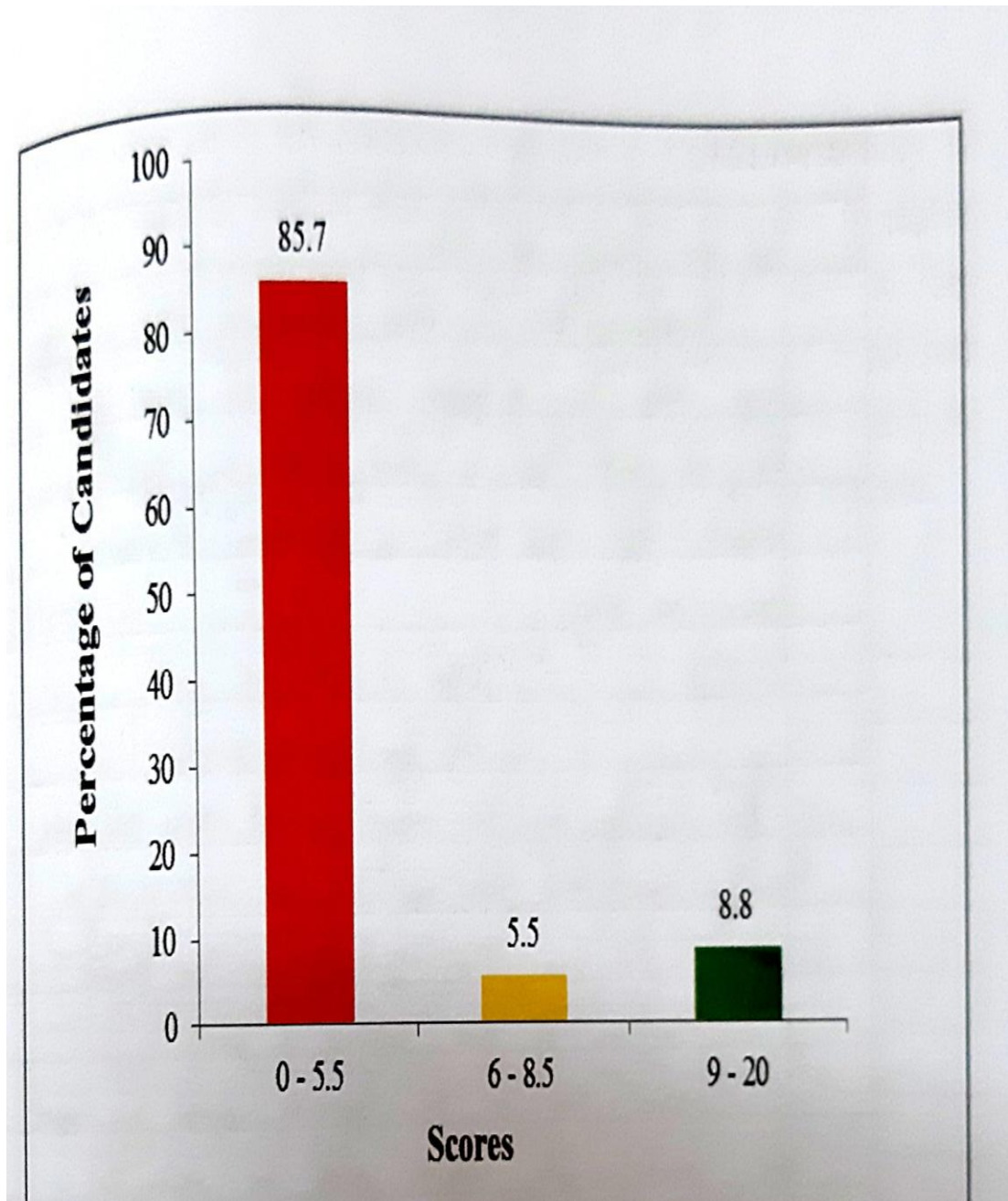
APPENDIX VI

FIGURE SHOWS STUDENTS' PERFORMANCE NECTA 2015 ON POETRY QUESTION 11.



APPENDIX VII

FIGURE SHOWS STUDENTS' PERFORMANCE NECTA 2015 ON POETRY QUESTION 12.



APPENDIX VIII

FIGURE SHOWS POOR PREPARED WRITTEN POETRY SCHEME OF WORK

<p>Importance of poetry The learner is inspired from language and to study further their oral education.</p>	<p>Contributes to the learner is inspired from language and to study further their oral education.</p>	<p>A U G O T</p>	<p>POETRY</p>	<p>4 To guide students to identify literary terms, themes, messages found in a work of art</p>	<p>Learning careful and sharing their experiences</p>	<p>4 To guide students on how to interpret a poem</p>	<p>Sharing their views on how to interpret a poem and being interpreted</p>	<p>Selected form</p>	<p>SELECTED POEMS I.e</p>
				<p>To guide students to identify literary terms used by a poet or poetess</p>	<p>Learning and taking notes</p>	<p>To guide students to explain themes or messages in poems</p>	<p>Students should be able to explain themes or messages in poems</p>		

APPENDIX IX

FIGURE SHOWS POOR PREPARED WRITTEN POETRY SCHEME OF WORK POETRY BOOKS ARE NOT INDICATED ON THE PART OF SOURCE OF MATERIALS.

COMPETENCE	OBJECTIVE	MONTH	WEEK	MAIN TOPIC	SUB TOPIC	HR	TEACHING ACTIVITIES	LEARNING ACTIVITIES	SOURCE MATERIALS
Demonstrate ability to read literary texts appreciating main ideas and themes read.	The student should be able to read and analyse literary works	FEBRUARY	1 st	3.0 READING LITERARY WORKS	3.1 Identifying and analyzing setting in plot and characters	12	<ul style="list-style-type: none"> Guide students to instructions on the cover of the author background setting and think of the book to be studied Guide student to predict the story 	<ul style="list-style-type: none"> read aloud his passages answer comprehension questions Summarize passages read role play important parts and discuss the characters setting and plot. 	Select literary works
			4 th		3.2 Identifying Themes	12	<ul style="list-style-type: none"> guide students to discuss themes of literary works works discussed studied relate works studied with personal and actual experiences 	<ul style="list-style-type: none"> Write summary of literary works works discussed 	
			1 st		3.3 Interpreting poems	8	<ul style="list-style-type: none"> read aloud the poem once Teacher and students discuss the answers to the comprehension question and the teacher to write the answer on the board 	<ul style="list-style-type: none"> brainstorm on the topic title of the poem read the poem silently and answer comprehension questions which to guide them interpret poem For group to write about the poem using the points on the board 	
		MARCH	1 st			8			
		APRIL	1 st						

For the Toronto Secondary School
The Real English Textbook for the Teacher
The Real English Textbook for the Student
Check the M. (2007), The Real English Textbook for the Teacher
For the Toronto Secondary School
Check the M. (2007), The Real English Textbook for the Student
For the Toronto Secondary School