

**METHODS OF TEACHING POETRY TO ENGLISH FIRST ADDITIONAL
LANGUAGE (EFAL) SECONDARY SCHOOL LEARNERS IN THE SHILUVANE
CIRCUIT**

by

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Dissertation

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in

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in the

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(School of Education)**

at the

**UNIVERSITY OF LIMPOPO
(Turfloop Campus)**

SUPERVISOR: Prof R.J. Singh

2017

DECLARATION

I declare that *Methods of Teaching Poetry to English First Additional Language (EFAL) Secondary School Learners in the Shiluvane Circuit*, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.

Signature

Date

DEDICATION

To my late parents, Mokgadi Elizabeth and Nkadikwana Wilfred Maleta.

To my husband Sello and daughters Mosima, Mokgadi, Lebo and Hloni.

For their endless support even when I was ill. Their selflessness will always be remembered.

Mostly, my sincere gratitude goes to God Almighty. With this study behind me, I am forever grateful for His mercy.

ACKNOWLEDGEMENTS

I would like to thank the following people for their respective contributions to my dissertation:

I am greatly indebted to my supervisor, Professor R.J. Singh, who has patiently and kindly guided me throughout. Her insight, support and approachability has made my study meaningful.

I would also like to thank the four teachers who have helped me in data collection. They are Mr Kgoahla T.E, Mr Sekete M.J, Mr Mateta A and Madam Maake M.W and their grade ten learners respectively, for their support which has enabled me to meet all the challenges.

I am grateful to Mrs. G. Klinkert who edited my work as English First Speaker.

ABSTRACT

This study investigates the methods of teaching poetry to English First Additional (EFAL) secondary school learners in the Shiluvane Circuit, in order to establish whether their teaching and learning methods equip them as second or additional language poetry teachers at secondary school level. Although English plays a significant role as a language of instruction at the secondary level in South Africa, underperformance at secondary school examinations has generated a continuous debate with many suggesting that the standards of English language competence has declined. Also the role of teachers is usually questioned whenever issues of learners' performance are raised. The study focuses on the methods of teaching that English first additional language teachers use in poetry to instil the passion for the genre.

This study was conducted in rural secondary schools. Forty learners from grade ten classes and their teachers participated. The study used qualitative approaches for gathering information through lesson observations, learners' focus group interviews and teacher interviews at four secondary schools to evaluate the application of English poetry teaching. A case study design was used using 4 schools. This study is informed by Lev Vygotsky's constructivist or socio-cultural theory (1978). Literature consulted points to the fact that the Shiluvane Circuit secondary teachers seem to avoid teaching poetry. This reveals that only four out of eleven secondary schools exposed their learners to poetry during their EFAL lessons. The findings also revealed that most respondents lacked interest in English poetry. Instead the learner interacting through cooperative or collaborative group work they competed against each other and believe in witchcraft should they share their learning experiences with fellow learners. The study recommended the use of different methods, such as cooperative learning, to teach poetry. Culturally relevant poems also add to the interest of the learners.

KEY WORDS:

Comparative / Collaborative learning, English First Additional Language Poetry, Teaching methods and Language acquisition theory.

LIST OF FIGURES

FIGURE 2.1. KOLB'S EXPERIENTIAL AND REFLECTIVE LEARNING MODEL

LIST OF ACRONYMS OR ABBREVIATIONS

NECC:	National Education Coordinating Committee
MKO:	More Knowledgeable Other
ZPD:	Zone of Proximal Development
EFAL:	English First Additional Language
TREC:	Turfloop Research and Ethics Committee
GPS:	Global Positioning Systems
SAIRR:	South African Institute of Race Relations
CLD:	Culturally and Linguistically Diverse
ELL:	English Language Learning Students
KWL:	Know, Want to know and Learn
LOLT:	Language of Learning and Teaching
UNISA:	University of South Africa
ID theory:	Instruction Design
AM:	Acquisition metaphor
PM:	Participation metaphor
KEEP:	Kamehameha Elementary Education Program
BICS:	Basic Instructional Communication Skill.
NEPI:	National Educational Policy Instruction
CALP:	Cognitive Academic Language Proficiency
CUMSA:	Curriculum model for Education in South Africa

ANA: Annual National Assessment

SAIRR: South African Institute of Race Relations

Chat: Cultural historical activity theory

**APPENDIX A: LETTER FROM DEPARTMENT OF EDUCATION
PERMISSION LETTER TO CONDUCT RESEARCH**



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquiries: Dr. Makola MC, Tel No: 015 290 9448. E-mail: MakolaMC@edu.limpopo.gov.za.

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MEDIPARK

TZANEEN

0850

LIMPOPO PROVINCE
DEPARTMENT OF EDUCATION
2012-10-31
H.O.D'S OFFICE
PRIVATE BAG X9489 POLOKWANE 0700

Dear Maake M.J

RE: Request for permission to Conduct Research

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct a research has been approved- **Title: METHODS OF TEACHING EFAL POETRY IN SECONDARY LEVEL IN SHILUVANE CIRCUIT.**
3. The following conditions should be considered
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with both the Circuit Offices and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the forth term.

- 3.5 During the study, the research ethics should be practiced, in particular the principle of voluntary participation (the people involved should be respected).
- 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Thamaga MJ

Head of Department

2018/10/31
Date

APPENDIX B: LESSON OBSERVATION SCHEDULE

LESSON: POETRY GRADE 10

Name of the poem:

.....

1.1 Content planning and format	Yes	No	Comments
1.1.1. Differentiate between a sonnet and other types of poems			
1.1.2. Interpret the message/ theme of the poem.			
1.1.3. Any special knowledge of the poem?			
1.1.4. Is the language of the poem adequately understood?			
1.1.5. Is the language of the poem difficult?			

1.2. Poetry Elements	Yes	No	Comments
1.2.1. Identification of the rhyme scheme in the poem.			
1.2.2. What is the 'sift analysis' in this poem?			
1.2.3. S=Sense , identification of sense of the poem			
1.2.3. I=Intention			
1.2.4. F =Feeling			
1.2.5. T=Tone			
1.2.6. Other language usage and word –pictures or figures of speech			

1.3.Learner Response	Yes	No	Comments
1.3.1. Eye contact?			
1.3.2. Facial expressions evident?			
1.3.3. Is there any			

body language?			
1.3.4. Is the reaction positive?			
1.3.5. Is curiosity being stimulated?			
1.3.6. Learn in a group or alone?			
1.3.7. Enjoyment of group work?			

1.4.Poetry method/methods of poetry used to teach	Comments
1.4.1. Methods used in poetry teaching.	
1.4.2. Are there discussions at the end of the lessons?	
1.4.3. Is teaching method constrained by testing prescriptions?	
1.4.4. Are method/methods reinforcing language learning?	
1.4.5. Which skills are most evident in daily teaching?	

APPENDIX C: LEARNER FOCUS-GROUP INTERVIEW SCHEDULE

Interview Guide – The following broad questions will guide the focus group interview

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. What lessons are most exciting for you? Tell me more.
5. Is your teacher helpful? Why? How?

APPENDIX D: TEACHER INTERVIEW SCHEDULE

1. How do you plan for your poetry lessons?
2. Describe the methods you employ?
3. What method do you find the most effective to teach poetry to learners?
4. Which lessons are most exciting for you?
5. What don't you like about the poetry lessons?
6. How do learners respond to poetry?
7. How do you test different methods in an assessment task/test/examination?
8. Comment on:
 - Student- centred method
 - Teacher –led discussions
 - Recitation method
 - Narrative method
 - Co-operative learning
 - Grammar – translation
 - Audio- lingual
 - Total Physical Response
 - Suggestotapia
9. Explain in a few sentences what you like about the co-operative learning method.
10. Explain in a few sentences what you do not like about the co-operative learning method?

APPENDIX E: PARENTAL PERMISSION IN HOME LANGUAGE (SEPEDI)

(Lengwalo la kgopelo ya tumelelo go motswadi goba moemediawangwana)

Ke nna Moloko Jane Maake, ke morutwana kgorong ya Maleme, University ya Limpopo (Turfloop Campus). Kadiradinyakišišokaga “MEKGWA YA GO RUTA THETO KA BARUTIŠI BA GRADE YA LESOME (10) KA SEKGOWA DIKOLONG TŠE PHAGAMEGO SEDIKO THUTONG SA SHILUVANE.” Ke kgopela tumelelo ya gore ngwana a tšee karolo dinyakišišong tše. Ke tla dirššapotšišotherišano go ngwana go hwetša tshedimošo. Ge ngwanaa ithaopa go tsenela dinyakišišo tše, o tla hlatholelwa gore a kwešiše seo.

Go kgatha tema dinyakišišong tše ke boithaopo. Ga se kgapeletšo. Ge le dumelela ngwana go tsena dinyakišišo, di ka se be le seabi se sempe dithutong tša sekolo. Ge le sa fe ngwana tumeleloya go tšea karolo laetšang ka go saena.

Foromo ya tumelelo

Nna.....

motswadi goba moemedi wa.....

ke dumelela ngwana yo...go tšea karolo ya dinyakišišo dithutong tša Maake M.J.

Motswadi goba moemedi wa ngwana

.....

Letšatšikgwedi

.....

ANNEXURE F: EDITOR'S LETTER

(Mrs) J. Klinkert

PO BOX 42

LETSITELE

0885

8 JUNE 2015

**RE: EDITING OF THE RESEARCH DISSERTATION FOR MAAKE MOLOKO
JANE**

TO WHOM IT MAY CONCERN

This is to certify that I, Jo-anne Klinkert, edited the language, sentence construction, punctuation and lay-out of the above-mentioned research dissertation on "Methods of teaching poetry to English first additional language secondary school learners in the Shiluvane circuit".

I am a qualified teacher and my home language is English. I have taught English, first and second language, for about 38 years and have given instruction in this medium in classes ranging from Grade 4 up to Matriculation level. I did my teacher's training at the Johannesburg College of Education.

If you need any further information please contact me at the above address, or on my home phone 015 345-1161.

Yours faithfully

Mrs J. Klinkert

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CHAPTER ONE

BACKGROUND AND INTRODUCTION

1.1 INTRODUCTION TO THE STUDY

This study focuses on the methods or approaches of teaching authentic poetry texts using English as a language of instruction. Poetry texts should be appropriately integrated with specific language skills as indicated by the learning outcome six in the language policy document, which is, listening, speaking, reading and writing (Department of Education, 2002:85). This means that texts of poetry should be taught and learned in English in an attempt to enhance these skills holistically.

The two concepts used in the study are methods of teaching, and poetry. Kilfoil and Van der Walt (1989:6) define methods as 'restrictive, rigid procedure established and favoured by support of a specific view of language learning or teaching'. They further define approach as 'a more open-minded attitude to language learning or teaching, an outlook that changes with the circumstances'. These quotes contrast methods with approaches of language learning and teaching. However, these concepts are used interchangeably by the author and such methods or approaches of teaching poetry are examined in detail in the literature review chapter.

Spurr (1997:vi) defines poetry as 'the honey of all flowers'. This implies that poetry should be appreciated and be enjoyed. Levy (2001:30) also defines poetry as 'a way of negotiating experience, of attending to external and internal worlds, bringing diverse worlds into close relation for arriving at renewed perception'. The quote implies that poetry appeals to all individuals in all spheres of life. However, the methods through which this genre is to be taught and learned are not specified in any regulations or policies, especially in the school curriculum.

1.2 STATEMENT OF THE PROBLEM

The methods of teaching poetry to English First Additional Language (EFAL) learners are not stipulated in any policy document. This means that teachers do not have guidelines on what methods to employ when teaching poetry. In addition, poetry teaching and learning is also an option in the grade 10 curriculum. Therefore, the study sets out to look into methods which encourage learner's voices to be heard (Von Groenewaldt, 1999: 244). Some methods used to teach poetry have been rejected. For example, Williams (1978: 38) rejected the idea of teachers' second-hand comments, notes and prepared answers for examination purposes. Such methods were criticized as stereotyped and anti-educational in the sense that teachers impose their own ideas as the absolute truth without acknowledging the learner's opinions. Poetry lends itself to self-expression and different interpretations. Therefore, the methods teachers use when teaching poetry become important.

1.3 PURPOSE OF THE STUDY

1.3.1 Aim

To investigate methods of poetry teaching used by grade 10 teachers in the Shiluvane Circuit of the Limpopo province.

1.3.2 Objectives

- To determine the methods employed by teachers when teaching poetry to grade 10 learners.
- To establish how learners respond to the methods of poetry teaching employed by grade 10 teachers.
- To determine the effectiveness of methods of teaching poetry employed by grade 10 teachers.

1.3.3. Research Questions

- What are the methods of teaching poetry teaching used to teach grade 10 learners?
- How do learners respond to the methods of poetry teaching used by grade 10 teachers?
- How effective are the methods of teaching poetry used by grade 10 teachers?

1.4 LITERATURE REVIEW

The Shiluvane Circuit consists of eleven (11) secondary schools of which only four (4) teach poetry in grade 10. However, it is required that according to the National Education Coordinating Committee (NECC), grade 10, 11 and 12 as the Further Education and Training phase, have to treat two prescribed texts (Kilfoil, 1994:131). It is left to the discretion of the teacher which genre to choose from (drama, novels and short stories). Most teachers deliberately avoid poetry, as is the case in this circuit. Other teachers have false perceptions of poetry. They treat it as an inevitable bore, abstract and mystifying (Chemwell et al., 2005:25). They see poetry as only a recitation which is a waste of their time. These teachers have clearly denied learners the opportunity to explore and love poetry.

A similar scenario was found in Kenya where poetry was regarded as nightmare for both teachers and learners (Eur, 1984:1). Poetry was unpopular and used only for recitations and was not even seen as a serious course. Eur (1984:1) indicates why English poetry is characterized as being deviant and distorted in English language acquisition. It was said to have no practical function at all. Poetry was considered to be too impractical upon which to build communicative literacy, for instance, in listening, speaking, reading and writing as the basis for language learning and acquisition. English language teaching incorporated in poetry is a shift and effective way of learning in order to contextualize poetry.

The study at hand is similar to the Hispanics who were in the majority in American schools and whose home language was Spanish. They are said to be referred to as minority speakers of English (Cummins, Skutnabb & Kangas, in Trueba, 1987:22). These Hispanics' little knowledge of English is also seen as the main reason for their low academic achievements. However, two in five Hispanics speak English less than very well (USA Census Bureau, 1993:110). Kinloch (2005:103) indicates that during poetry classroom vignettes, one student who used the Spanish language before translating his ideas in English said that he "feels not poor and not disadvantaged but afraid". Therefore, a tense environment which is characterized by anxiety and language barriers cannot interest English First Additional Language (EFAL) learning. This situation is similar to the learners of poetry in this study.

The National Minister of Basic Education in South Africa blames the high failure rate, especially in matric, due to lack of knowledge of the language of learning, which is English (Sunday Times, 2010:1). She announced the introduction of English in schools earlier than grade five for those learners whose parents want them to learn in English. On the contrary, most linguists suggest that academic skills need to be first attained in the mother tongue, even at secondary level, and then transferred to English later (Bokamba, in Sarinjeive, 1999:28).

Although the constitution of the Republic of South Africa provides for eleven (11) official languages, English is still preferred as the language of learning. According to Cachaila, in Sarinjeive (1999:129), “mother tongue instruction was inferior education offered under Bantu Education and would create problems in employment opportunities”. On the other hand, Ralenala (2003:150) further argues against bilingual education. He insists that learners will not understand a second language nor will be fluent in both languages. The Department of Education in South Africa recognizes cultural diversity and maintains that teachers and the school should provide assistance and supplementary learning of a second additional language (Department of Education, 2002:2).

This research study is informed by constructivism. Bruner (2005:1) defines constructivism as “an active learning process in which learners construct new ideas or concepts based on their current or past knowledge”. This means that, in this premise learners are encouraged to discover principles by themselves. Also, learners should build upon what they have already learnt. Therefore, learners would not be in isolation but would be part and parcel of a broader society.

According to Howard, Sugarmann and Christian (2003:384), constructivist theory is based on the “cognitive approach”. These are mental provisions through which the learner can be informed. Using these mental faculties, the learner can explore beyond the information given. The reasoning abilities in this theory can be applied to language learning in this study. Cognition is also essential for literal and figurative language in poetry. Therefore, the learner’s active participation in their own learning is by using comprehensive skills to retain information, so as to enhance performance.

Savignon (1991:285) indicates that language teaching is inextricably bound to language policy. He further pointed out that negotiation of meaning offers improvement for classroom practice of the needed skills. Therefore, the classroom itself should be a social context where learning is negotiated. Thus, communicative language teaching also requires grammar to complement negotiation on meaning, as with poetry in this study. However, most learners have had unpleasant experiences with poetry as seen even in EFAL learners and English First Language classrooms. Eur (1984:2) warned against “accumulation of awful memories of being forced to analyse what a poem really means”, extending to form, structure and theme of such texts. This makes it possible to acknowledge the benefits of the interactive cognitive, effective and reflective needs of the learners in this study.

De Vries (2000:190) developed cognitive psychology under the leadership of Bruner. They emphasized discovery learning where internal speech and thought are seen to originate differently in the human individual. Piaget and Bruner used cognitive theory as a foundation in discovering that teachers play a limited role. Thought was perceived as non-verbal and speech as the pre-intellectual stage of an individual until the age of two years. Thought and speech are considered to be interdependent. Thought becomes verbal and a child internalizes it in monologues or internal dialogue.

However, Vygotsky, in De Vries (2000:188) through constructivist theory, explained how knowledge is constructed in human beings in contrast with Piaget and Bruner. Vygotsky emphasized the social context of learning. In Vygotsky’s constructivism, thought becomes verbal when both the teachers and older or more experienced learners or children play important roles in learning.

According to Galloway (2007:1) one must understand the overlapping relationship between cognitive and constructivist learning as they complement each other in terms of children been given cognitive tools or skills of learning, especially through Vygotsky’s concepts of the “more knowledgeable other” (MKO) and “zone of proximal development” (ZPD) as will be discussed in detail in the next chapter. The researcher uses Vygotsky’s constructivist theory in her study to look into what

methods teachers use and how teachers in the Shiluvane Circuit teach their learners poetry in EFAL.

1.5 RESEARCH METHODOLOGY

In this section, the researcher attempts to look into how best to answer the research questions. This implies the method which is likely to be compatible with the questions and objectives in this study. In this case, the qualitative method seems to be suited to the choice. Based on the objectives of the study, the qualitative research approach is most suited to this study. Babbie (1983:537) defines qualitative research as “the non-numerical examination and interpretation of observation for the purpose of discovering underlying meanings and patterns of relationships”. Ross (2005:1) defines research as “the orderly investigation of a subject matter, for the purpose of adding the knowledge”. Ross further describes it as “investigating a new problem or phenomenon”.

Howe and Eizenhardt (1990:2) explain the qualitative method is based on a ‘non-positivist’ paradigm. This means that underlying the qualitative method is a focus on words, feelings and quality of experience. According to Page and Meyer (2000:18) subjectivity is considered as opposed to objectivity which is assumed in the alternative positivist framework. Three approaches used in qualitative research are: observation (both participant and direct), interviewing (from unstructured to structured) and unobtrusive research. These will be deliberated upon in chapter three.

1.5.1 Research Design

This study design is a case study, using multiple cases. This study follows a multiple case study approach where four schools were used as the case study. Within the Shiluvane Circuit, poetry is offered to grade 10 learners at these schools which is the reason why these schools formed part of the case study. The case study method allowed the researcher to explore the teaching and learning of poetry in-depth within this context.

1.5.2 Population and Sampling

The population of this study comprises the learners from four secondary schools in Shiluvane Circuit that do poetry in grade 10 and their teachers. The criteria used to select this population are that these schools are the only four secondary schools in

the circuit who offer poetry at grade 10 level. The sample comprises of four focus groups of ten learners each totalling forty (40) learners, with four teachers, who teach poetry. The focus groups and teachers were chosen by using purposive sampling. The criteria for selecting this sample is that it is able to provide data that addresses the objectives of the study; the four poetry teachers were observed on the methods they use to teach poetry. The learner sample added another layer to the data in that it explored learner's views of learning poetry.

1.5.3 Data Collection Instruments

The data collection instruments that were employed were lesson observation schedules, focus group interview schedules and teacher interview schedules. The reason for choosing different types of data collection methods is to enable triangulation of data and also to ensure that both the teachers' and learners' perspectives on the methods used to teach poetry are elicited.

1.5.3.1. Lesson Observation

For classroom observation, two (2) lessons in each of the four secondary schools offering poetry were observed. A classroom observation schedule was drawn up. It consisted of observations related to English second language teaching of poetry. Observations were recorded by the researcher on the observation schedule using short descriptions.

1.5.3.2. Learner Focus Group Interviews

One focus group interview was held in each of the four secondary schools. This means that four separate focus group interviews were done. Each focus group consisted of ten learners selected in consultation with the poetry teacher. A total of forty learners participated in the focus group interviews. In focus groups, the learners were given key questions related to poetry teaching and learning that were pre-selected. The researcher electronically recorded and facilitated the focus group interviews.

1.5.3.3. Teacher Interviews

The teacher interviews were conducted one-on-one with the four teachers who teach poetry in grade 10. Interviews are more structured with a set of predetermined questions to be answered by each respondent. These were derived taking into consideration the objectives of the study. The researcher conducted the interview which was also electronically recorded.

1.6. DATA ANALYSIS

Content, discourse and thematic analysis techniques were used to analyse the data gathered from interviews and lesson observations on poetry teaching and learning. The content of all the lessons was transcribed before analysis.

1.6.1. Lesson Observation

Lesson observation were done using a lesson observation schedule. Lessons was tape recorded. Data gathered using this instrument was transcribed. Thereafter decoding of the data was done using the content analysis technique. Key words used whenever the target behaviour or observation occurs was highlighted using discourse analysis. The content was further analysed for methods used to teach poetry and learner responses to these methods.

1.6.2. Learner Focus Group Interviews

For learner focus group interviews, data was gathered through electronic recordings of the interviews which were later transcribed. The data analysis technique which was used to analyse the data was thematic analysis. During the analysis, recurrent themes were identified from the content which is related to the objectives of the study. These themes were then ordered according to their importance in the context of learning poetry and discussed in detail.

1.6.3. Teacher Interviews

For the teacher interviews one poetry teacher was interviewed from each school. These interviews were more structured with a set of predetermined questions which were answered by each respondent. The questions would be either open-ended or semi-structured. It comprised of questions related to the methods used in poetry teaching. They were asked to indicate their lesson scheduling, what methods they use, for instance narrative, co-operative or collaborative teaching, amongst others. Teachers were expected to respond explaining how each member in their respective groups share and perform in their poetry lessons.

Teacher interviews were also electronically recorded and transcribed before analysis could be done. Both content and thematic analysis techniques were used. Content from the interviews were coded into categories according to the responses which related to different objectives. Thereafter, methods of teaching poetry were identified

and clustered according to different themes. These were then explained in the context of the study.

1.7. CREDIBILITY AND TRUSTWORTHINESS

Finally, the conclusions should be verified to test sources of error and also to find out whether inferences drawn are based upon such data analysis. Therefore, verification performs for qualitative research what reliability and validity does for the alternative research. Lincoln and Guba, in Golafshani (2003:601) indicate, "There can be no validity without reliability in qualitative research". This means that trustworthiness which is defensible in the research findings have replaced validity and reliability.

In so far as such trustworthiness is concerned, I would caution myself against using this term. The use of triangulation does not warrant or even qualify the generalizability of a study. It is usually the sample size against the actual population. In other words, the representativeness of the sample to the population is illustrated as triangulation methods as used by Parton, in Golafshani (2003:603). Involving triangulation implies several data collection methods that were used with multiple perceptions as in this study. Such methods include observations and interviews. Therefore, triangulation suggests multiple data collection methods and analysis. This study employs multi-methods using multiple data collection strategies to collaborate or confirm the findings thereby ensuring trustworthiness.

Meaningful concepts in qualitative research: Historically, qualitative research was criticised for lack of scientific rigour and validity. However, Brock-Utne (1996:8) indicates that reliability as criteria to judge or assess belong to the positivist or quantitative paradigm.

Cope (2014:89) discusses the following four criteria to give an in depth meaning of subjective or personal judgements that can be applied from teachers' point of view, in a qualitative research.

1.7.1. Credibility

Polit and Beck, in Cope (2014:89) refers to credibility as 'the truth of the data or the participant views and interpretation and presentation of them by the researcher'. This

means that, the researcher's findings and participants' experiences should be verified by other methods, for instance, observations and audit trails.

Merriam, in Shenton (2004:64) defines credibility with the question "how congruent are findings with reality?". This quote means that, the researcher should ensure that trustworthiness processes are established. The researcher must also establish whether or not such established evidence is compatible with the aims that were to be achieved. Bowen (2005:2015) further classifies credibility as 'the confidence one can have in the truth of the findings established by various methods. This means that, should the researcher find disconfirming factors, then such should be clarified before the research analysis could be concluded.

1.7.2. Dependability

Polit and Beck, in Cope (2014:89) refers to dependability as "the constancy of the data over similar condition". This means that, another researcher can agree with the findings previously concluded in a similar situation.

Shenton (2004:71) describes dependability as "a process in the study reported in detail, thereby enabling a future researcher to repeat the work". This quote means that, the extent to which research strategies can be repeated by another researcher, and then the same results would be concluded effectively. Also Denzin and Lincoln, in Bowen (2005:216) defines dependability as "the stability of the findings over time ... coherence of the data in relation to the findings, interpretations and recommendations".

1.7.3. Conformability

Polit and Beck, in Cope (2014:89) refer to conformability as "the researcher's ability to demonstrate that the data represents the participants' responses and not the researcher's biases or viewpoints".

Also Miles and Huberman, in Shenton (2004:72) define conformability as "the extent to which the researcher admits his or her own predispositions." This means that, the

research method that is adopted in a study should be justified throughout the study, whether or not they are appropriate.

1.7.4. Transferability

Cope (2014:89) refers to transferability as “sufficient information provided to enable the researcher to assess the findings’ capability of being fit or transferable”.

Merriam, in Shenton (2004:69) describes transferability as “the findings of the study can be applied to other situation”. This means that, the conclusions in a study could be legitimately be applied to other related situations and populations. Also Bowen (2005:216) explains transferability as “other researcher’s application of the findings of the study to their own”.

1.8. ETHICAL CONSIDERATIONS

This addresses permission for the study, informed consent and anonymity and confidentiality.

1.8.1 Permission for The Study

Permission from the Department of Education was requested and granted in writing. In accordance with Section 71 regarding conducting research with minor children, ethical clearance was sought from the Turfloop Research and Ethics Committee (TREC).

1.8.2 Informed Consent

Permission from participants and their school principals was sought through informed consent forms which were signed before commencement of the study. Teachers also filled in informed consent forms.

1.8.3 Anonymity and Confidentiality

Anonymity and confidentiality of the participants was assured as no names are used. This study is non-invasive and all care was undertaken when conducting interviews with the learner focus groups, all information was treated with utmost confidentiality. A teacher was also present during the focus group interviews with learners. Participation was voluntary and participants could withdraw at any time from the study.

1.9. SIGNIFICANCE OF THE STUDY

This study is significant in that it addresses the very heart of curriculum delivery, that is, the methods used to teach poetry. It is envisaged that by examining the methods used to teach poetry, both teachers and learners will become more aware of the importance of poetry as a genre in the school curriculum. In addition, this study is significant in that it analyses current methods used in poetry teaching and also identifies successful methods. This study hopes to make a contribution to reawakening interest in English poetry teaching and learning.

1.10 CONCLUSION

This chapter introduced the study and the objectives. The researcher briefly discussed the constructs under consideration and addressed the research approach that this study used. In the next chapter the literature from previous studies is explored.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The author discusses the theories of language learning especially co-operative or collaborative learning which could be extended to work-related situations. She aims to reflect on the impact of English First Additional Language abbreviated EFAL, as a language of instruction, she will also discuss the relationship between EFAL and literature, in particular in the context of poetry. She further sheds light on the methods of teaching of the genre and suggests appropriate ones for the secondary schools in this study belonging in the Shiluvane Circuit, within the Greater Tzaneen Municipality, Limpopo Province.

2.2 THEORIES OF LANGUAGE LEARNING

This section looks into the measurers, comparisons of contrasts and dimensions of various studies which are informed by Vygotsky's framework.

2.2.1. Cognitive Second Language Acquisition Theories

Selinder, in Apple (2006:281) uses the concept of 'interlanguage' to indicate how learners reach or attain the expected second language acquisition. The researcher then adopts the interlanguage concept. She also contextualises her study by reflecting on Krashen's comprehensible Input Hypothesis of 1982, Long's Interactive Hypothesis of 1983 as well as on Schridt's Noticing Hypothesis of 1990 (Apple, 2006:281). They inform or explain how English second language learners can become efficient or competent. Based on the above theories, increased exposure to English as the language in which a text is translated into, that is, the target language, can help learners to acquire proficiency in the English language in the same way as the original or native speakers of the language.

Krashen further indicates that human beings have direct access to 'universal grammar' to which both adults and children can obtain (Chomsky, in Apple 2006:281–282). However, she cites motivation and anxiety as feelings and attitude or affective factors that can hinder and interrupt contribution to second language.

Therefore, automatic language learning occurs if input is higher than the learners' proficiency level. This means that understanding the target language will result in acquired speaking competence.

Although Krashen never provided solid evidence on output or productivity for adults. This means that he denies that listening or reading in the target language will enable one to become a good speaker or writer of English, Krashen does not explain or defend how input is comprehensible or understood by English second language learners. Presumably, all learners have a different level of comprehension. Therefore, English second language speakers have to 'socio' collaborate learning tasks (Hempel, 2006:110). This means that, apart from theoretical framework, learners have to be active participants in the language acquisition endeavours. Such English second language 'negotiation of meaning' is also referred to as 'communication repair' (Apple, 2006:281). The interactions through language wherein learners increase their exposure to the input of the target language is thus ensured.

In the same vein, Vygotsky, like Thorndike based on behaviour on stimuli as Pavlo's theory of conditional reflexes (Van Der Veer & Alsiner, in De Vries, 2000:188). The theory implies that; human behaviour can be performed without consciousness. These beliefs indicate that Vygotsky belong to the behaviourist theory. On the other hand, just like Piaget, Vygotsky believed in the dialectic theory which influences behaviour, depending on mental development or the assimilate construction tool (Van der Veer et al., 2000:189). Therefore, Piaget and Vygotsky believe that the imbalances in the environment shape the psychological makeup of an individual.

Piaget places emphasis on knowledge construction and intellectual cognitive exchanges. Further than Vygotsky, Piaget specifies on accounting of intelligence from infancy until three (3) years of age as lower mental functions where structural adaptations are experimented. In Piaget's view, a child's interest should be acted upon by the subject or individual.

However, Vygotsky believes in the dualistic conception of the social and the individual development as equated to intellectual and linguistic development. Vygotsky focuses on content or stimuli. This means that, Vygotsky's response to the stimuli depends on

the environment. Therefore, Piaget's and Vygotsky's assimilation seem reciprocal. They are both perceived as constructivists. Academically, Vygotsky's language acquisition theory is clearly evidenced by concepts of 'zone of proximal development' and 'scaffolding' (Werstsch and Bivens, in De Vries and Sumara, 2000:192). This means that their differences of opinions are harmonized on the co – operative or collaborative teacher child relationship. The difference between behaviourists and constructivists lies in the use of the 'more capable other' or competent adult. Therefore, the child is not a passive recipient of adult guidance or assistance.

Scaffolding is likened to 'behaviour shaping' from an adult expert who uses rewards by praises, encouragement, reinforcements through Kamehameha Elementary Education Programme (KEEP) in reciprocal teaching (Brown and Campience, in De Vries and Sumara, 2000:198). Also children are motivated to use the constructivist theory through the socio-moral approach, in which children unwillingly put toys in an organized pattern. These children were also unwilling to clean up, however they shared a feeling of dislike for the mess their class was in and thereafter were willing to clean up. Therefore, a child's learning should not be damaged by instruction. For Piaget, speech moves from the individual to the social. That is, understanding scientific concepts is concerned with progressive construction through stages and reasoning. While, for Vygotsky, speech moves from social communication to inner egocentric speech. Vygotsky calls such, higher mental ability, which differentiates man from animals. Thus, speech reflects human beings as social beings, with social lives (Lieu, in De Vries, 2000:195).

Piaget and Vygotsky along with Bruner, in De Vries and Sumara (2010:489) propose spiral curriculum which include dynamic efficiency concepts in opposition to static deficiency of learners. That is, humans can never be finished and yet they are strongly sufficient. That is formal education is not to make learners compete but to present opportunities to expand horizons of possibilities. That is constructivists identify with interpreting curriculum. This implies that the above ideas are supportive of English as a second language for teaching and learning in this study. However, Vygotsky's constructivist theory, which is often called social constructivism, has made room for an active teacher involvement. Also, culture from constructivism gives a child cognitive tools for development to a greater extent than Piaget's cognitive theory.

Seligmann (2011:13) indicates that the in competencies in the language of instruction, especially at the university level reflects on the learner's success being hampered by the lack of adequate vocabulary, weak sentence structures and paragraph construction in academic institutions. Such lack of understanding further perpetuates poor language use as with wrong spellings amongst other inabilities.

Bloch (2014:13) focuses on understanding and communicating in one's mother tongue can encourage campaigns of producing reading materials in African languages and English. Also bilingual supplement in collaboration with the publishers are urged to write stories for children to read in mother-tongue and English. This means that, the South African constitution acknowledges and nurtures all the eleven (11) languages equally.

Mataboge (2013:23) shares her intimate experience of 'loving relationship'. She never thinks could get anywhere than in her Setswana mother-tongue. She says that her perceptions and views of the world around here were shaped by her language. Similar to Mataboge's experiences, Skosana (2013:25) attempts to appeal to the youth not to ignore Isindebele as a language of learning and teaching. He also encourages the youth to study and develop Isindebele. He wonders what the future will be if Isindebele is done away with.

Molele (2013:26) further reflects on how he and his siblings would spend the evenings listening to his mother's folklores, Pedi spiritual songs, legendary stories of kings like Sekhukhune, Mampuru and Mokopane about how they resisted colonialism. Molele indicates how they enjoyed their Bapedi riddles. He was also enthralled by the metaphors and idioms in relation to other dialects like Lobedu, Setlokwa and Sepulana in the Limpopo province.

2.2.2. Application of Action and Active Learning

Meyers and James in Eamis and Cates (2011) describe this co-operative learning theory is associated with action research through reflective learning in problem areas for the learners. Action and reflection are combined, but not requiring new knowledge contexts, with the aim of improving the reflected action.

2.2.3. The Sociocultural / Social Theories

The social theorists believe that true learning occurs when the learner actively transforms and does not conform to the world. This means that, learners in this framework of thinking are able to assimilate, internalize and integrate new information. Also, second language teaching strategies, especially in literature and poetry in particular in this study is informed by task or genre – based approach, (Gee and Bridget, in (Turuk, 2008:253–254). In this context, language is linked or connected to a communication tool. Teachers adopt second language integration to the text. Vygotsky refers to the approach as ‘fossilisation’ (Zimmerman, in Turuk 2008:254). On this premise, teachers teaching without requiring or invoking reflective thinking could retard the learners’ potential or capabilities. Therefore, Vygotsky’s concepts of ‘zone of proximal development’ and ‘scaffolding’ promote communication as well as second language acquisition.

In Vygotsky’s view, learning results from mediating with peers in assisting to achieve through collaborative learning using ‘acquisition’ and ‘participation metaphors’, (Sfard1988:10–11). These metaphors have always been characterized by theoretical incompatibilities which inform learning.

Such theories, as indicated above, influence instruction in the classroom. Therefore, incompatibilities of approaches can become fulfilled or reconciled by cause of the two metaphors to complement each other, particularly in poetry instruction, also as seen with the adoption of cognitive and socio-cultural theories in second language learning. Therefore, the ‘acquisition’ and ‘participation’ metaphors have to be used interchangeably or in combination with each other and not the one to be applied exclusively from the other in poetry teaching and learning.

2.2.4. Applications of Sociocultural / Social Learning Theory

Vygotsky’s sociocultural theory of 1978, (Eamis, 2011:46) perceives learning as social and cultural or community of practices. This means that, emphasis is on socio-cultural aspects of co-operative learning approach. In this context learning is also seen as situated in the socially and culturally structured world. This quote means that, learners are seen as active participants in communities. Learning is also viewed as a

community of practice in involving “the person plus” indicating that outside the individual’s head, the learner can participate with other learners through co-operatives.

Bandura’s social learning theory of 1977, (Eamis & Cates, 2011) implies that learners taught with the co-operative learning approach observe modelled behaviour essential for learning, especially in the workplace from colleagues. Vicarious pleasure about appropriate behaviour becomes influential to those learners. They also learn from their successes and failures. Therefore, these learners reflect on workplace behaviour with the aim of making situations better for their own learning. Radebe (2014:3) points out that dysfunctional children do not learn a language easy if it is not used outside the classroom. In reply to this assertion, Balfour (2016:4) still emphasised the extent to which language contributes to social unity or cohesion. This argument means that in advocating for straight to English earlier as a medium of instruction, increases performance. However, Balfour (2016) further blames the learning of African language in the first three years of schooling as perpetuating social disunity. More so, Balfour maintains that, learning of African languages has not happened for either white or black children in South African education seriously. Balfour raises this concern as learning an African language in most white schools is not for examination purposes.

Isaacs (2014:8) blames the discrepancies in education as a reason which widens the social gap and further divides society into different social classes. He cited the unequal allocation of resources to be reversed. This situation was witnessed by the lack of furniture or infrastructure in most schools in the Eastern Cape, neglecting of libraries in the Western Cape schools, lack of textbooks and proper sanitation or overcrowding in Limpopo schools amongst other social inequalities.

2.2.5. The Motivation Theory

It has always been difficult to distinguish between second and foreign language learning. Gardiner, in Oxford and Shearin (1994:14–15), defines second language as, ‘... main vehicle of everyday’ communication for most – people, for example, French by non-native speakers in France, and foreign language as ‘one that is learnt in a place where the language is not typically used as a medium or ordinary communication, for example, French in the United State of America’. In the former instance, it means that,

second language learners are surrounded by stimuli or interest in the target language while in the latter case, foreign language is stimulated by their native language but they go out and find stimuli in the target language. Therefore, learners relate to speech accommodation theory whereby they identify with a group that speaks the target language, (Dornyei, in Oxford et al, 1994:15).

Also the 'need theory' is explained as the need for people to progress by Maslow hierarchies or if people's needs area are not being met. On the other hand, a different perspective addresses physiological, safety and security in self-actualization (Oxford & Shearin, 1994:16–17). The need achievement theory implies that second language teachers should find tasks that support learners' communication even if their language may not be perfect. On this premise, learners can be intimidated by fear of failure and success. Instrumentality theory, also referred to as 'expectancy – value' focuses on behaviour as probability for success. It is also known as violence. That is, poor confidence which is a tendency to choose by the teacher an easy task that a learner cannot fail. Therefore, there is a belief that second language learners' styles involve behaviour that reflects preferences.

Equity and reinforcement theories are based on intrinsic and extrinsic motivations. This means that, teachers credit learners with tangible gifts and also reward learners' creativity. Therefore, people usually credit themselves whenever they are successful but blame others when they are unsuccessful. Artkinson's model of achievement of 1964 values tasks and subsequent achievement, (Eamis & Cates, 2011:44). Therefore, co-operative learning has the ability to motivate and inspire learners. Also learners' enjoyment of the poetry genre in this study will be likely influenced by the expectancy value model deliberated upon herein.

2.2.6. Application of Experiential and Reflective Learning Theory

In addition, Kolb's experiential and reflective learning theory of 1984 (Eamis & Cates, 2011:45) indicates that learning is described in a four stage co-operative learning recurring in cycles. This means that, observation, reflection of learning, making assessment and framing concepts are as adopted in Kolb's model.

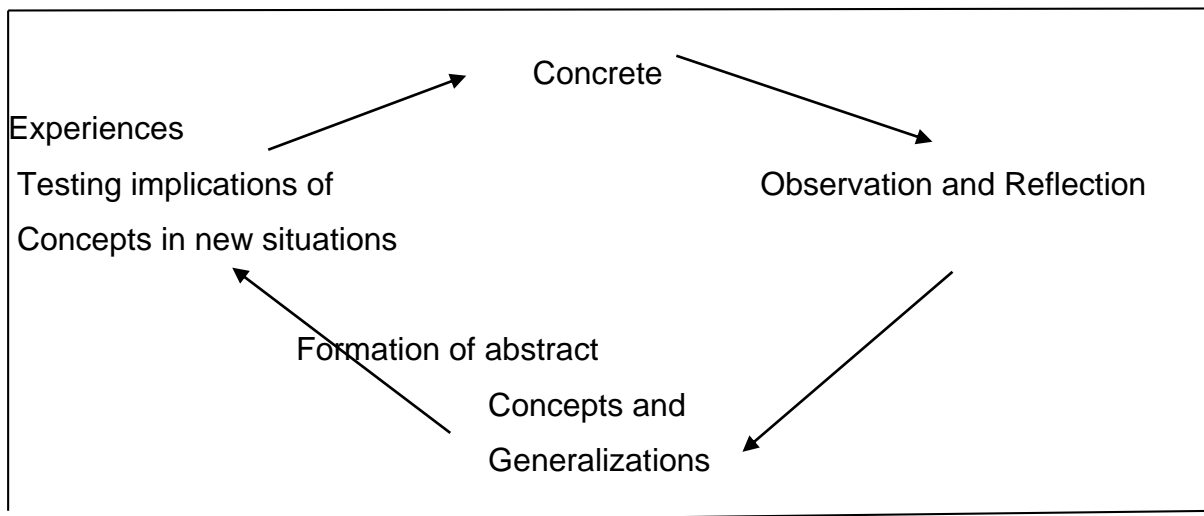


Figure 2.1 Kolb's experiential and reflective learning model as adopted from Eamis and Cates (2011:45)

In this co-operative learning theory, learners formulate conceived ideas to test in the workplace, reflect, and then integrate between the classroom and workplace. According to Schön's reflection theory, in Eamis and Cates (2011:45) the work place is informed by this framework of thinking, co-operative learning applying prior or past knowledge describe this as "awareness of a perception, thought, feeling, disposition, intention and action ... including imagining alternatives". This means that learning is contextualized through dialogue with critical questioning.

Learning is summarized as an intervention or medication to reconcile learning through using tools and signs. This means that, social interaction in learning is contextually situated. This is also known as cultural historical activity theory, abbreviated CHAT, which looks into various dimensions of learning, to avoid enormous conclusions, especially for poetry teaching and learning in this study.

Shir, Seng, Yang, Lin and Liang (2012:90) have used 'folksonomy' in learning generic Chinese poetry. They defined it as 'a user generated taxonomy ...to categorise and retrieve web content ... called tags'. The quote means that, Mandarin poems in China are recorded by using Global Positioning systems abbreviated as Mandarin through smart phones for outdoor poetry learning. In this context, students are inspired to learn

in co-operative learning groups, or teams. Similar to 'mudlarking in Deptford' projects in the UK, students are enabled to use mobile devices like phones or computers in learning.

Informed by Bloom's taxonomy (Shir et al., 2012:91-92), uses of the cognitive skill is divided into: "knowledge, comprehension, application analysis, synthesis and evaluation in learning". In this context, students use networks to discuss and share their poems assisted by their peers and teachers, also guided in outdoor settings. Macupe (2015:9) comments on the Minister for Basic Education's budget speech suggestions. She offers grade nine (9) pupils with vocational certificates so as to help them to be accepted in the FET colleges or entrance into the work place. However, Macupe (2015) comments that the Minister's initiatives to address the skills' shortages and joblessness are 'too late' as the damage had already been done. This means that, the dropout rate gets worse before the learners reach Grade nine (9). More so, the learners struggle to attain a senior certificate. Most learners therefore, only become employed as messengers since they are only able to read and write, but have left school without the needed vocational subjects.

Also, Saba (2015:1) predicts uncertainty about the matric pass rate by Umalusi Head of the Council. He has reported the drop in the pass rate for the first time in five years. Maths and Mathematical Literacy marks were adjusted. English home language marks were also adjusted. Still the results were down as compared to those in 2013. These marks inflation means that emphasis should not be focused on matric final examination strictly.

2.2.7. English First Additional Language

Research (Mail & Guardian, 2013:22-27) indicates that learners exposed to mother tongue instruction in place of English in the foundation phase acquire second language easier. However, it is indicated how the policy has failed. What happens is that learners are obliged to grow up speaking their home languages like Isizulu, Sesotho and Tshivenda amongst others, to develop or acquire a different language within a short time, which was not achievable.

CAPS (Curriculum Assessment Policy Statement) (Department of Education, 2010:10) indicates that 'First Additional Language' is used for communicative functions

in society. This means that, English First Additional Language is merely a medium of learning and teaching in education. Therefore, at foundation phase under the circumstance, the language will only be used when it is necessary.

This UJ lecturer as previously stated in Mail & Guardian, suggests we stop viewing English as a tool for communication but encourage bilingualism. That is, transition from home language to English which she saw as enhancing learning in school and not obstructing development. Therefore, transition to English should be simultaneously done with code – switching, which is a skill that improves with time. She further argues that the causes of poor results are not based on language policy alone, but also on lack of teaching and learning programmes, the use of resource support and plans to improve reading and writing, and learner-teacher ratios or overcrowding in classrooms, amongst others.

According to the South African Institute of Race Relations (SAIRR), (The Star, 2013), Cronje discusses why English is no longer a white language in South Africa. The SAIRR researchers reported that 63% of 115 million pupils in public schools in 2010 prefer to be taught in English. This fact reflects the fact that the global norm or trend that indicates that the country would have more Africans speaking English at home in future. The lecturer in the department of childhood education at the University of Johannesburg who says English should have been taught at foundation phase level is already too late for acquisition for English as language of instruction. Also the SAIRR reports that currently, 1.2 million Africans use English as a home language in the urban areas, mainly well-off families who send their children to English language schools.

The researcher agrees with Singh (2011:118) that, in the South African school situation, learners in the foundation phase attend schools whose language of learning and teaching is an African language or mother-tongue, from grade three onwards, English would be introduced. Singh (2011:118) further indicates that, basic skills of reading, writing and speaking can be transferred from an additional language, which is English or Afrikaans to an African language, but that this is not happening. She indicates that the diversity of African languages can be found in certain areas, but in the rural areas there is always a dominant African language. This means that, at the

foundation phase level, particularly in rural areas, learners still encounter problems of using English as an additional language.

The United States of America, Department of Education Census Bureau (Gillenders, 2007:47) recommends recruiting Latino bilingual teachers, so that they can use Spanish as the language of instruction. Since it was established that Latino children on average perform lower than whites, African Americans and Asian children in school readiness tests. In this context, it was shown that, teachers need to go beyond language barriers, in which ease children are accepted by their peers. Therefore, positive teacher-child relationship increases the application of interactions through decoding to its sociocultural theory of Vygotsky, especially with regards to the concept of 'zone of proximal development' and 'scaffolding'.

Also Renegar and Haertling (1993:221) suggest using Bloom's taxonomy in literature. This means that, tasks will be content-specific with positive feedback to group mates, an endeavour which calls for higher cognitive levels. This scenario is similar to Piaget's cognitive theory, whereby language is promoted, especially from bilingual transition into English instruction as has been seen earlier.

Finkbeiner, in Cohen, Brody and Sapan-Shevin (2004:114-115) relate language learning in this context to the 'LMR Plus' model. The teacher as a facilitator, changes roles to become a learner, moderator and researcher. This 'plus' refers to the use of English as a foreign language. Peers interact in different languages and cultures; they give each other feedback without any discrimination. In the use of Granglais with English in Greek Education, Fraire, in Prodromou (1988:71) reflects how culture can become a uniting factor without any domination or alienation of any language or culture in bilingual instruction. This was evidenced with the European Union declaring 2001 as the year of the 'Foreign Language' where English is frequently taught as the first foreign language.

Perez and Holmes (2010:32) refer to the learners as the culturally and linguistically diverse, abbreviated as CLD or sometimes described them as the English language learning students, abbreviated as ELL. They have indicated that teachers should emphasise on the learners lack of English expertise, their various or different cultural

– linguistic articulation, prior or early knowledge and skill first hand execution. On this basis, literacy development can be reflected through socio-cultural, linguistic, academic and cognitive elements, biographies.

Perez and Holmes (2010:34–39) describe how the CLD or ELL called EFAL in this study, develops in various proficiencies, respectively. Socio–culturally, they reflect on using the students’ background and assist them in sharing their cultural authentic tales. These learners feel appreciated and can then link their vocabulary concepts, and for instance Spanish Hispanic cultures are used as aide or assistance in relating to the current curricula. They become influenced or are filled with a desire to want to learn more and are thus enriched.

Linguistically, an expression in the Spanish language and English, is seen as being helpful because these students readily use concepts through their native languages to explain in English, what they are being taught through English instruction. Therefore, following Krashen and Tenel, in Perez and Holmes (2010:35), each CLD learner has to follow the “pre–production, production, speech emergence and intermediate fluency “acquisition or attainment levels”. In this context, these learners are supported to develop skills, similar to Basic International Communication skill, abbreviated as BICS. The Spanish, French and German CLD students are paired or teamed up with the more competent English speakers to provide vocabulary support for bilingual students, through translation.

Academically, Perez and Holmes (2010:378) indicate that, “the best teachers ... evoke emotions”. This quote means that the teacher empathises or identifies with learners in classroom situations in expressing ideas, by engaging and motivating the CLD students to work in small groups. Sharing curriculum content through asking relevant and meaningful vocabulary, help these learners participate with others in a less threatening environment. These learners’ images or memories are stimulated and hence they learn more.

Cognitively, Chamet and O’Maley, in Perez and Holmes (2010:39) clarify how knowledge is meta-cognitively and socially enhanced, through fear interaction. They put faith strategies as, “KWL, charts, circle maps and concept skills” to extend or

increase their prior knowledge in cooperative learning teams. These learners were also encouraged to use 'biographies' in journals where they would record their experiences to share fear of cultural stares in their respective teams. Maluleke (2015:15) reflects on how Mandela's grandson had disapproved of chief Meligqili, son of Dalinyebo's English speech instead of Isixhosa at the graduation ceremony of the traditional initiation. The young Mandela was quoted as saying that 'if you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart'. Maluleke deliberates on how English has been invading indigenous languages which he says is disadvantageous. He further sheds light on how his name 'Tinyiko' which is translated as 'Gifts', caused him to bend his head in shame when his acquaintances called him 'Tinyoka' which is translated into 'Snakes'. He still feels troubled by such insensitivity and their ignorance.

However, Maluleke (2015) hopes that 'Mandarin' which is a Chinese language as is presently being introduced into the primary school system, would replace the current dominance of English over other languages. Also Du Plessis (2013:25) is troubled by the sight of English being as a national language at the expense of other indigenous languages. Sepotokele (2013:23) insists that unlike all his peers where children speak only children speak only in English. He encouraged his own children to speak Sesotho, Setswana and Isizulu. He explains he still plays Mpharanyana and Babsy Mlangeni, Cannibals songs and Steve Kekana because he enjoys his cultural music and his heritage. To date, he still reflects on the pleasantries he shared with Sotho-speaking journalists twenty years ago. He cherishes the exchange of greetings, especially when a Mosotho woman ululates Pula! This is translated as, 'Let it rain!'

2.2.8 National Policies for Language Teaching in the South African Context

The ongoing language debates need to be discussed in an attempt to contribute from an informed policy-based perspective. At the recent Percy Memorial Lecture in the English Academy of South Africa, Professor Jansen (Mail & Guardian, 2013), suggests that mother-tongue instruction gives encouragement to English acquisition later. He indicates the uses of mother tongue instruction in the foundation phase but allowing schools to make the final choice, based on their specific or particular needs to be beneficial.

He further reflects on what language South African children in public schools should be taught in which has been persistently looked at in the media. Assuming that English proficiency is important results in parents enrolling their children in English instruction schools as early as possible. He indicates in his address that becoming fluent at an early age makes practice perfect. However, linguistic theorists do not agree. They insist on a second language foundation. They also predict that several years of mother tongue instruction will lead to better second language acquisition. Policy makers also alert that with multiple home languages for children whose first language is not English, English fluency and mother tongue instruction in learning areas does not best achieve this. Therefore, instructing a child in English from grade one or starting with mother tongue instruction and transferring to English as a language of instruction in later grades remains a challenge.

Kilfoil (1994:16), on the language of learning and teaching (LOLT) in South Africa public schools, indicates that language was learnt to enable communication in society, but states that, literature was marginalized. She further discusses the South African English syllabus requirements. That is amongst others, schools attached to the Department of Education and Training should teach literature from standard six to ten, which is grade eight to twelve. At these grades, the syllabus requires two prescribed books by the department. The syllabus also focuses on the mechanistic approach which ignores the teaching of literature, personal response in relevant reading contexts, as well as the fusion of cognitive and effective abilities to achieve aesthetic pleasure. This means that, if pupils do not come to believe that reading literature is pleasurable, then they will lack the motivation to read on their own. The value of literature therefore depends on 'sterile' experiences, which prescribes textbooks about functions on what it does and not what readers can do with it (Rosenblast, in Kilfoil, 1994:34).

Grade nine syllabus requires that poetry be read in class. Pupils have to read three prescribed books, one on drama, the other on prose and poetry. At this level, the teacher-centred approach without real understanding of reading as well as interacting with literature is evident. In grade ten, the syllabus requires three books to be read in class and a further fourth to be read privately and a record of which must be kept at

school. However, practically, this does not happen. Teachers also are required to develop the pupils' enjoyment of reading with understanding. However, there is no precise guideline for what should be taught and tested, especially, on treating literature as content. Therefore, the pleasure of reading is not achieved.

In the old standard nine and ten (grades eleven & twelve) syllabus, the Department of Education and Culture (1987/1988:4), as well as in Kilfoil (1994:35), both state that unless pupils have a desire to read for enjoyment, they will not cope in the classroom nor will they be able to use such reading skills, for career advancement in a literate society. This quote means that, teachers should help pupils to develop reading skills so that they are able to comprehend and enjoy or appreciate various texts especially poetry as in this study. The syllabus specifies two prescribed texts to be chosen from majority drama, novel, short stories and poetry. However, the teachers' discretion on preferring other genres over poetry, leaves much to be desired.

The new core syllabus draft, Kilfoil (2004:136–137) provides for literature examination in grades ten, eleven and twelve, to comprise of twenty-five percent internally set from the schools instead of externally examined by the department. The teachers abuse their discretion in selection of literature text by purposely excluding poetry. They would continually prefer not to even change their literature texts from time to time. This means, they can treat the same novel, drama, short story or prose for over two to three years. This makes literature classes very boring, especially for repeating learners. Therefore, selection of which text to teach in literature and the teaching method choices are constrained by omissions at the expense of some texts over the years as seen in the circuit under study. The new curriculum is developed by the coordinating committee of the department of education.

Currently, the language policy encourages the use of mother tongue instruction in the first three years of primary school, that is, the foundation phase. Followed by the transitional switch to English or Afrikaans in grade four (standard two). Some parents prefer commencing with English as a language of instruction from grade one (Sub A), and, area referred to as 'straight for English' schools. In Makinana (2013:28), it was suggested that the University of Kwa-Zulu Natal language policy recommends from 2014 to make the Zulu language compulsory at an institution where Zulus are in the

majority. This is indeed not going to help; the country would seem to benefit if a language other than that which is spoken in that locality or environment is made compulsory. For instance, Venda at the University of Kwa-Zulu Natal, Zulu at the University of Venda, Setswana at Wits, Xhosa at the University of Johannesburg, Swati at North West, Ndebele at the University of the Free State, Tsonga at the University of Cape Town, Sepedi at Stellenbosch University and Sesotho at Rhodes University.

At an inaugural address at the University of North West, Potchefstroom, the Dean of the Education Faculty (Schultz, 2013), indicates that multilingualism offers scholars with a wide road to experience delight. He also encourages bilingualism in a multilingual classroom, where children may have more than two or three languages. The teacher, however may use only English or Afrikaans while learners interact in English with other classmates. This shows that, children who know more than one language demonstrate a better understanding, grasp grammar and acquire vocabulary and insight. Mashego (2003:29) referred to the use of African languages in the schooling system as dragging us back to apartheid. The speaker is a mother-tongue speaker of an African language, who suggests South Africa is liberated but our languages are still in bondage.

The Basic Education Minister announced that an African language will be taught at all schools from 2014 in grades R and one. This communication has increased debates nationally. Ndebele's prediction in Sarinjeive (1999:131) that "South African English must be open to ... indigenous African Languages". This suggests that we should teach children in a language that they understand best while simultaneously teaching English as an additional language. The Eastern Cape schools use the Alexander Model where children are taught Mathematics in IsiXhosa alongside English taught as a subject. The results for Maths benchmarks tests went up from thirty percent to seventy percent in 2011/2012.

Even the Judicial Service Commission failed to take into account the possibility that multilingual judges could be better and more sensitive in a multicultural South Africa than a monolingual one. Therefore, it is not Afrikaans which is to blame for apartheid, nor African languages that keep people tribalistic. What makes people racist is not the

language they speak, but the attitude they hold. Thus, the language of instruction is not the issue, but how it is used to teach that causes problems. The methods teachers use in teaching; especially poetry, need to be examined. Seligmann (2011:3) points out that South African learners who their language of instruction is an additional language, for instance EFAL, struggle with concepts in their respective contents. She reiterates that, the foundation of the required language skills should be acquired at the first twelve (12) years of schooling. That's from grade R until twelve (12) which is an open policy for Higher education. This assertion means that, teaching an additional language should be addressed at secondary school level, that is from grade ten (10) until twelve (12). This will enable learners to be adequately prepared for tertiary education.

Seloane (2012:15) encourages involving of parents actively in the education of their children. He focuses on the helplessness of teachers when the districts inflated the Annual National Assessment, abbreviated as (ANA) in Mathematics and English. This means that all the learners were allocated forty percent (40%) which the learners and their parents, especially in the Black public schools, were not made aware of the true reflection on the learners' reports. It has become disappointing for teachers to know that the learners will proceed to the next grade, since they are overruled by the announcement from the department of Basic Education which inflates the marks as indicated. Also Hurst (2003:46) comments on how 'tsotsitaal' helps to create a common culture. This means that, people are able to understand each other even if they do not know each other's main languages. In 2009, the late Neville Alexander had directed a project for an alternative education in South Africa. He handed a petition to the Eastern Cape Language Committee Board to recommend. Then years later arguments still resurfaced. The Basic Education department announced that African languages would become compulsory in the school curriculum. Hurst (2003:46) states that it does not upset him that Shakespearian English is no longer spoken in England as a Standard English. He also pointed out that, language can evolve and change so much that he agrees to 'tsotsitaal' being the national language and how it should be accessible in modern South Africa.

Research findings by Govender (2015:12) at Stellenbosch University, strongly indicates that three out of every five children in the public schools do not understand

what they read in class. These findings further indicate that, by the end of grade three (3), every child should be able to read for meaning. The findings also recommend that at grade five (5), the entire curriculum should be taught in English for 90% of the learners. Should these learners fail to read for meaning in English, then they would be unable to be actively engaged in their learning. The inability of learners to read fluently in the foundation or primary school level will hold down back and then they will remain excluded from the higher grades, especially in matric. They cannot get large numbers of pass rates if they could not get right earlier in the lower classes. Govender (2015: 12) also compared the local English second language learners with the same background in Florida, US. It was found that, the local grade five (5) second language learners from rural areas were at the level of grade one (1) second language learners in Florida. Therefore, Govender's (2015:12) findings suggest that unless teachers were better equipped with content knowledge, then the pupils' learning gains would be limited or neglected. Govender (2015:12) reiterates that most children in South Africa, complete grade one (1) until grade three (3) without being able to read properly in their home language. In grade four (4), the learners will be taught in a language that they least understand, generally in English. Oral fluency in English has been found to be very poor. At about forty-one percent (41%), learners were considered illiterate in the context of English Oral fluency. However, Govender (2015:6) suggests that two languages, which include an additional language, should be made compulsory in matric, for instance Isixhosa instruction had reaped the rewards in the Eastern Cape. Mother –tongue instruction was implemented from grade one until grade 2. Multilingualism was encouraged and showed positive improvements academically.

According to Wolf (2015:5), in Africa, monolingual foreign language system has failed. Mother-tongue bilingualism provides access to at least two languages for the learners. This means that, learners should be taught in their own languages, while simultaneously learning a global language. Owen-Smith (2015:30) puts forth the disadvantages of single medium education system. She discusses the inability of learners to use a primary or immediate language in their learning initiative. This means that, the choice of English by the majority of parents for their children is an example of how English negatively impacted on their children's performances. Also the choice of different home language instruction, which is not necessarily their own, leaves out the learners from an inclusive system, which is based on racial prejudices or segregation,

just as during the apartheid period, where people were racially separated according to whether they were privileged or not. Therefore, multilingual as opposed to traditional approaches are recommended for effective teaching and learning.

Roodt (2015:20) firmly warns against the adoption of Americanising African schools. He indicates that the language struggle that has always been waged ever since 1806 during the Anglo-Boer war. Then the 'taalstryd' continued during the Nationalist Party's ruling. This means that, the same way Afrikaans was forced through South African schooling in 1976, English should not be imposed by eradicating Afrikaans. In this view, unity in education has always been threatened by comparisons between the British and Dutch colonialists. This situation has been seen in semi-private institutions in Gauteng Province. The Basic Education department even withdrew subsidising such single medium schools, especially those which were predominantly Afrikaans speaking. Therefore, the imposing of English over Afrikaans schools in Gauteng will bring the country into decline educationally. At the same time, the adoption of English only over other language has been seen to be tolerated by the Gauteng provincial education.

Kaschula and Docrat (2015:4) consider the implementation of African language policy at Rhodes University as a success story. They discussed how by 2011 the Language Committee had been approved by the senate to implement multilingualism across the faculties. This means that, Isixhosa, English and Afrikaans were implemented in the teaching and learning in one of the mentioned mother-tongue instruction. Kaschula and Docrat (2015:4) have advised that the language policies in all the South African institutions, be accompanied by implementation and review time-lines, so as to do as planned. On the other hand, Taylor and Coetzee (2013:30) still promoted for children to be taught in English first, so as to be fluent in English later.

Also in line with Taylor, Balfour (2016:4) emphasised to schools that advocate straight-to-English earlier as beneficial for an increase in performance. He blamed underperformance due to the fact that, English across the curriculum was not provided for in the education policy, which recognised all the eleven (11) official languages equally. However, most linguists, Taylor and Coetzee (2013:30) still perceived that several years of mother-tongue instruction will lead to a better second language

acquisition. Although Mtshali (2013:4) was still uncertain in the class of 2014, as they were the first matric under the system of curriculum and Assessment Policy Statement (CAPS) it was replacing the National Curriculum Statement (NCS), wherein a lot of work was required timeously. Most teachers and learners were struggling, and then it was changed to CAPS. On the 30th December, Umalusi announced the 2014 Maths and Physics results as worse than in 2013. Pandor (2015:2) insisted on redesigning South African Education to improve in quality. She mainly focused on teacher training of maths and Science to sustain success in reading, writing and numeracy. Metcalfe, in Tuttenberg (2017:6) safe guards Umalusi exaggeration of the matric results, calling the statistics standardisation. This means that the results are inadequately inflated. For instance, for a learner who obtains twenty-nine percent (29%), should be given twenty percent (20%) for the learner to be progressed. This further means that, the learner has failed dismally but should pass. This automatic promotion of learners does not allow them to repeat the same grade twice. The Basic education department is doing this progression principle to get these learners out of the system, although they did not earn those marks. This situation leaves teachers powerless. However, Tuttenberg (2017:6) suggests for appropriate teacher training to be given a priority in the basic education budget. Also, Rakometsi (2017:29) indicates that marks adjustment do not reward for the effects of poor teaching or learning it only ensures that equal standards are maintained for the different assessment bodies.

According to Mail and Guardian (2017:20), the Department of Basic Education intends to give teachers and school principals competency tests. This is aimed at ensuring whether or not they are competent in their subjects as well as what effective teaching methods they are using. However, teacher unions especially the South African Democratic Teachers' Union. Abbreviated as SADTU resist such tests as belittling teachers as professionals. Lairi (2017:10) agrees with Mamphela Ramphela that there has been an upward adjustment to almost every subject. Both Lairi and Ramphela indicate that Bantu education was far better because they irritate that thirty –three percent was not a pass mark back then. This means that they are against progression of learners. They further point out that in the 'old Transkei' no pupil would see the next class without passing one's own language and English even if they obtained distinctions in all other subjects. This further means that the announcements of matric

results should be done by the learners and parents instead of political figures like ministers of education.

2.3. POETRY

Research indicates that integrating literature into language teaching is important in the classroom, Yilmattz (2012:93). Also Weilek and Warren, in Günes (2009:189) compare literature and language to the work of a sculpture which is described as ‘a block of marbels with some pieces chipped off’. This means, that the impression in the poem is traced back to the language in which it has been written. Such integration increases language awareness, enriching vocabulary and interpretation of literature creatively. This indicates the usefulness of literature for the appreciation of the different ways of language.

Hanauer (2001:295) describes poetry as a ‘close conversation analyses’ and ‘elaboration of textual meaning’. This quote describes the role of poetry reading as a means for increasing knowledge of the target language and culture. Fleming, in Mattix (2002:58) equates poetry to an art form, like painting. This comparison supports Hanauer’s interpretation of a communication problem that sometimes is experienced when one is unable to account for the aesthetic value of poetry.

Also, the pleasure for this genre in this study does not seem to be fulfilled. Reading for pleasure is not common to the learners in this study. They only memorise for examination purposes. Just like Tranian University where the undergraduate (Khatib, 2011:164-165) found poetry ‘boring’ monotonous and uninteresting’. Also just six percent of Hong Kong Chinese students favour poetry and more than seventy-three percent find the genre difficult and intimidating. Ironically even teachers have shown unhappiness about the genre, which is evidenced by the fact that only four schools amongst thirteen in this study offer poetry.

However, Chen (2009:46-52) suggests three ways of raising students’ interest in poetry learning. That is, through using songs, accessing networks and classroom activities, through listening to ballads about American and British culture. Shapes could be created and pictures could also be used to inspire learners, as well as participating in co-operative learning games.

The researcher draws lessons from Khokhar and Wahab (2012:627), where the status of poetry was reduced in Pakistan – Asia. They published a poetry textbook called ‘English Alive’, which uses content analysis at the ‘O Level’ (Secondary stage in South African context). They define content analysis as ‘research technique that describes written or open content of communication objectively, systematically and qualitatively. This quote means that, textbook of documents should be looked into in terms of specific expectations, for instance, figurative language could be selected for content analysis. This means that the said textbook aims to prepare both teachers and learners to understand and develop the love for poetry. Therefore, one acknowledges ‘English Alive’ to extend to all the curriculum, especially incorporating it into Howard Gardners 1980 theory of multiple intelligences (Khokhar & Wahab, 2012:628). The theory states that not only human beings have several different ways of learning and processing information and that they are independent of one another, a fact leading to multiple as opposed to general intelligence, for instance, linguistic, emotional, musical, spatial, bodily or kinetic and narrative (inter or intra personal).

Children with linguistic intelligence are recognizable, they cherish books, poems and public speaking or debates amongst themselves. According to Mahopo, Sowetan (2013: 20), journalists and artists have introduced taxi poetry in Johannesburg. Poems are written with magnet words on the surfaces of taxis as an interaction with the public which allows drivers and commuters to play with words. Also, poetry festival performances offer people with a chance to hear poetry read as its creator intended. This will make an impact on the appreciation, more than only reading in a book (Classic Feel Magazine, 2013:53). Seina, emotions and expressions on stage may differ from the way one would read it. In these poetry festivals, poets have a chance to be exposed to other people’s views, which may be different from theirs. Audiences can also record the poetry so as to keep poetry going.

Özen and Mohammedzaleh (2012:59–60) indicate that using poetry for language development shared positive effects. However, they emphasized on considering different ages and levels for both teachers and students alike. They show that, poetry – based instruction increased positive attitudes, enriched communicative skills and contributed to vocabulary, through language awareness and increased critical thinking skills. Therefore, using poetry in EFAL was meaningful in contributing towards

increasing vocabulary where learners communicated with each other, particularly in co – operative structured teams. The vocabulary was not to be taught in isolation, but through authentic poetry texts. In this context, learners' vocabulary will be positively influenced through different poetry based activities, which will motivate learners to enhance their learning, other than traditionally, where grammar or vocabulary would be taught in isolation. Thus, these learners' vocabulary will be extensively beneficial and their love for the genre will likely improve.

Faulst and Dressman (2009:117) have put forth a 'populist' approach towards poetry and its teaching. They suggest poetry as a 'source of reading pleasure for English teachers'. This implies poetry has the potential to enrich learners as a curriculum or content. Drawing from the negative experiences of perceiving the genre as tiresome and inaccessible. The populist approach, Faulst and Dressman (2009:228) define as "developed nuanced understanding ... of resistance to formalist discourse ... warrants an alternative ... regarding reading and teaching of poetry in the school context". This quote means that these populist researchers have suggested this approach to involve readers and teachers of poetry in an alternative approach as opposed to restraints of other approaches.

Embracing the populist approach, the author acknowledges. French & Kammer in Faulst & Dressman (2009:122) that, "... the teachers main aim is to evoke amusement ... to enrich the lives of his pupils". This quote means that, through involving students in collaborative small group settings and guiding them through poetry participation with others, will be positively influence or stimulate them to love the genre. These students will be able to listen to themselves and each other. Also, through creative working, using poetry, they will be influenced to play with language and may also perform through multi-cultural poetry. Similar to Jigsaw co-operative learning, these students' social prejudices will decrease. They will be seen not to treat poetry in isolation but in the context of their live experiences, in their classrooms and in their respective communities Frank (2005:49).

2.3.1. The Co-operative / Collaborative Learning Principle

The preceding theories underpin the learning of poetry in this study justifies co-operative learning approach as a valid method amidst many that seem to hold back instead of increasing the passion that should be experienced in the genre in this study. Therefore, one would reflect on identifying common theories that support the co-operative learning approach. Eamis and Cates (2011:41) describe co-operative learning as understanding learning in work placement. This means that, learning through work experience is credible particularly at tertiary level.

In this study, the author agrees with Fox, in Liu and Matthews (2005:3891) in dismissing mechanical learning methods in traditional lecturing through passive memorization and adopts co-operative learning as a constructivist teaching approach or method through small group interaction in poetry teaching and learning's-operative learning is related to the workplace. Which explains why learners make a transition to work in different environments upon school completion unlike learners who were never exposed to work environments. The author elaborates on the above teaching and learning approach or instruction to address the reluctance or passiveness in the poetry classroom activities.

Grice's co-operative principle, in Ephratt (2012:62-63) written (-cp)² are 'maxims' and 'implicative'. This means that the effective formal communication or language used should conform to the sequence of quality, quantity, relation and manner in order to satisfy such co – operative principle. The concepts are described as, 'information amount expected by the speaker's truthful contribution'. Then 'relevancy' and 'clarity of one's utterances'. In this co-operative principle, Grice indicates stages that 'verbal silence' in co-operative learning endeavours is likened to flouting or openly disregarding co-operative principles, rules and conventions. This means that if co-operative principles do not match with maxims or implicative then we observe silence, small talk or empty speech (Kasher, in Ephratt, 2012:66). Therefore, in the context of poetry activities as content and form, what contributes passiveness is regarded as uncooperative or rearrangement of maxims. This explains the silence of participants which violates the co-operative principle. Jacobs (2004:1) adds eight co-operative learning principles to structuring to the co-operative learning approach. They are:

2.3.2. Heterogeneous Grouping

These are small groups that constitute mixed variables, like, gender, age, and language, religious or social groups, amongst others. These teams are strictly made up of members who are assigned roles. The learners help each other to deal with individual challenges especially in the language of instruction which is English. Anxieties are reduced as well as learners' confidence is increased through understanding for an effective team building spirit.

2.3.3. Collaborative Skills

These are reasons to want to function as a group, for instance, enforcing interactive skills in literature language classrooms. Language hindrances are attended to and corrected through social skills. Learners do not mock or undermine each other. They listen attentively with the aim of supporting each other. Such social skills therefore increase effective co-operative or collaborative learning.

2.3.4. Group Autonomy

Peers are encouraged to belong together and be responsible for each other's successes. The collective contribution of team work depends on each learners sharing of ideas. However, sometimes teenagers often dislike such principles since they seem to feel peer-bound. Sometimes these learners also feel like they are interacting with the wrong "crowds", which has social hindrances or costs (Foote Verniette, Wilson-Bridgeman, Sheerain Erwin and Murray, in Chen, 2009:46-52).

2.3.5. Simultaneous Interaction

The sequence wherein only one person speaks and other members listen. The teacher abandons the authoritative teaching as an all knower. Learners are actively engaged, for example in taking turns in reading a poem, stanza by stanza or couplet or even a sonnet. Then the group members discuss their suggestions in their respective roles.

2.3.6. Equal Participation

Group members enable each other through interaction without dominating or hindering other member's inputs. These are learner led discussions without the teacher giving hints or clue. However, dominating learners are not allowed to do so in the discussions. Such learners should support the weaker learners. The time keeper also gives two minutes warning prior to the ending of the time allocated for the discussion, (Bergevin in Otaala, 1999:173). It makes it practically difficult to get silent learners to talk and to restrain talkative ones. These types of discussions motivate learners especially the

weaker ones in language competency. The more knowledgeable learners help and reinforce the less knowledgeable ones. They all become self-esteemed. They also become able to express their opinions as well.

2.3.7. Individual Accountability

Everyone shares his or her knowledge with his or her respective team mates with respect. Each learner is given a task to complete. This compels learners to question one another on how and what it is to be done, (Johnson & Johnson, 1990:103-106). This means that any learner can randomly be called upon to give an account of the group-work. However, both individual and group grade should be awarded.

2.3.8. Positive Interdependence

Group members share common goals for the team's sake, without overlooking others' contributions. Individual learners depend on one another to achieve. Each individual is compelled to make equal contribution to become interdependent (Johnson & Johnson, 1990:106).

2.3.9. Co-operation as a Value

Group members work together and not against each other. Also Kilfoil (2004:2) adds to the co-operative learning principle, a concept of 'team approach' in Open Distance Learning and Development, at the University of South Africa (UNISA). In these teams, she requires entirely dissimilar individuals to become team mates through collaboration with others. She emphasizes that, people should think 'outside the box or silo'. This means that, in instances of disagreements, people should contribute their opinions to their respective teams beyond incapable reciprocal relations.

Saljo, in Thomas (2004:1) advocates for the concept of 'deep learning' as opposed to 'surface learning' which might be seen as fit for the adoption of the structuring of a co-operative or collaborative or team approach. This means that, learners are required to actively process information in promotion of critical thinking, which, should be emphasized in structuring respective co-operative learning groups. The researcher attempts to establish co-operative and collaborative learning conceptual connections. She further indicates how co-operative or collaborative learning can be implemented in teaching English poetry, in this study.

There have been endless debates to distinguish co-operative from collaborative learning. One would assume that such distinction could have been aggravated by whether to take teacher practitioners or researchers' sides of arguments. As indicated by Siegel (2005:340) "teachers should not adhere to researcher- development models of co-operative learning. "This means that, teachers should implement co-operative learning according to their practical feasibility in their classroom. However, there seem to be a gap between different classroom practical situations and inputs from researchers who were never experienced or exposed to real classroom situations as teachers are.

The researcher would shed light on various definitions so as to draw some similarities between co-operative and collaborative learning. Myers, in Panitz (1996) defines the dictionary meaning of "cooperative" and "collaboration". The former refers to the product of working together, the latter derived from its Latin root; focus the process of working together. Myers further differentiated the two concepts by indicating that co-operative learning is more teacher- centred, for example when forming heterogeneous groups, structuring positive inter-dependence, and teaching co-operative learning distrust-structure and allows students more say in forming friendships and interest groups. Student talk is stressed as a means for working things out. Discussions and contextual approaches are used to teach interpersonal skills. Such differences can lead to disagreements. However, Rockswold (1995:1) acknowledges that the similarities in that both co-operative and collaborative learning deals with the use of groups, assigns specific tasks, have the groups share and compare their procedures and conclusions in a plenary session.

Bruffe (1993:1) further describes the differences, in that co-operative learning exclusively looks into traditional or canonical knowledge. On the other hand, collaborative learning lies within social constructivism, asserting that knowledge has transcended into social construction of knowledge. The researcher further reflects on definitions of co-operative learning and collaborative learning interchangeably, as seen with their similarities, both will be mean the same in the study. Especially in that, both co- operative and collaborative learning are built on constructivist learning theory.

According to Stanley (2008:105) define co-operative learning as "a structured educational strategy integrating classroom studies with learning through productive

work experiences in a field related to student's academic or career goals. It provides progressive experience in integrating theory and practice. Co-op is a partnership among students, educational institutions and employers, with specified responsibilities for each party". This implies that skills can be effectively learned by practice and not only in the classroom.

Therefore, co-operative or collaborative learning is an integration of academic learning and experimental learning. These are job descriptions and career requirements integrated with vocational courses. In this premise, the outcome of co-operative or collaborative learning is accreditation through issuing of certificates by co-op programmes in collaboration with companies or industry in the real workplace. Also internship programmes wherein jobs are offered to students of higher learning is also seen as a co-operative or collaborative learning component.

Problem based learning is a learning group of peers with size differing from school to school to serve as tutors especially in the health sciences (Wilkerson, 1976:24). During tutorials especially in laboratories, learners discuss and exchange ideas during self-study periods. Co-operative or collaborative learning can also be extended to moot courts in law faculties wherein peers are assigned roles as judge or magistrate, prosecutor, interpreter, accused, complainant and lawyer to actualise practically what takes place in the real court room.

According to Allen (2006:20) peers use technology like "PowerPoint" in group presentations by simply reading slides. Peers are likely to use computers, journals, internet and other on-line technology to enhance their resources in their learning. Their literacy in media also increases their learning as well as their academic achievements. In science, mathematics, engineering and technology, abbreviated SMET in other institutions of higher learning, small group instruction emphasises the role of group rewards, grades, tests and examination scores as incentives for co-operative or collaborative learning.

Slabbert (1996:203) defined co-operative learning as "small groups of learners who co-operate to learn with a deliberate attempt to maximise their human potential." This means that, small groups of learners share their constructed meanings with one another. Stanley (2008:106), indicate that co-operative learning requires "practical experience of work integrated learning". This means that programmes like internship

of academic institutions with companies establishes agreement to support experiential learning by offering learners in universities of technology to adopt this approach. Johnson and Johnson (1990:98) use co-operative learning theory interchangeably with collaborative learning, indicating the requirement for five critical components. They are; “positive interdependence, simultaneous or face-to-face promotive interaction, individual accountability, equal participation or, collaborative social skills development, and group processing”.

Brush (1998:8) clarifies and contrasts co-operative learning to individualistic learning; he indicates that placing students in groups in order for them to complete an instructional activity does not in itself promote cooperation between and among the group members. Therefore, co-operative learning clearly differs with ordinary group work. Panitz, in Kirschner (1999:8) define collaborative learning as “a philosophy of interaction and personal lifestyle, not just a classroom technique”. Therefore, it is a sharing of authority and acceptance of responsibility amongst group members for the group action. In this premise of collaborative learning, consensus is based through co-operation by group members in contrast to competition in which individuals perform better than other group members.

According to Rockwood in Kirschner (1999:9), in both cases, the teacher is “a facilitator but fulfils this role in different ways”. In co-operative learning the teacher assumes a ‘tutorial role’ moving from team to team observing interactions, listening to the conversations and intervening where necessary. In collaborative learning, the teacher assumes the role of ‘mentor’ to help students to mentor and reflect upon their own activities. Co-operative learning or collaborative learning have been noticed as a paradigm shift from lecture based to student centred in which students are active participants and not passive recipients of knowledge.

The learner- centred style or approach to ensure that students contribute to their teams in this study is Jigsaw referred to as Jigsaw II in the learning of English poetry when compared with a conventional teacher- centred instruction. Gomleksiz (2007:617) describes Jigsaw co-operative teaming as “a model that involves small groups of 5- 6 students teaching each other subject matter with success dependent upon student cooperation”. Blaney (1977:126) suggests “rotating membership” of team members to be valuable due to interdependence of the technique. This may result in liking for all

learners by their classmates. According to Singh (1991:163) students in Jigsaw II read all the same material but focus on separate topics. Then students from different teams who have the same topics meet to discuss their topics, and then return to teach them to their team-mates. The team members then take a quiz and the quiz scores are used to form team scores. Thus, Jigsaw II involves “less task interdependent” and “more reward interdependence”. Zeigler in Singh (1991:164) found cross-ethnic friendships in Jigsaw II classes of European and West Indian immigrants, and Anglo-Canadians in Toronto. This finding adds evidence on inter-ethnic relations among school age learners.

According to Allport (1954:281) ‘equal status’ contact between majority and minority groups in their pursuit of common goals may reduce prejudice. That is, the unjust judgement that is harmful or detrimental to someone. More evidence added to enhancing academic achievement is illustrated within sports, where teams create conditions of co-operation, interdependence and non-superficial contact among members (Slavin, 1996:47). These cross race and inter-group relations should even extend outside of the classroom.

Finkbeiner, in Cohen et al. (2004:114-116) relates the interchangeable value of co-operative or collaborative learning which also is extended to Vygotsky’s social-cultural theory and Legutke’s LMB – Plus model. She suggests that this model should be used in the English First Additional Language classrooms. In this premise, both the teacher and the learner require the following competencies to develop their linguistic efficiencies. “L”, stands for a learner, who should be empowered to implement various co-operative learning approaches which would stimulate his or her passion for learning the English poetry genre. Such acquired knowledge could be extended to other areas of his or her real life situations. The learner using this strategy will become an autonomous or independent thinker. Also here the learner will become known as a ‘meta learner’ (Slabbert, 1996:119). This means developing a learner who is consciously learning.

“M”, refers to a moderator who allows an individual teaching of groups to proceed co-operatively or collaboratively.

“R” refers to a researcher who would use reliable and valid standards for peer assessment.

“Plus” refers to the use of a foreign language which is English in this study which involves a different cultural background, especially the ability to view things through the eyes of other people with constructive feedback. Teachers should also give up their authoritative roles as all-knows and allow learners to become experts.

2.4. COOPERATIVE LEARNING METHODS

There are numerous co-operative learning methods described in literature. This method emphasises ‘individual accountability’ through co-operation so as to achieve individual and group goals, (Slavin, 1995:655-656). Jigsaw II co-operative or collaborative learning is complimented in classrooms with English as a second language learning.

2.4.1. Jigsaw II

The elements of this method are as follows:

- A task or passage of text material (poem) is divided into several component parts or topics;
- Each group member is given a topic on which to become an expert;
- Learners who have the same topics meet in expert groups to discuss the topics, master them and plan how to teach them;
- Learners return to their original groups and teach what they have learned to their group members;
- A test or quiz is taken individually;
- Team recognition is given.

Isaacs (2008:115) discusses Jigsaw learning as intended to maintain a high level of personal responsibility. This means that Jigsaw is used to develop team work skills within the learners, especially the fact that learners are expected to present to their own home groups. It helps learners to listen attentively to the presentations so that they have more facts to present to their groups.

Huber in Cohen et al. (2004:119) defines Jigsaw as “a different model of co-operative or collaborative learning which can be said to be an expert method. This is illustrated by the learner’s selection of a portion of the poem for presentation to his or her peers, Individual team members have the role of teaching or explaining and asking questions collectively. These learners’ active participation in their learning increases their level

of personal responsibilities. The purpose of Jigsaw co-operative learning, therefore is to develop team work and co-operative learning skills in all the learners. It further helps to develop in-depth knowledge that would not have been possible if the learners were taught traditionally. Finally, the learners would be requested to present their findings to a home group. This strategy will often disclose a learner's own understanding of concepts as well as reveal any misunderstandings.

2.4.2. A Rational for Choosing Jigsaw II for Co-Operative Learning

The researcher prefers Jigsaw II co-operative learning because of the experience derived from working with mostly grade 10 repeaters. These learners have prior knowledge of their poetry anthologies and Jigsaw II requires such previous knowledge.

Jigsaw II inclusion of the 'expert' concept whereby learners meet with other different heterogeneous teams working on the same section is also presented in the following illustration. This is an attempt to share ideas on how to present with their own team members information with members from different topics (Roger & Johnson, 1994:4). In this premise, learning as "peer interdependence" as "sinking or swimming together". This procedure will be used in implementing the approach with the poetry lessons in this study.

Jigsaw procedure

Task: Think of a reading assignment you will give in the near future. Divide assignments into three parts. Plan how you will use the Jigsaw procedure. Script out exactly what you will say to your class in using each part of the Jigsaw procedure.

Procedure: One way to structure positive interdependence amongst group members is to use the Jigsaw method of creating resourced interdependence. The steps for structuring a Jigsaw lessons are:

The author seeks to close the loophole that the English First Additional Language teachers have created, in this study. In their discretion as guided by policy, Kilfoil (1993:254) indicates on which two of the literature materials to choose. That is, between drama, novel, short stories and poetry. These teachers seem to deliberately leave out or avoid the latter genre.

Similarly, given the reason behind the high failure rate, especially at Secondary school level in South Africa, the National Minister of Basic Education (Sunday Times 2010:1) blames English as the language of instruction. Therefore, the author attempts to answer the question of how the situation can be improved. She suggests Jigsaw co-operative learning to be a link between such an approach with Vygotsky's social constructivist theory, since the theory permeates both the teacher's and the learners lived experiences. However, the researcher's concern is that, even then, few secondary schools which offer poetry, lack a guided consensus on which method to use.

The researcher identifies with Stickingling, Prasun & Olfen (2011:31–32) in indicating that “teachers feel uncertain of their knowledge, most uncomfortable about their methods, and guiltiest about both”. This quote implies that, generally, the teachers' reluctance or hesitancy towards teaching poetry could be their lack of knowledge or methods to implement it, thus making their students or learners doubtful too. This uncertainly contributes towards the under performances in the country, especially in the schools in this study.

In order to give an answer to the failure of the English language of instruction as painted out above, Khatib (2011) proposed for literature, poetry specifically to be an appropriate 'authentic' content for language teaching. Preferably with its descriptive writing imagery language that the genre can impact on the teachers and learners' minds. The author sees poetry as a proper motivation for cultural awareness. In Kharib's proposal learners will be encouraged to read extensively and use their dictionaries for meanings of words. Also with different forms of poems, like sonnet as short texts, learners can go through, figures of speech, structure and syntax or themes throughout the lines of the poem, creatively.

In addition to the English poems as 'authentic' 'texts, Pakistan, Khokar and Wahab (2012:627) used the content analysis' approach at O' level. They indicate that, “written or open content of communication objectively... furthermore, it is a kind of scanning for the text”. In this premise, it means that teachers should influence learners to construct their own anthologies even for future generations by actively involving learners in poetry, influencing them to appreciate this genre. Such learning, could also

be visual, musical and imaginative. These learners' interests could be aroused by memorization through 'mnemonics' which is briefness of poems. Therefore, such content analysis encourages learners to respond to the various interpretations of poems, creatively. These kind of methods, if implemented co-operatively, can instil and restore the effective learning and teaching of poetry for both the teacher and the learner, respectively.

Also, Hess (2003:20) uses poetry as an 'authentic' text or material for the English literature content. She calls it "structured approach" and emphasized four skills in the teaching of English language through poetry. She also referred to it as "cohesion" of the text with the life experiences of students, heightened both interest and involvement. This means that, poetry as an authentic material encourages learners to express themselves, discuss and share for understanding.

Kilfoil (1993:21) used the 'reader – oriented' method in teaching poetry as an authentic material in secondary school level in South Africa. She emphasized literature input in which learners are assisted through "pre-reading, reading, re-reading and discussion" formals such reading oriented method seemed to be integrated with cognitive skills to accommodate various readers, especially slow ones so that teachers can draw out their responses in 'dyads' or teams just as it can be done through co-operative learning.

Despite the reduced status of poetry in this study, the author further sheds light with Shafieyan's (2011:35) step-by-step lesson plan of poems. Prior preparation requires the reading of the poem before the class sessions. Reading in class should be done with all the poems aspects, for instance with functions. The poem should be read twice at least to encourage a personal relationship through enquiring what emotions the poem conveys, learners should be encouraged to jot down on a page emotions in order to interpret and put it in a "paper bag". Thus, learners are assisted to expose the beauty in English poetry language. These learners must be heard discussing in their own voices, without largely leaning on the author's words. The teachers should not impose their activisms on those learners. The learners should be assessed in groups through writing, but not in multiple choice questions. Through their new

interpretations of the poem, the learners are encouraged to make reading a long term habit.

The researcher draws lessons from Martinez–Boldán and Löpez–Robertson (2000:270–271) who have initiated literature circles in first grade bilingual classes in the USA. These are small group literature discussions, at intermediate level and largely use Spanish. These learners are exposed to various language experiences and workshops. These learners shared reading and writing through singing poetry and journal writings. They also connect with each other in explaining the socio – cultural issues and diversities. They support each other, regardless of their language dominance or reading proficiencies. They learn through language even as early as intermediate level which will prepare them for secondary English learning.

Neeta and Klu (2013:256) reflect on the South African scenario’s scaffolding or learners’ assistance where” a teacher’s repeated switches from English to mother – tongue in the medium of instruction due to lack of proficiency in the medium of instruction”. This quote means that teachers as do not correlate with their English input. This further implies that especially in the rural areas in South Africa, teacher’s utterances in English are filled with incorrect English grammar or discourses that are erroneous. However, these teachers are the ones who should provide learners with support through their English language modelling. The South African situation is likened to the schools and universities in Turkey, (Günes, 2008:198). The student’s outings are “poor, dry and uncreative”. The reason being that these learners tend to think in Turkish as their home language instead of in English. Teachers in these institutions object to even the use English poetry in their teaching. They perceive this genre as “time consuming” and difficult. Those teachers and learners see poetry as ‘alien” or isolated or foreign in the sense that they cannot relate to it. They cannot use their content as an appropriate material to expose their learners to. Therefore, the discretion of the teachers in this study denies learners an opportunity to experience poetry which is universal in concepts like love, hatred, death and nature, amongst others, since they are common in all languages and cultures. The author proposes Jigsaw co–operative learning as a constructivist teaching method to be adapted in this study for poetry teaching and learning.

In addition to Jigsaw (co-operative learning) Zhao (2003:1320) identified a student team achievement division, abbreviated as STD, Team Games Tournament abbreviated to as TGT, Group Investigation abbreviated and Learning together, abbreviated LT co-operative learning approaches.

The various methods mentioned in this study, all are permeated by or run through by constructivism as a framework that informs them. This is the reason why the author suggests co-operative learning as an appropriate method. She further concurs with Zhao (2003:1328) who supports co-operative learning, especially in English within Chinese classrooms to have “expended production of positive outcomes”. This implies that, through co-operative learning and teaching in China, improvement in end results were promoted. It was found that students were passive due to lack of motivation. Through co-operative learning, interpersonal interaction in English content materials, has affected the students’ communicative skills. In structured co-operative learning groups, peers were influenced to peruse or inspect each other’s work. They helped each other and therefore further developed their confidence in sharing with their team mates.

Ur and Deci in Zhao (2003:1317–1318) have indicated that, using feedback through visual aids and films’ nourishes the students’ interests in the English classrooms wherein students are rewarded or punished intrinsically upon completion of students goals or tasks. Through interacting with other team.

The researcher supports Ozen & Mohammedzaleh (2012:84–85) who have identified language as a cultural element. This means that co-operative learning advocated in this work, is based on Piaget’s socio-cognitive aspect as seen earlier in this chapter. This further means that, cognitive skills in co-operative inconsistencies and disagreements are resolved amicably in the learners’ learning groups. Thus co-operative learning has proved effective in increasing positive attitudes, interests and the development of high order skills’.

Similarly, co-operative learning is also informed by Vygotsky’s constructivism, in respect of which were individual learners participated with other group mates through

sharing knowledge and ideas. These learners were always urged to communicate through English in their interaction with their peers in their respective teams.

Importantly Kösterelioglu (2014:277) guided teachers on how to teach and students on how to learn, informed by a constructivism framework that supported student centred' learning, through 'structured' small groups. This is different from traditional education which ignored co-operative and sharing with others. This further means that student's cognition and affective skills were further developed especially their emotions or feelings. This affirms that co-operative learning has increased or contributed to the students' excitement during teaching and learning. Unlike in the cause of the traditional education system, they have been willing to learn. Their leadership qualities were also effectively influenced through sharing co-operatively with other learners.

In conclusion, Kwanji and Sumalee (2012:3769) also used ID Theory Instructional design which shared the same light with co-operative learning approaches in this study. In this context learning and teaching are informed by the cognitive flexibility theory based and Jebling's cognitive constructivism of Piaget and Social constructivism of Vygotsky, Bruner, Date and Mugnys' media or theory and symbols. This means, that the classroom would be influenced especially by Instructional design or ID theory. Those concepts increase scaffolding espoused or embraced by Vygotsky's zone of proximal development, which promotes learning. Therefore, constructivism was seen to be enhancing cognition of learners through learner centred approaches.

Co-operative Groups: Distribute a set of materials to each group. The set needs to be divisible by the number of members of the groups. Give each member one part of the set materials

Preparation Pairs: Assign students the cooperative task of meeting with classmates in another learning group who have the same section of the material to complete. They must complete two tasks.

- a. Learning and becoming an expert in their material.
- b. Planning how to teach the material to other members of their groups.

Practice Pairs: Assign students the cooperative task of meeting with a classmate in another group who has learned the same material to share ideas about how the material might best be taught. The best ideas from each pair member are incorporated into each member's presentation.

Cooperative groups: Assign students the cooperative task of:

- a. Teaching their area of expertise to the other group members.
- b. Learning the material being studied by the other members

Evaluations: Assess student's degree of mastery of all the material. Reward the groups whose members all reach the pre-set criterion of excellence.

APPROACHES TO TEACH ENGLISH POETRY TO EFAL LEARNERS

The researcher agrees with Singh (2011:128), in asserting that "teaching an additional language in the South African context is fraught with challenges". She further emphasizes that "teaching reading in an additional language (which is crucial to second language acquisition) requires careful planning and execution". The above quote means that, reading should be given exceptional attention in any future curriculum implementation as is evidenced by the new curriculum and assessment policy statement, as seen in 2012.

Also Kilfoil (1990:21–22) warns against "imposing or forcing a formal external syllabus on learners". She insists that "English the syllabus has to be redesigned". This means that, for first language English speakers, their natural acquisition depends on their exposure to meaningful language or input, for second language or first additional language learners, the classroom is the only source of meaningful information. In the latter's acquisition exposure would not be a pre – condition. Therefore, both the teachers and learners in the latter instance, seem not able to consciously interact in English. The researcher also draws lessons from Kilfoil's in adopting the problem – solving approach where learners are "individually or in pairs or in groups, focus on cohesion activities as jigsaw reading". This approach will attempt to address English Language with literature texts inclusively and not in isolation. Therefore, like Singh (2011:122), Kilfoil (1993:252) also urges extensive reading and journal dialogues for a written text to emphasize meaningful grammar-conscious rising.

Kilfoil (1993) pointed out that the ESLO syllabus in grade eight to ten should focus on the lowest reading level of literature, as well as the effective responses to achieve aesthetic pleasure. Like Kilfoil, Singh (2011) also emphasised the essential skills the foundation teachers need. Amongst others which was making learners by grade three to have mastered basic skills of reading writing and speaking, so that these learners could easily transfer such skills to additional language, English or Afrikaans. However, it was not happening as the learners even lack most basic reading skills. Such learners will be able to express themselves even socially, beyond the classroom, after completing secondary school education.

Khatib (2011:164-165) also suggests a 'well-chosen approach to teaching literature'. He points out that instructors are reluctant in poetry because "... their old methods cannot make poetry come alive for students". In Iran similar to learners in this study; one will interact with learners to bring different academic results and improved attitudes in poetry teaching. The notable linguists like Povey Duff and Maley, in Khatib (2011:165) also indicate that 'teaching poetry to foreign students is in handling the teachers' own deeply wrought? This means that even teachers are unhappy with poetry teaching due to their inappropriate selection of the text and ineffective teaching methodology. Therefore, traditional approaches of filling up learners with biographical information about the political, religious and philosophical ideas about the text do not empower them to respond to the text through a language based approach, that is expressing their own inputs. Emphasizing on their vocabulary exposition and reading the genre with enjoyment.

2.5. CONCLUSION

The researcher agrees with Isaacs (2008:17) that, 'Jigsaw learning will often disclose the learners' own understanding of a concept as well as reveal any misunderstandings'. Thus this technique encourages the teaching and learning of English for specific purposes through poetry anthology. The effects of Jigsaw II co-operative learning as compared to ordinary teacher-centred instruction in English poetry learning, student achievement and their attitude towards the liking of poetry will be looked into in the next chapter. Poetry by its capacity to touch the human soul and

tap into the deposit well springs of our being opens up opportunities for us to stay alive". This means that, teaching stimulated by poetry help us to teach with fire.

In summary this literature has shown English in the primary, secondary and tertiary institutions experience high failure rates. The situation is perpetuated by the inadequate methods in addition to the lack of command in English First Additional language. Similar to Seabi, Cockcroft and Fridzhorn (2009:161) mediated learning put forth by Vygotsky's socio-cultural theory, seem to have improved and enhanced first year university Engineering students in Wits. This means that those students who have learnt with other higher abilities have improved intellectually.

Few teachers in the Shiluvane Circuit also are trying to close the curriculum gap for the future choices of learners at secondary school level. Although they experience high failure rate, especially in matric due to their language methods, they have at least tried to expose their learners to the often feared genre of poetry. However, data in the next chapter presents and discusses the referred curriculum gaps through the use of qualitative research methods.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

This section discusses the choice of research methods that is the qualitative approach in relation to the research aim, which is, investigating methods of teaching poetry to grade ten (10) teachers in the Shiluvane Circuit. Usually a comparison between which research method to adopt, depends on the objectives of the study.

Babbie, in Bloland (1992) defines qualitative research as “the non–numerical examination and interpretation of observation for the purpose of discovering underlying meanings and patterns of relationships”. He also defines quantitative research as “the numerical representation and manipulation of observation for the purpose of describing and explaining the phenomenon that those observations reflect”. The comparison here describes which paradigm informs one’s appropriate research approach. However, the relevance of the qualitative research method chosen in this study seems to be compatible with Ross’s (2005:1) definition as “the orderly investigation of a subject matter for the purpose of adding knowledge”. Ross further describes research with small “r” as, “investigating a new problem phenomenon”.

Page and Meyer (2000:18) also define qualitative research as “emphasis on concepts and peoples’ perceptions about the world and events”. The latter quote seeks to suggest solutions to the poetry teaching methods, in this study. Also, the researcher reflects on how English First Additional Language (EFAL) learners respond to poetry teaching methods in relation to the above definitions. The researcher will also describe her population, sample, data collection instruments.

Rist, in Howe and Eizenhardt (1990:2) warns against ‘blitzkrieg ethnography’. This means that, one should question the debate around the contradiction of quality standards, between quantitative and qualitative research methods. Also Rist alerts about the “impasse” or deadlock in research standards debates. There is a suggestion which the researcher agrees with, about the positivist paradigm shift so that social dimensions of knowledge and information in society should not conflict in terms of defending quantitative or qualitative choice of method. Therefore, the researcher has

clearly yielded to a “prolegomenon” (Howe & Eizenhardt, 1990:8) which is a preliminary discussion or guide.

3.2 RESEARCH DESIGN

The researcher clearly specifies the rationale and motivation for this study as a descriptive case study. Page and Meyer (2000:12) define case study as “an in depth description of an individual, group or organization, either for the purpose of testing whether to determine what makes a case superior or inferior or and different to other, otherwise similar cases”. Therefore, this study describes how the researcher identifies four (4) secondary schools offering poetry in the Shiluvane Circuit and draws some similarities of events at these different schools. The researcher will also shed light on the methods that other teachers use across the circuit. This study can be related to other schools with similar problems. However, the researcher does not intend to generalize on her findings.

Research indicates an interplay of all variables through “thick description”. This is “an in-depth description of the entity being evaluated, the circumstances under which it is used, the characteristics of the people involved and the nature of the community in which it is located”. Also, “thick description” involves “interpreting the meaning of demographic and descriptive data such as cultural norms and attitudes and motives”. These indicate variables are similar to those of the qualitative research, because each takes place in a community or natural setting, such as a classroom, neighbourhood or home. Wherein interpretation of the situation under study offer new variables requiring further research, which is the aim of the case study. It is concerned with various attributes or qualities about particular participants. Therefore, the research design will enable the researcher to explore and further describe her case study design by using multiple cases or variables in this study.

3.3. POPULATION AND SAMPLING

The population is made up of grade ten (10) learners from four secondary schools in the Shiluvane Circuit. These learners were chosen by using the purposive sampling method, based on whether they were being taught poetry. Also these learners had to

fall between the ages of fourteen (14) and twenty (20) years as the Department of Education requirement. However, it was realised that the required ages were not complied with in the rural secondary schools in this study. It was also realised that most of the learners were older than twenty years (20) but are still in grade ten.

3.4 QUALITATIVE RESEARCH APPROACH

This section is on the justification of the rationale for the use of the qualitative research method. Qualitative methods are discussed through their comparison with quantitative research methods. The two are incompatible. Their separateness is brought about by the fact that qualitative research is seen as concerned with subjectivity. This implies that it is personal emotional and instinctive. Quantitative research is perceived to be objective. This means that it is impersonal uninvolved. and neutral. Therefore, validity differs on the basis of the paradigm or framework from which the research originates.

3.5 DATA COLLECTION

Data was collected from four (4) groups of learners, one from each secondary school which offers poetry and also four (4) English First Additional Language (EFAL) teachers from these schools. Data was collected using the following data collection instruments:

3.5.1 Data Collection Instruments

Lesson Observation

The researcher visited four grade ten (10) secondary schools twice to observe how four (4) teachers at each school conducted their poetry lessons.

The Lesson Observation schedule

After obtaining consent from the learners' parents, the researcher became a participant observer, who was introduced to the focus group by their teacher. She became friendly so that everyone could gain confidence in her.

Bloland (1992:2) defines a participant observer as, "the collection of data by observers who become involved ... long enough to observe group and individual interactions". This means that, the researcher is also a participant observer, while involved in her observations, had no definite influence on how the lesson was conducted. She is detached so as to be able to observe and record such activities and interactions as

they unfold. In contrast of the non-participation or indirect observation of the lesson make the researcher an uninvolved reporter or member of the audience. In this study, the researcher initiated communication for further observation. During the poetry lessons, learners and teachers were observed, assessed and evaluated. Lessons were digitally tape recorded and video-taped and were also analysed. The lesson observations revealed the classroom environments and suitable methods teachers used.

The Learner (Focus group) interviews:

These structured group discussion sessions helped the researcher to understand the participants, compare their interpretations and ascertain why other participants were not responding during the poetry lessons. Also the participant's roles, for instance, as a reporter, a time keeper, a scribe, amongst others, were also looked into by the researcher.

The Learner (focus group) schedule

Participants discussed a posed topic not only as a group, but also as individuals. They interacted with each other and their spokesperson reporter and would sometimes give different information when in the presence of the group compared to their individual interviews. These sessions offered the researcher a deep understanding, especially in open-ended questions where participants explore their vocabularies.

Kitzinger (1994:209) defines 'focus group' as "helping people to explore and clarify their views in ways that would be easily accessible in a one-on-one interview". This means that, through group dynamics, the participants worked alongside the researcher and interacted with other group members and other people around, as the researcher, learners and their teachers in this study with interviews, individually or in a focus group. Video tapes were also used.

The Teacher Interviews

The structured interviews by the researcher required teacher's as participants to respond. Also open-ended questions helped the researcher to analyse the responses meaningfully.

The Teacher Interview Schedule

This involved conducting intense individual interviews with each teacher from the four secondary schools. They responded according to their choice of poems. They were visited twice in their respective schools. These interviews were conducted in a relaxed

classroom environment, which contributed effectively towards collecting more information. Also audio tapes and video recorders were used.

3.6. TRIANGULATION

In this section of the study, the researcher indicates how various qualitative processes of data collection namely; lesson observations, focus-groups and teacher interviews have been explored as a means of triangulating the data collected. Using four groups and interviews enabled the triangulation process to take place smoothly. Denzin, in Brink (1993:37) defines triangulation as, “the use of two or more data sources, methods, investigators, theoretical perspectives and approaches to analysis in the study of single phenomenon and then validating the congruence among them”.

Cresswell and Miller (2000:126) also define triangulation as, “a validity procedure where researchers search for convergence among multiple and different sources to form themes or categories in a study”. This quote means that, through the methods such as lesson observations, focus group and teacher interviews that the researcher used in this study, she was able to corroborate or confirm the same findings as valid because this brings rigor that comes with a good qualitative study.

Also Jick, in Taylor and Francis (2000:126) defines triangulation as “a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study”. The definition means in using either qualitative or quantitative research methods in a study, both methods could be applied respectively without preferring one method to the other. The methods should complement each other and the data obtained through them should make a study more credible. The latter quote means that triangulation as a validity procedure uses data to find common themes or categories through corroboration of multiple methods.

How was triangulation applied in this study?

The researcher has used different methods that are lesson observations, four group and teacher interviews as multiple methods to bring about triangulation in this study. However, the researcher agrees with Altermat (2010) in pointing out confirmation biasness that qualitative research is difficult to falsify. This means that Papper, in

Giorgi (2002:2-3) uses the scientific paradigm of the natural sciences to influence what method the study uses. This aspect of falsifiability cannot be applicable in the human or subjective qualitative paradigm. The true world has a dual nature, be it the natural or social world, be it in theory or practice. This means, objectivity that applies to the natural world, applies differently to the subjective social world. Therefore, objectivity provides for accounting on how the world functions but human endeavour cannot be scientifically explained or predicted. No qualitative research can be falsified. Triangulation of paradigm influences what research method to use (Dootson, 1995:136). The use of multiple-triangulation thus justifies this study to be comparable with the qualitative paradigm.

3.7 DATA ANALYSIS

The first section of the data analysis tested whether the sample, the four secondary schools out of eleven in the circuit, was representative enough in terms of age, grade and gender. The second section of the data analysis established whether the lesson observed used appropriate texts. The third section analysis explored the learner's overall credibility in their responses. Finally, the analysis discussed whether the methods teachers used in their poetry lessons had any effect on the learners' performances, motivation and attitude towards poetry.

This was a case study which utilised the qualitative approach. The researcher has reflected on the transcribed focus-group interviews. In their responses, the teachers commented on the two sessions of poetry that they taught. The following selected questions were asked at every school. What do you understand by the theme of a poem? Can you relate to the poem? What do you like/dislike about your teacher's way of teaching? The lessons and interviews were also audio-taped by the researcher.

3.7.1 Methods for Qualitative Analysis

The researcher observed data and interpreted it by forming an impression in a structured or open-ended or sometimes quasi or semi-structured manner. This attempt of giving structure to the observation is referred to as "coding". Through coding, the researcher sought to introduce the various interpretations of the data.

However, most coding requires an analyst to read and demarcate relationships of the various contexts.

3.7.1.1 Content Analysis

It involves analysing the data gathered with respect to content wherein the researcher will be looking for open-ended responses. Content analysis is defined as “a process that involves analysing text with respect to content relating to meaning” (Page & Meyer, 2000:214). This means that through paraphrasing or interpretation and themes, the learners could make meaning of the content within a specific context. Such information would be transcribed as was undertaken through focus group teacher interviews, as reflected in the schedules.

For speaking purposes, the learners freely communicated amongst themselves and reported on their likes and dislikes for poetry and how their teacher was helpful in facilitating their speaking proficiency. The learners reflected on the rhyme, rhythm and intonation as they perceived it in the poem “Guns of freedom”. The learners were made to sing the struggle song “duvula nebunu” which means, “Kill the boer”. Learners were also helped by their teacher with lyrical difficulties, for instance, Shakespeare’s ‘thee’ and ‘thou’ were learnt in the context of current grammatical concepts.

Reading for enjoyment was encouraged. The learners’ feelings and emotions were nurtured. These learners’ anxieties were considered by their teacher who passionately discussed the poem with the learners who were not familiar with the era or period that their teacher grew up in. The teacher successfully used the title to relate the content through student-centred and co-operative learning group-work. Below is a description of the content analysis process for this study.

School one (first and second poetry lessons)

The learners discussed the poems for about 10-15 minutes. Then they responded that they understood the content of the poems through the teachers’ dramatization of the poems. They then clearly understand the title in the context of the poem. They enjoyed how their teacher passionately explained. He used gestures that was also simple as compared to the lines used in the poems, especially the African poems.

School two (first and second poetry lessons)

The learners responded by saying that their teacher made them sing after they read the poem aloud. The teacher used slides to familiarise them with the events of the poem. They enjoyed how the teacher danced to the political songs and the slogans. They said their poetry lessons were memorable. The learners remarked that their lessons were lively and would always remain in their memories. They stated that they gained new vocabulary from the poem.

School three (first and second poetry lessons)

The learners responded that they have come to identify with their heritage. The poem 'My name' by Magoleng wa Selepe seems to have helped them embrace their traditional names. The learners said they understood how their Christian names were followed by their African ones after their teacher related the poem from the colonial period. The learners also mentioned they were alert of a largely unpunctuated version of the poem, with the last stanza made up of only one-line.

The teacher taught differently. The teacher told the learners that poetry must be sung. This referred specifically to sonnets and praise poems. They rhymed 'Death be not proud' by John Donne in a pattern of ABBA CDCD EE through singing the rhymes.

School four (first and second poetry lessons)

The learners explained how they imitate their teacher in her change of tone. She illustrated the sounds of a wrecked car. They said that teaching aloud by their teacher has simplified their own poetry reading, especially for the poem 'Car breakers'. The learners contextualised their own understanding by using key words. They said that the teacher made them to identify such, and then would explain them in relation to the title and theme of a poem.

It was remarkable that these learners in this study identified each poem with their own lived experiences. The symbolism the teachers used in every poem was done by dramatizing the poem. Also, the teacher's use of emphasis to bring out meaning from the poems increased these learners' vocabulary. The learners were able to quote their

teacher in every poem. Shakespearian language seems to make these learners feel they know a different type of English, especially for sonnet 116.

3.7.1.2 Text or Thematic Context Analysis

The data used is from the interview transcripts from participants. The researchers own thoughts about the themes are not relevant. The idea behind whether the text is emotive, persuasive, rational or psychological depends on the purpose defined by the researcher. The researcher reconstructs and deconstructs or interrogates the text. In analysing words and pictures, computer software programmes must be chosen appropriately by the researcher to suit their needs.

3.8 RELIABILITY, VALIDITY AND TRUSTWORTHINESS

In ordinary language, “valid” refers to the truth and correctness of a statement. This means a legitimate, trustworthy or dependable person. However, most researchers like Guba and Lincoln, in Brock–Utne (1996) see reliability as criteria in the positivist paradigm. Therefore, it was understood as irrelevant, however, Kleven, in Brock-Utne (1996) likens reliability with participant observation. Kleven also poses questions of verbal descriptions influenced by ‘haphazard error’. This refers to information about reliability. Therefore, any observations containing errors cannot be ignored.

Validity is considered more important in qualitative research than reliability. Kirk and Miller (1986) differentiate between argumentative and apparent validity. The former indicates theoretical or conceptual observers. The latter is likened to valid data measured and generally accepted. Cresswell and Miller (2000:127) put forth the validity procedures to compare if a study meets the requirements; they refer to “disconfirming or negative evidence”. In this procedure it is a means to search for consistent or inconsistent themes of the narratives or justification to support the researcher’s method. This is what the present study used. Internal validity portrays how correct phenomena is supposed to be portrayed. External validity is generated by findings on how similar research can be conducted. Validity’s characterized by credibility which is ecologically valid like a school (Brock–Utne, 1996:619–618).

Therefore, certain aspects of reliability and validity may also be applied to qualitative research, as in the case of this research study.

Trustworthiness is a concept more relevant to qualitative research. Creswell and Miller (2000) who mention this concept link it to mixed methods and in particular to qualitative research. One way to ensure trustworthiness is through “member checking”. Creswell and Miller (2000:127) describe the procedure as “the participants checking data and interpretation”. This was applied by the researcher during the second visit to the said schools for follow-ups. These endeavours were perceived as similar to the prolonged periods of further engagements with the participants and fair involvement is seen as collaborative, co-operative or undertaking.

Lincoln and Guba, in Creswell and Miller (2000:128) used the fiscal audit trail process. This means that, on publishing the project or dissertation, the research committee members of the institution where the researcher has enrolled or the readers in general are taken as audiences who may review or examine the researcher’s publication. Sometimes the researcher seeking for assistance is described as ‘peer debriefing’ or even asking anyone who is familiar with the research topic, to support the researcher. This is also a form of trustworthiness. This process whereby the dissertation is on display before the formal examination commences, is followed at the University of Limpopo.

Other concepts such as credibility and falsifiability are also applicable to qualitative research. As a means to attain the credibility of this study, the researcher further elucidates on finding out whether qualitative methods are scientific as quantitative methods. The researcher concurs with Altermat (2010) in using “reliability”, “falsifiability”, “precision” and “parsimony” to find out an answer to the above question.

Concerning “falsifiability”, it means that, the researcher ensures that data is accepted or rejected. For instance, the case study at hand can only be scrutinised through description of the research topic. There is no supposition or hypothesis to prove quantitatively, statistically or numerically. Therefore, the inability of qualitative research, to prove data wrong, ensures that there is no confirmation bias. This fact makes it difficult to falsify or verify information. In considering “precision” in qualitative research, rather than testing the hypothesis through empirical observations or

logically, the methods used in this study are said to be precise by the researcher, since the aim of the study at hand, serves as a hypothesis.

“Persimony” means the researcher’s explanation of observation or findings prevents the creation of strange theories developing. Therefore, qualitative research should summarise information; for instance, the attitudes of both the teachers and the learners in their teaching and learning of poetry in this study. Therefore, the qualitative research methods as seen with the ones that the researcher used, cannot be said to be unscientific. Since they have deep descriptions and can be said to be similarly scientific.

Sfard (1998:12) warns against choosing one metaphor over another in learning initiatives. She explains the two metaphors as the ‘acquisition metaphor abbreviated AM’. Also the ‘participation metaphor’ abbreviated as the PM”. She further redefined learning through matching the controversies that come with distinguishing individual or collective learning. Such choices of one metaphor in learning brings distortions as underperformances in English First Additional languages abbreviated as EFAL, as a reason for negative appreciation or dislike of poetry in this study.

The debate about whether qualitative methods are as scientific as quantitative methods or not are, is highlighted by Howe and Eizenhardt (1990:2). They indicate that confirming standards to quantitative research exclusively cannot be justified. Such particular choice of one over another is equated to a “procrustean bed”. This is “an incident Greece habit of cutting or stretching victim’s legs depending on their height to make them fit the bed”. The analogy of a procrustean bed in this study refers to a vague choice of qualitative research methods against quantitative research methods standards. The idea of making qualitative studies non-scientific or made to conform to dichotomies in “facts versus values” or “objectivity versus subjectivity”, seem to be likened to conformity which further brings learning into disrepute. All the conformity or acceptability of the research design procedures should co-exist. Therefore, qualitative research findings should be highly acknowledged as quantitative ones. This should be alone in order to avoid the threat by scientific research exclusivity.

From looking at which appropriate poetry teaching methods can be used in this study, the researcher used credibility, a criterion which classifies people's different interests in communities of schools. Therefore, the literature preferences and methods of poetry teaching are credibly looked into from an informed perspective of EFAL learning. The methods of teaching poetry should be rekindled so as to encourage the teachers to inspire the love and joy of this genre which is overlooked in schools. Therefore, teachers should be credible in their teaching methods and content of literature to comply with the relevant policy documents.

The study draws lessons from "Acquisition and Participation metaphors" Sfard (1988:4). The question of transferability in qualitative research was seen as controversial and a painless endeavour. These conceptual metaphors were illustrated in the teaching and learning Maths and Physics which are objectifying. On the other hand, the critical theories that deal with human beings are reflective. The two frameworks of learning seem to be conflicting within the acquisition and participation thinking. However, metaphorical transfer based on 'conceptual transplant or reform' helps us realise how essential both metaphors are in real life classroom situation.

Therefore, reciprocity or equal exchange through transferability of theoretical frameworks requires the implementation of both metaphors, for successful teaching and learning. Research indicates that reliability and validity are irrelevant and misleading in so far as qualitative research is concerned (Stenback, in Golafzani, 2003:801). Also, Lincoln and Guba, in Brock-Utne (1996:8) indicated that there can be no validity without reliability. This means that validity establishes reliability since reliability is a consequence of validity.

Ostend, in Brock-Utne (1996:8) defines 'valid' as referring to truth and correctness of a statement. For example, an argument may be considered strong and convincing or invalid. Also 'reliable' refers to 'dependable and trustworthy'. Klevan, in Brock-Utne (1996:8) further define 'reliability' as "absence of haphazard errors of measurement". For instance, in quantitative research, a test is considered valid if it measures what it is intended to measure (Guba & Lincoln, in Johnson & Saville-Troike, 1992:603). This means that, validity in the premise of quantitative research is been established by using statistical or Flanders' psychometric tests. In the context of qualitative research, the notion of truth is problematic. In this premise, validity focuses on interpreting the

findings. Validity is not absolute nor can it be proven by sense or logic as with scientific or analytical statements.

Kirk and Miller, in Johnson and Saville-Troike (1992:604) also have established that “reliability” is often “neglected” and “validity” is “observer bias”. This means that all statements would be subjected to the criterion of meaningfulness, namely the “verification principle” and “Poppers falsification” (Giorgi, 2002:12). The above quote means that for a statement to be meaningful, there has to be some way to test it in the real world. What that statement means is shown by its verification which its validity terminates in empirical observations. Therefore, the scientist could explain events by general deductions that are testable. Validity was further extended to Poppers’ falsification. This means that theoretical validity even vigorous, it can be falsified. Popper insisted that in the social structures, one need not be concerned with the observable world. This ‘deductive reasoning’ then extended to the metaphysical realities of subjective explanations as applied to the objective scientific world.

These debates indicate that validity and reliability should apply as truthful for both quantitative and qualitative research. Human behaviour which is subjective within the social science is concerned with qualitative research, while quantitative research deals with objectivity. These distractions clearly show that we cannot establish the above concepts through the same paradigm that is qualitatively and quantitatively.

Trochim (2006) established the concept “credibility” in qualitative research. This refers to the “truth” of the findings. Other concepts as ‘transferability’ which means “sharing the findings in all contexts”; ‘dependability’ as “showing that the findings are consistent and could be repeated”, and ‘confirmability’ as “a degree of neutrality or extent to which the findings are shaped by the researchers”. All the above referred to concepts are alternatively used in qualitative research as an extension of the quantitative research paradigm.

Lincoln and Guba, in Golafsan (2003:602) defended credibility in “redefining the truth through triangulation”. This means to a bi-methodical or multiple way of finding out the truth in qualitative research as reformulation of both, validity and reliability concepts.

3.9. ETHICAL CONSIDERATIONS

Ethical considerations in qualitative research are important to ensure that all parties concerned are protected and that the research is carried out in a manner that conforms to ethical principles. They also help to safeguard against faking of data. Therefore, they promote true knowledge for further research. The researcher is aware of the aims and approaches to ethical considerations, and therefore took that into consideration.

The following were observed for that purpose:

Privacy: The researcher is aware that she is ethically bound to maintain the privacy of participants, including confidentiality for any information they give. Therefore, anonymity probing into areas that constitute participants' private space was maintained. The researcher also communicated the aim of the investigation to the informants, and the anticipated consequences of the research. Furthermore, privacy was maintained by fictionalising and codifying participants' names and places. Confidentiality of the participants will be assured as no names will be used.

Letters of permission/consent: The researcher obtained letters of consent from the Limpopo Department of Education and the principals in the affected schools. In addition, permission was obtained from educators and learners' parents (signed consent) to be interviewed and observed. The researcher also applied for and gained ethical clearance from the Turfloop Research and Ethics Committee (TREC).

3.10. CONCLUSION

The chapter highlighted the methodology, which is the design and approaches used in this study. The researcher also defended the use of the qualitative approach as used in the study and explained how the plan will be carried throughout the investigation. It was also necessary to explain the ethical considerations for the project including ethical behaviour of the researcher. Shortcomings of the research have been explained. The following chapter focuses on the results of the study.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter the data collected is analysed. The qualitative method used to collect data will direct the analysis of the data. The interviews and transcripts are done through thematic analysis, which uses quotations to convey clear meaning of data (Rule & Vaughan, 2011:75). All the data was captured on video and tape recording. The observation schedule, the focus–group interview schedule and the teachers’ interview schedule will be attached at the end of the dissertation.

4.2 LESSON OBSERVATIONS: DURATION – 1 HOUR

4.2.1. First Lesson Presentation - School One

The teacher used the dramatization method in presenting the poem ‘The African Pot’ by Fhazal Johannesse. The teacher dramatized the lesson by carrying a colourful clay pot on his head. He explained the poem line by line. He moved around whenever he explained and when writing notes on the chalk board. The teacher would call the learners by their names to encourage them participate.

The following questions were asked twice on different occasions. The researcher had hoped to get more information especially due to the fact there it was repetition. The learners sat in a circular. At the end of the lesson the learners were asked by the researcher as a group, to differentiate between a sonnet and free verse. They were also asked the theme of the poem, the focus group was observed by the researcher, by their body language. That is, their eye contact with the teacher. Their facial expressions were also looked at for any emotions. They scarcely raised their hands. They answered when seated or stood up after a teacher called out their names. In their group discussions most learners just sat back without interacting with the rest of the group. The researcher noted the involvement most of the time in the group. Even verbally exclaiming ‘ah, ah... however, mostly they frowned and looked out of the window.

Second Lesson Presentation - School One

The teacher presented the poem 'Sonnet 116' by William Shakespeare. The teacher used the narrative method and he was the one who did most of the talking throughout the lesson. He gave the learners dictionaries to look up the difficult words. He gave the definitions of words himself even though the learners were provided with dictionaries.

Most of the learners looked edgy and ready to leave the lesson. Some seemed uncomfortable as they looked away from the teacher. They kept quiet when the researcher asked whether their teacher had a special knowledge of the poem. They were also asked first individually and then as a group whether they understood the language of the poem or if it was too difficult. Through their spokesperson, the researcher was able to get answers. Very few had given their input.

4.2.1.1. Discussion

The learners in both presentations looked disinterested. One of the learners seemed uncomfortable. Some learners kept talking back to the teacher but when given a chance, they kept quiet.

Surprisingly, when the teacher carried on teaching, some learners tried to respond individually to the previous questions posed during the lesson. The learners did not seem to co-operate become involved in the activity the teacher was engaging them in. Even in their assigned roles, for example, the scribe, time keeper or co-ordinator in the groups did not seem to interact with the rest of the group.

4.2.2 First Lesson Presentation - School Two

The teacher used the question and answer method to present the poem 'Guns of Freedom' by M.J. Sekete. Their teacher had arranged his group in a U style. Everyone was visible to him and were within reach of him. He stood in the middle of the small group. The teacher asked the learners to read the poem. It was read twice by different individuals. Then the teacher read the poem loudly and interestingly. He observed the punctuation marks. The teacher also used visuals by means of a DVD. He showed the learners the police raids and beatings during school stay-aways. The teacher related well to the literal and the figurative meanings of "guns"

He paused the video and explained from time to time, the context of the poem. He asked the learners questions about the Muslim and Islamic ideologies behind their unending warfare. The teacher encouraged the learners to use suitable vocabulary. He emphasised the figurative meaning of guns in defiance campaigns. The learners were heard verbally, agreeing 'Go on please, Sir,' and 'That's sad'.

Second Lesson Presentation - School Two

The teacher asked one learner to read the poem aloud. Thereafter the teacher read the same poem with so much enthusiasm. He moved around the class when he explained. He made sure that all the learners were engaged. He read with a high pitched voice and he observed punctuation. The teacher discussed what 'sift' analysis was. He described it as sense, intention, feeling and tone in the poem. He asked the learners to identify figures of speech in the poem. He also asked them about the rhyme scheme in the sonnet. He then gave them a group activity to write the figures of speech and rhyme schemes at the end of the lesson.

4.2.2.1 Discussion

In both lessons, the teacher used the question and answer as well as the dramatization method (the teacher managed to inspire the learners through visuals and the singing). The learners were heard verbally exclaiming, "Really? Ah, that's interesting". They used non-verbal nodding of heads. They were constantly looking at the teacher and the screen, especially where he paused and explained. The learners were observed leaning forward from time to time. The learners continued to rhyme throughout the sonnet. These learner's reactions showed that they understood. The environment in the classroom was energised through the singing and the rhymes. The teacher was very creative. Learners were seen interacting with each other through discussions.

4.2.3 First Lesson Presentation - School Three

The teacher used the question and answer method to present the poem 'Death be not proud' by John Donne. Seated in a U-shape the learners were all visible to the teacher. He was moving easily in facilitating group discussions. He also moved towards the chalk board from time to time, writing notes. The learners were seen participating in their group interactions. The scribe was writing their inputs down. The time keeper was seen hitting the table with a ruler to show that time was up. A co-ordinator was seen seeking input from everyone in the team. The team mates were

seen consolidating their ideas. They indicated by show of raising their hands to get the attention of the group. At the end of the lesson, the teacher gave a group activity on the chalkboard.

Second Lesson Presentation - School Three

The teacher revised sound devices and their importance in the context of the poem. He used the question-and-answer method to present the poem 'My Name' by MokgabanewaSalape. The teacher made an impact on the learners by the use of a name, for example Sello meant cry and Malehoseries of deaths in the family. The teacher reflected on the previous apartheid era he indicated the message or theme to discuss the power relations in society.

The teacher successfully explained the political with the example of the national anthem, wherein 'Die Stem' was included. Most learners were the born frees and have not experienced the apartheid period. Through the teachers' presentation, the learners shook their heads and exclaimed 'shame', most with their chins resting in their hands. They also were nodding when the teacher emphasised the respect of one's identity. They empathised. They expressed 'hmm.....' to indicate they understood what was explained.

4.2.3.1 Discussion

The learners in this group were not born during the apartheid era. They were made to imagine how it felt to be rendered powerless. The learners were made to reflect on what their African names meant. The learners were made to acknowledge their cultural names and praises. They were made to love them. The irony was that the learners raised their eyebrows to identify with the tone of anger. In the first poem the learners sympathised with the self-pity of the poet as well. These learners expressively voiced their verbal exclamation. The learners were given a group activity at the end of the lesson, especially with many questions on sound devices. The learners were seen actively participating with other group members.

4.2.4. First Lesson Presentation - School Four

The teacher broke down the poem into specific sound devices, to help the learners to understand the poem. She read the poem aloud twice and later asked two learners on separate occasions to read the poem once more. The teacher asked the learners to

identify the sound devices after the poem was read four times, and then by their fellow classmates, but individually respectively.

Second lesson presentation- School Four

The teacher read the Shakespearean sonnet, 'Shall I compare thee'. She then reflected on her previous lesson in identifying, sound devices. She passionately gave the clues to relate their previous knowledge to the present to the present sonnet.

4.2.4.1. Discussion

After the sound devices were clearly explored, the learners still failed to indicate or know them. However, in both lessons, the teacher did not emphasise the significance of such sound devices in each poem. She did not explain why the specific sound devices were used. The learners' elected spokesperson was not given inputs on how their teacher was teaching them poems in relation to sound devices. The learners seemed not to be supportive of the group. They said they were afraid of being laughed at because they could not express themselves correctly in English. Also the learners indicated that they enjoyed working in groups especially because those who were not shy would speak for them.

4.3 LEARNER FOCUS–GROUP INTERVIEWS

The following questions were directed to all the four focus groups in the mentioned secondary schools. The focus groups were conducted once in each school but on different days. The focus groups in each four schools consisted of 5 males and 5 females which is a group 10 per school. A total of 40 learners.

PRESENTATION OF DATA

The learners were asked to comment on how their teacher teacher's poetry. They were also asked what they did not enjoy in the poetry lesson and what interested them.

4.3.1 School One

The group spokesperson indicated that their teacher taught poetry in a very interesting way. She also indicated that the teacher would explain until everyone understood. She

further imitated how their teacher performed throughout the lesson with illustrations. She explicitly stated that dramatization throughout the poem was pleasant. 'The African pot' was enjoyable especially that the teacher carried a hand-made colourful pot on his head. He used images that made everyone enjoy his lessons and they understood him clearly.

4.3.2 Discussion of Data

The learners in this focus group just sat back and listened without even writing notes. In clarifying on what marriage truly was, the teacher always gave answers even when he gave the learners dictionaries. Sometimes the teacher would move around the group, trying to involve the learners to discuss and interact with him. The learners just underlined words but the teacher gave answers. Until the teacher called some learners by their names, they would remain silent. They remained uninterested. When the researcher spoke to them during the interview, most learners seemed terrified. They were not confident to speak. Even looking up words in the dictionaries seemed to take much of their time. However, they volunteered to participate in the process.

4.3.3 School Two

The group spokesperson explained how interesting their teacher sang the political slogans like 'Ayasabamabhunu' translated as: 'The Boers are running away'. The teacher's way of explaining the poem was lively. His approach made his lesson meaningful. The lesson was really enriching about the then political context through freedom songs. The concepts of 'stay-aways' and 'boycott' became understandable to the learners.

4.3.4 Discussion of Data

Their vocabularies seemed more enriched when the teacher elaborated on the literal and figurative meanings of guns. The teacher's language was very simple. The figurative explanations, always are entertaining. The learners remained involved. Especially after viewing DVD's, they participated by asking the teacher many questions. The lessons will always be memorable.

4.3.5 School Three

The spokesperson indicated that the teacher was very passionate. The learners did not want the lesson to end even when the time was up. He taught with so much enthusiasm. He explained the poetry terminologies very well. Terminologies explained

include 'stanza' and 'diction'. He further indicated that their vocabulary was enriched with new words. The teacher never got tired of explaining poetic devices used in the poem 'My name'. The lesson was so vivid and memorable.

4.3.6 Discussion of Data

The teacher read the poems with a different intonation. He observed punctuation. He also explained the sound devices in relation to the poems. He treated the poems with so much passion. All the lessons were enjoyable. The learners are so motivated. They participated actively, individually and as a group. The tone and rhymes of the poems remained interesting. At the end of the lesson, the teacher gave a group activity. The learners interacted with each other. They remained committed to whatever task they were required to do. The teacher's inspiration in his lessons was remarkable. These learners were very confident especially in working with others in a team. They communicated effectively.

4.3.7 School Four

The spokesperson explained how their teacher usually reminded them about the previous lessons. She would proceed by linking the previous lesson with the present one. She could read aloud and clearly. The syllables were clearly articulated. She also allowed the group to read aloud. She was able to observe punctuations with her changing tone. The lesson was lively. She also stated synonyms of some of the words used in the poem. The lesson was generally pleasant and remarkable.

4.3.8 Discussion of Data

The teacher always linked her previous lesson with the present one. She emphasised sound devices, line by line of each poem. The learners participated when she called their names. They were disciplined and they seemed very afraid of the teacher. However, when asked to interact with each other as a group, most learners sat back, they said that Justice, who was their spokesperson, would give out answers for the group. They seemed reluctant to give their inputs. It was surprising how they trusted Justice to work for them without giving their input.

4.4 TEACHER INTERVIEWS

The four teachers in the four schools that taught poetry were interviewed individually, on two different occasions, each interview was audio taped and was fully transcribed by the researcher. These teachers gave their own views on what teaching method

they perceived to be effective. The methods ranged from teacher-led discussions, reflection, narrative co-operative learning, grammar translation and audio-lingual. They were also asked to comment on their challenges in implementing co-operative learning. However, it was clear that whatever method they have attempted, they still could not distinguish the differences between ordinary group work and co-operative learning. They did not know there were also different types of co-operative learning methods, like Jigsaw II that is suggested in this study.

4.4.1. School one

The teacher was asked by the researcher how he planned for the poetry lesson. The teacher wrote down and refers to the handouts. He also brought dictionaries. However, the learners were not interested, he would suggest: "Beauty, please say something". The teacher also indicated he planned low and high level cognitive questions. For cooperative learning the teacher indicated he uses ordinary groups, however, the learners would not say anything even when in a group.

4.4.2. School two

The teacher was asked on what methods he used in presenting his poetry lessons. The teacher indicated he mixed the methods, like narrative and total physical response where he sang and demonstrated. However, the teacher indicated that the learners are not able to use the language appropriately. He said even if he performs or sings, the learners cannot interpret the poem in their own words, for instance in 'Guns of freedom'. The teacher said 'poetry is freedom of expression'. However, through understanding, when one teaches the greatest tragedy, for example the teacher said: "it will remain that potential". The teacher meant the importance and power of poetry remains essential. Concerning cooperative learning, the teacher gave learners orders, for instance, there was a reporter, time keeper or scribe for each group. However, the teacher said sometimes these learners just spoke in a group, but not about the lesson.

4.4.3. School three

The teacher was asked which methods he found effective to teach poetry to his learners and how the learners responded to the lesson. The teacher indicated he

preferred the student-centred method but also discussed how he also leads discussions. The learners were involved and very interested in the lesson. The teacher said: “South Africa is rich in cultural diversities. That was the strength of a nation. However, we allow our differences to create indifferences”. He further indicated: “even the nation’s greatest strength can become its greatest downfall’. This fact was linked to the history of apartheid which the teacher, linked appropriately with ‘My name poem’. The teacher always suggested a different answer to the ones given by the learners. According to the teacher, “those learners used their ideas effectively. They all participate when they are given a task. They discuss before they write it down”.

4.4.4. School four

The teacher was asked how she tests the different methods in an assessment task or test and examination. The teacher indicated that she used the narrative method mixed with the question-and-answer method. However, the learners would not work as a group but only use their spokesperson. Most of the time they did not even discuss with the spokesperson on how to respond on their behalf. They seemed absent-minded. The teacher liked asking them about the alliterative sounds in poems. Concerning cooperative learning, the teacher indicated “I cannot force them to participate”. She taught and gave them notes to take down.

4.5 LESSON PRESENTATIONS

4.5.1 School One

The teacher presented the poem, the African Pot through the narrative method. He also demonstrated how women carried the pot on their heads to the streams during harvest time, while doing this he was also writing notes on the chalkboard. The teacher also handed out dictionaries for the learners to look up for the difficult words. The teacher further indicated why there was no punctuation throughout the poem and “I” was written in small letter as “i”. He said it showed the simple life which was lived in Africa in the context of the poem. In the second lesson, the teacher read through Sonnet 116. He also used the narrative and question-and-answer methods. The teacher made a contrast between free verse, which was unrhymed in The African Pot, with Sonnet 116 which was described as rhythmical poetry.

4.5.1.1 Discussions of Lessons One and Two - School One

The teacher carried around a handleless and colourful pot throughout the lesson. He identified the theme. He said that human beings have the ability to shape their own lives and the lives of others. He emphasised the symbolism and the image brought by the yellow colour to the ripe maize that was ready to be harvested. He brought out the idea of how men drank home-made beer around the fire, danced and told stories during the season. He also reflected on the abundance of ripe fruits. He likened the handleless pot with the simple and easy life in Africa where people drank and socialized from one homestead to another. He identified figures of speech and mentioned the poem was largely written as a metaphor. The teacher cited Stanza six (6) and compared God as a creator with a pot maker in Romans 10:24 and Jeremiah 18:6 in the Bible. The teacher indicated that humility and humbleness were emphasised as a theme as well. In Sonnet 116, in the second lesson, the teacher differentiated between the sonnet which rhymed in the octave, (that is the eight lines) and the sestet – which was the six lines end the complot as two lines. He mentioned the rhyming pattern as abab, efef, afaf and gg.

The teacher also answered on how learners responded to poetry. He said, “The learners lacked the command of English to grasp the poem unlike in the first lesson. They will be writing Geography common task tomorrow”. The teacher’s explanation was an attempt to give a reason for the learners’ inattentiveness. Especially when he called out some learners’ names. They mostly remained uninvolved and were passive. The teacher was tirelessly teaching, writing notes and giving definitions of concepts. Although the learners had dictionaries, they just waited for the teacher to give all the answers. They remained silent except when he called out their names.

4.5.2 School Two

In the first lesson, the teacher asked the learners to read out the poem, “Guns of Freedom”. It was read twice by different individuals, then the teacher read loudly and with expression. He also accented the punctuation. The teacher used video clips on police raids and beatings during school stay-aways. He referred to the literal and figurative meanings of “guns”. He gave lively experiences of war through the video. He paused and explained from time to time, in the context of the poem. He also used the question – and – answer method. He asked the learners questions around the Muslim and Islamic ideologies. The teacher was very skilful in helping the learners to

interact with the poem. He asked the learners about their opinions of war. The teacher further made the learners sing the freedom songs like 'Dubula ne bhunu' which means "kill the boer". He also used the political slogans to justify why people had to carry firearms. For example, the teacher said, 'an armed man is a citizen and an unarmed man is a victim'. The teacher discussed the different meanings of sabotage, disengagement through boycotts and stay-aways. He also described the crimes like detention without trial, treason and life imprisonment. He emphasised the defiance campaigns in illustrating the figurative meaning of guns.

In the second lesson on Sonnet 116, the teacher identified what love was and what it was not, in the context of the poem. He cited the Dewani and Pistorius cases in emphasizing the union which would not be of true minds as in the poem. Rhyme schemes were identified. On commenting on which method he thought was effective to teach poetry the teacher answered: "The question – and – answer method". The teacher further indicated much time was needed to teach poetry effectively. He also indicated that the language problems took much of his time since the learners were slow to understand.

4.5.2.1 Discussions of Lessons One and Two - School Two

The viewing of video slides brought more attention from the learners. They listened and asked questions, or answered when the teacher paused the video and explained. The learners became very interested. Although they sometimes showed concern facially especially at the brutal beatings of the school children by the police. The lessons in this school were memorable.

Regarding the second poem, Sonnet 116 the learners were also giving their input through their spokesperson in the group. The learners were involved and motivated. The teacher was very passionate in his teachings. At the end of the lessons, he would give them a group activity. The learners were interacting with each other discussing the poem before the scribe could write. The teacher always moved about and often interacted with them by asking them questions which added to their inputs. The learners were able to show that loyalty was the most important theme in the Sonnet.

When asked which poetry lesson was most exciting for him, the teacher answered, "The lessons where learners sang and recited the political slogans". The poetry lessons in this school were just fun.

4.5.3 School Three

The teacher used the group – work method coupled to the question and answer method. He first described the sound devices in presenting the poem, ‘Death be not proud’. He reflected on the strong faith of believing in the life hereafter of the poet. He indicated that personification ran throughout the poem. He also pointed out that apostrophe was synonymous to personification. This means that, the poet made death appear less powerful and frightening. The teacher stressed the syllables “like” to indicate that death had no power. He also referred to the tone as one of pity. The poet referred to death as ‘poor death’. At the end, like humans, death would also die. The teacher pointed out that the exclamation mark showed emphasis.

In the second poem, ‘My Name’, the teacher immediately explained how the poet felt humiliated by the white bureaucrats who changed her Xhosa name to Maria. The tone was of anger and disappointment. The colonial masters had hurt the poet by not making any effort to pronounce her name. The poet referred to the colonial masters as racist who treated people disrespectfully. They said her name was like music to their ears. The poet was saddened that her ancestral name was replaced. The teacher also explained the punctuation mark, the ellipsis. (...). He said it showed that something was intentionally left out. The teacher successfully showed how the poet had painfully indicated that it was ironical that her name which was passed down through many generations, was important to her but this was conveniently disregarded.

4.5.3.1 Discussions of Lesson One and Two - School Three

The teacher was amazing in presenting both poems. When asked to comment on co-operative learning method, he answered, “I only know that assigning roles to learners in a group helps them to learn from each other. Fortunately, the learners that participated in this session were hard working. They could not hide behind others”. This teacher had effectively involved the learners. He would ask them questions individually at times. He was able to make them interact with each other in groups of two members, and thereafter allowed them to discuss in groups of five for ten minutes amongst themselves. Then at the end of such discussions a spokesperson would report what the whole group had agreed upon. The poetry lessons in this school were enjoyable.

4.5.4 School Four

The teacher used group work for discussions. This means the learners were assigned roles, for example, as a scribe, time keeper or presenter for the whole group. The teacher revised the sound devices as in the previous lesson. The teacher used the narrative method to teach the poem, 'Car breakers'. She also used the question – and – answer method. The teacher read the poem twice and asked the learners to carefully listen to the sound of words. She identified assonance, which was the repetition of the vowel sounds. She also pointed out at alliteration which was the repetition of the consonants at the beginning of words. At the end of the lesson, she gave a group activity where the learners were supposed to identify different sound devices. However, the learners mostly got the answers incorrect. This could be because she never indicated the purpose of such sound devices in the context of the poem. For example, also in the second poem, Sonnet 116, she asked the learners to identify the sound devices. Once more she did not indicate their purpose in the poem. The learners were confused by such sound devices.

4.5.4.1 Discussions of Lessons One and Two - School Four

In both lessons the teacher emphasised the sound devices, identified them but she did not explain their purpose in the context of the poem.

When asked to comment on what she did not like about the poetry lessons, the teacher answered, "I hate it when after all the effort, the learners still get the answers wrong. Maybe it is because of their lack of knowledge of the English language". The teacher tirelessly explained by reading her notes and also by writing on the chalkboard.

4.6 CONCLUSION

It was remarkable how the teachers in this study were passionate about teaching poetry. However, they still used the traditional methods, like group-work. The roles they assigned to learners in their respective groups were not effective especially as it appeared in school One and Four. Mostly, the learners would sit back and not contribute as they should. This could be linked to the methods that the teachers used. However, in schools Two and Three, the teachers used interaction effectively. The groups or teams participated positively. The individual teams contributed to the common goal. They gave their suggestions and everyone was drawn towards a common and collective participation. Therefore, the teaching methods in the latter

schools were more effective than in the former schools. All the teachers in this study are commended for exposing their learners to this genre at this level of their secondary learning.

It was also notable how these four teachers taught sonnet 116 differently. The teachers in school one and four both emphasised sound devices but without relating them to context of the poem. They also touched on the rhyme schemes with emphasis. However, the teachers in schools B and C displayed much pleasant knowledge by relating the feeling and tone with the rest of the sonnet. They further differentiated between Miltonian and Italian with Elizabethan or Shakespearian sonnets. They interestingly used quatrains and reflections on the rhyme schemes, for example abab,cdcd,efef,gg, which was a good approach to use. Learners were also encouraged to use their own words to simply figurative language of the sonnet. This made teaching and learning of poetry more enjoyable.

The teachers in this study are influenced by Vygotsky's socio-cultural theories in presenting their poetry teaching methods. For instance, using the concept of 'ZPD' in pairing learners with the most capable ones. However, in the results, it was found that, those teachers' methods clearly differentiated between ordinary and collaborative learning.

The researcher has in this study identified the non-participation of learners during poetry lessons in other schools. This means that it is not consistent with cooperative or collaborative learning as projected in chapter 2.

The following chapter concludes the study and it makes recommendations from the findings.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

The researcher summarises, concludes and makes recommendations on the methods of teaching poetry to the grade ten (10) learners in four (4) secondary schools, out of eleven (11) in the Shiluvane Circuit, Limpopo Province.

The researcher used lesson observations, learner's focus-group interviews and teacher interviews twice on separate occasions, to gather her data. Also the lesson observations schedules, the learners' focus-group interviews schedule were used to analyse the results. The researcher's findings were linked to the following objectives:

- To determine the methods employed by teachers when teaching poetry to grade 10 learners.
- To establish how learners respond to the methods of poetry teaching employed by grade 10 teachers.
- To determine the effectiveness of methods of teaching poetry employed by grade 10 teachers.

This study reflects on the teacher-centred approach dominated by the teacher-narration. Most of the time the lessons were predominated by teacher-talk and the learners listening and sometimes, taking down notes instead of actively participating in free discussions throughout the lessons. The following discussion summarises how the enlisted objectives are met, especially by supporting related research.

The National Education Coordinating Committee (NECC) requires grade ten (10), eleven (11) and twelve (12) and Further Education and Training phase to treat two prescribed texts, choosing from drama, poetry (400 lines), novel and short stories, Kilfoil (1993:253). However, it was left to the discretion of the teacher, which genre to teach. The secondary school teachers in this study did not choose poetry. They lacked the appreciation and enjoyment. In this study's context, this means that, the few

number of secondary schools offering poetry is an indication of lack of passion in poetry. They regard the genre as not being valuable. It is concerning, therefore, as to at what stage of learning, learners will be exposed to poetry, if not at secondary school.

This study has drawn lessons on the teaching methods which propagate multilingualism as a young age. This means that, the Department of Basic Education's plan to implement policy by 2025 whereby pupils should learn a third language is highly appreciated (The Star, 2013). This further means that, proficiency in first language acquisition, in this study, an African language is highly applauded. Krashen, in Mafoon and Sabath (2012:36) also backs up or accounts for the individual differences in second language acquisition as a reason behind lack of command in English as a language of instruction. Therefore, the learner's, individuals' feelings of insecurities, anxieties and even hesitance or being involved in learning, especially in a second language should be considered in the methods of teaching and learning. Similarly, the Hispanics were referred to as the minorities in America (USA Census Bureau, 1993:10). It was indicated herein that although two in five Hispanics spoke English less than very well. English was still their language of instruction instead of Spanish. These learners ended up uninvolved and not actively participating in their classroom activities.

However, Singh (2011:118) explicitly discusses a triumphant scenario wherein teaching in an additional language "depends on the dedication shown by the teacher". This means that, the methods that this victorious teacher used have a positive influence on the learners on the learner's performance. Günes (2009:190) warns on deserting and breaking up with the previously unsuccessful methods, which have proved detrimental and disadvantageous, especially for second language acquisition. In this case, this means that, Kiswahili as a language of instruction at primary school level and teaching through English later at secondary level is unproductive. The researcher shares the sentiments expressed by Wyse, Sugrue, Fentemann and Moon (2014:58-59). They indicate that the methods of teaching poetry in Tanzania are 'orthodox'. This means that, the methods referred to were conservative and traditional. Therefore, were ineffective and seem not to prepare learners for good performance at school, similarly in Kenya, Chemwel, Kibass and Illeva (2005:25) indicate English poetry results as appalling. The genre was only for the sake of the examinations only, and had reduced teaching to a bore.

Theoretically, Vygotsky's socio-cultural or constructivist theory still influences the acquisition of second language and teaching methods herein. This means that, the emotional aspects of learners should be considered (Maftoon & Sabath, 2012:137). In this context, speech is linked to mediation as exposed by Vygotsky's discussion of the concepts perzhivanic and the zone of proximal distance which is called, the 'ZPD'. Maftoon and Sabath (2012:39-40) describe the former as key, "the lived experiences and the latter to the affective process through interaction. These key words mean careful listening, intense dialogue and emotional support in interactions, in parenting, teaching, mentoring and among creative partners". This means that, teaching methods and second language acquisition should be theoretically complementing each other especially acknowledging on individual differences in second language learning.

Therefore, the researcher has adopted Vygotsky's theory as a cornerstone that informs or establishes teaching approaches, collectively known as co-operative learning in this study. Kuhn, in Hua Lin and Matthews (2005:390) describe co-operative learning methods as a "paradigm shift" or "gestalt shift", referring to methods of teaching that are complete, detailed and problem solving, collectively in a social context, with other individuals, as submitted by Vygotsky.

5.2. SUMMARY ON THE FINDINGS

In respect of the classroom observations the researcher looked into areas that went well in the teachers' method of presenting the lessons, the overall reactions of the learners towards the lessons, especially what could be general challenges throughout the lessons.

During her second follow-up sessions, the researcher attempted to find if there was anything which was stood out as different from the previous lessons.

The learners were found seated in a circle of about ten learners. They would be assigned a group-task at the end of each lesson. They were found sitting back without any interest of participating or contributing towards their given task especially in schools 1 and 4. At schools 2 and 3, the learners were found listening to each other, discussing without dominating each other. Sometimes the learners were also given dictionaries. In the schools 1 and 4 generally, the learners worked very passively. If urged to work, they would work against each other. It was observed they were used

to competition instead of collectively working together like in a co-operative group activity learning.

However, in schools 2 and 3, the learners expressed themselves in English and enjoyed contributing their ideas to the rest of the groups. They were also observed to be in discussion before the reporter gave the whole group's opinion. They seemed to enjoy debating amongst themselves when given time to do so. They looked very excited to learn new meanings of words. They participated actively.

During the focus-group interviews especially on the second visits, the researcher specifically made a follow-up on whether the learners were provided with proper instructional factors. For instance, how these learners had improved on the previous group work. Also whether the learners were familiar with the previous information. The researcher made sure the presentation methods were appropriate. The researcher further followed up on whether the new concepts were adequately explained. How and whether the learners had engaged in their discussions before the speaker spoke on their behalf. Also if the answer was right or wrong. The researcher further checked on whether the group activity incorporated cognitive aspects as well.

The researcher found out that, the learners understood the teachers' presentations. She was satisfied with how they explained new concepts. She further noted how the learners interacted individually and in pairs then in a whole group. It was remarkable how these learners responded in their respective groups or teams. Especially how inspired these learners were and how persistent they were in completing their given tasks. However, in schools 1 and 4, the learners expressed that they enjoyed working individually. No wonder they sat back without showing interest unless often the teacher called them by their names irrespective of their assigned roles.

In respect of the teacher interviews, the researcher checked whether the given activities at the end of the lessons encouraged communication. Also how the previous lessons were reviewed or how visuals were used and whether the teachers were asking questions about their topics or poems. The researcher specifically looked at what methods were used to by the teachers to present.

It was found that, the teachers were generally patient and sensitive in their narrative methods. They dramatized their lessons. They sometimes used the content specific

questions and the question-and-answer methods frequently where an immediate answer was required. Schools 2 and 3 used visuals and songs. The teachers were passionate. The teachers at schools 1 and 4 modelled answers by giving clues in the group activities. They also gave clear and written instructions.

Most teachers preferred starting their presentations from the known to the unknown. Teachers were helping the learners especially with poetic devices and figures of speech. These teachers indicated that it took them a long time to engage their learners but they would try another method if they did not succeed with the first method. They usually used ordinary group-work instead of co-operative learning group-work. Teachers expressed sympathy for the learners who were unable to work with others actively, especially if they seemed uninterested and the teachers indicated that it could be that the learners are ashamed or embarrassed in case they gave the wrong answers.

5.3 RECOMMENDATIONS

It was the researcher's finding that the learners were uninvolved for fear of being wrong. She indicated to the learners that no knowledge is worthless and that they must not show interest only in examinable tasks. Seemingly, the learners are only serious if they are due to sit for common tests or examinations. The researcher was very firm in indicating to the learners that informal tasks prepared them for the formal ones.

Regarding being passive and not interacting actively with others, the learners have to be taught to trust in co-operation with each other instead of competing against one another. In schools 1 and 4, it was disappointing that the learners believed in witchcraft, so much that they preferred to work individually in fear of being bewitched. The teachers were also encouraged to make the school governing bodies empower all structures, especially in their respective communities and that we need to be aware of the multicultural communities so that people can change with times. The stereotype beliefs are so bad, that if they are left unattended to, these learners will remain backward and trapped in unsuitable practices.

However, with regards to the inspiration and motivation in school 2 and 3, the teachers need to be supported to be able to differentiate between ordinary group and co-operative learning work, or group as an effective teaching method, depending on which one they would prefer and which would suit the needs of their school situations.

These teachers should be commended for persevering and the Department of Education should have a tight policy in place on the choice of which genre to offer and the period during which to treat it so that teachers can expose their learners to all the genres at secondary school level, before it is too late or at tertiary level.

Extensive research, Mail and Guardian April 24 – 29 (2015:38) indicates the humiliating ANAS results. In this context, underperformance extends from senior phase right through further education and training level, especially in grade twelve. Therefore, the ANAS and matric results trace back especially to the new teachers that are placed by the Department of Basic Education bursary scheme, FunzaLushaka.

It is suggested that Umalusi, as the quality assurance body, should revisit these teachers' methodological practices. More so, the failure situation is perpetuated by the concern that these new teachers are poorly prepared for teaching. This means, their ability to teach leaves much to be desired.

Research reported on in Mail and Guardian (2015:30) suggested that multilingual approaches is the best way to follow. This means that learners should be taught together in the same classroom. Allowing learners to use their own languages will help a great deal. If English is the common language, then the teacher would use English. The single medium system is the cause of problems. This relates to disability to use us primary language in their learning. Imposing the use of English has created a lot of challenges which make it difficult for learners to enjoy poetry.

Lack of exposure to the poetry genre at the eleven secondary schools in this study is a cause of concern. Stickingling, Prasmus and Olsen (2011:38) alert that our own 'poetry attitude' has been influenced by our past poetry experiences. This concept means that these teachers' disregard for the genre reflects on their personal experiences in their school days. One wonders what these learners do at tertiary institutions, if they are confronted with poetry in their courses.

The aesthetic benefits of exposing learners to poetry are versatile. The learners who had an opportunity to experience poetry have the privilege of experiencing how poems have a meditative or nurture leadership roles in churches and communities with insightful motivation (Frank, 2005:48).

The researcher therefore encourages the teachers in the eleven schools and other schools which shun poetry to pursue it. The experience of teaching new vocabulary and figures of speech is never to be forgotten. Williams (1978:40) states that “Poetry is like the lovely bird that is still with us”.

Elting and Firkins (2006:129) have alerted that teaching poetry to the ELL (English language learners) is creatively exposing them to the culturally different poems and could bring different cultural interpretations, especially through dramatization which could also encourage aesthetic language. This further means that performing poetry could increase fluency and confidence through poetic communication. Therefore, the teachers in secondary schools in Shiluvane Circuit are urged to look at poetry anew so as to make it accessible to the learners at high school level.

The study at hand will be pointless if it just encourages teachers as only words on paper if it remains unexplored. Poetry as a tool of expression can be used by all people from different walks of life. It was seen to have the potential to unify people. Like music, it can be used to depict peoples’ pains or happiness. By understanding poets, freedom of speech can also be exercised, especially politically. However, the greatest tragedy is if the schools at hand still do not value or teach the genre.

Also Jacques Prevert in William (1978:39-40) recommends the teaching of poetry like a paint of a portrait bird. This means that teachers should approach poems like a ‘lovely rare bird’. Therefore, encouraging teachers to actually teach it.

5.4 LIMITATIONS

The fact that only few secondary schools in the circuit in this study offer poetry, seems to create a gap in how these learners are left behind their peers in the other areas. It remains to be seen how different the results would be in this investigation should all the schools in this circuit teach poetry. It would moreover be interesting to see which methods these teachers would use in their poetry teaching.

This study is confined to only four schools in one circuit, however, the problems that occur in this circuit, regarding the methods of poetry teaching could be experienced anywhere. Although this situation cannot be generalized to other circuits nonetheless, it points to important data concerning the teaching of poetry as a genre for learners in grade ten (10).

5.5 CONCLUSION

Further research is therefore recommended to find out what the results would be at secondary schools in the said circuit if they expose their learners to the teaching of the poetry genre. Mail and Guardian (2015:1) also suggest the need to learn multiple languages, in particular the indigenous languages in South Africa. The suggestion aims at ensuring that there is mutual understanding among the various racial groups in the country. The multilingual graduates are said to have more capacity and are effective also at the work place. Sign language should also be entrenched in the Language Policy.

Therefore, the negative attitudes towards multilingualism inhibit the use of African Languages especially in education. Aschular, City Press (2015:15) emphasises that the child thinks best in his or her mother tongue.

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