

**STUDENTS' LEARNING ABOUT ENGLISH POETRY AS
LITERARY WORKS: A LESSON/ LEARNING STUDY
APPROACH**

By

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**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Education of the University of Dodoma.**

The University of Dodoma

October, 2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the University of Dodoma, a dissertation entitled: **Students' Learning about English Poetry as Literary Works: A Lesson/ Learning Study Approach** in partial fulfillment of the requirements for the degree of Masters of Arts in Education (M.A. Education) of the University of Dodoma.

.....

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(Supervisor)

Date.....

DECLARATION

AND

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

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ACKNOWLEDGEMENT

I thank the Almighty God for without his divine assistance this work would not have been accomplished. I am indebted to my supervisor Dr. Narayan Prasad Behera for his potential guidance, patience, encouragement and constructive comments and criticisms as well which essentially made this work a reality. Thank you for making a difference in my life as my supervisor, mentor and role model.

Notably, I acknowledge the support of Dr. Kondo. B., Dr. Binde, A., and Dr. Bali, T.in terms of advices, support and knowledge sharing. I also acknowledge the contributions of Mr. Nguru, F.,Mr. Murasi, G.,Mr. Mgonja, M., and Ms.Pembe, A., who were teaching staff at UDOM for their advices and encouragement whenever I needed them.

Furthermore, I would also appreciate and acknowledge the Shinyanga Municipal Executive Director, Mr. Kang'ombe who offered me the permission to go for further studies. Besides I am indebted to my respondents in this study who were English language teachers and students of Uhuru Secondary school in Shinyanga and Uhuru secondary school teaching and non teaching staffs who supported me during the time of data collection for completing this dissertation. I would again extend my special thanks to my classmates, Massi, Wakil, Kihombo, Kivuyo, Rutasingwa, Mwamakula, Msingwa and Mahela on behalf of others for their knowledge sharing.

Last but not in any way least I would like to acknowledge the solid base I got during a warm company of my late husband Peter Shija. Besides I appreciate for the patience of my children; Yunge, Phoebe, Ibrahim (senior), Victoria, John and Ibrahim (junior) particularly, for my absence at home during this study.

DEDICATION

This dissertation is dedicated to my beloved father John Menyo (R. I. P), my mother, Juliana Rose Ndaha and my brother Gilbert Menyo for their parental care and moral inspiration which laid the foundation of my desire for knowledge from primary school up to the Master degree.

ABSTRACT

The study examined students' learning of English poetry as a literary work using lesson/ learning study approach. The study deployed ethnographic research design along with qualitative and quantitative approaches. It was underpinned by variation theory of learning and lesson/learning study approach. It involved 65 respondents whereby 5 were English language teachers and 60 were form IV students who were purposively sampled from a sampled school. Data related to the study were collected through interviews, observations, focus group discussions as well as pre-and post-test assessments. Furthermore, the qualitative data were analyzed using thematic analysis whereas the quantitative data were analyzed using descriptive statistical analysis.

The findings of the study revealed that both teachers and students perceived difficult to discern English poetry literary works. The study also found that teachers were not aware of lesson study approach with variation theory of learning and how they worked in teaching particular object of learning that was essentially perceived as difficult. Further, the findings revealed that teachers' competence increased as they participated in the lesson study approach of teaching and learning. Similarly the study found that there was substantial improvement of students' learning abilities which was determined from their mean score performances.

Based on the findings of this study it was recommended that the government had to plan subsequently and run the teachers professional development seminars as well as workshops. The seminars were meant for orienting teachers to the lesson study approach and variation theory of learning in discernment of difficult topics along with developing teachers' professional competences and improvement of students' learning abilities.

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LIST OF ABBREVIATIONS AND ACRONYMS

CA	The Critical Aspect of Learning
CBE	Competence Based Curriculum
EFL	English as a Foreign Language
ETP	Education and Training Policy
FGD	Focus Group Discussion
LO	The Object of Learning
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
TIE	Tanzania Institute of Education
UK	The United Kingdom
URT	The United Republic of Tanzania
US	The United States

CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.0 Introduction

The current study investigated students' learning about English poetry as literary works using a lesson /learning study approach. This first chapter is organized under the following sections: section 1.1 presents background to the study; section 1.2 presents statement of the problem; section 1.3 explains purpose of the study; section 1.4 explains objectives of the study; section 1.5 presents research questions; section 1.6 presents the significance of the study; section 1.7 provides the delimitation of the study; section 1.8 presents the limitation of the study and eventually the operational definition of key terms are presented in section 1.9.

1.1 Background to the Problem

The present study aimed at developing the exemplary model research lessons as pedagogical models in enhancing teaching and learning English poetry in ordinary level secondary schools. Specifically this pedagogical model was developed with the principles of lesson study approach and was validated through different lesson study cycles. The lesson study referred to an approach to instructional improvement and professional development of teachers that required teachers to work in small teams to plan, teach, observe, analyse and refine individual class lessons (Lewis & Hurd, 2011). However, the designed model was based on the problems identified during situational analysis. Basically, the identified problems were interpreting poems and analyzing themes and messages in English poetry literary works.

It was believed that poetry was a screen-size art used to encourage people to use language economically and precisely in transferring oral and written communication

discourse. It evoked feelings and thoughts about complex social issues and it was regarded as more than a vehicle for expression that linked strange phenomenon with familiar ones through image hence making poetry such a powerful instrument (Hughes, 2007; Klein, 2010 & Sarac, 2003). Similarly, in the context of curriculum, poetry provided room for teaching and learning basic language skills which were linked by metaphors. Hismanoglu (2005) asserted that poetry offered an opportunity for appreciations and development of sensitivity for words and discoveries that may cultivate deeper interest and greater analytical ability. On the other hand, Magoma (2011) argues that to make poetry more meaningful, teachers needed to have regular evaluation of teaching and learning. More importantly, poetry is the central place in our lives not only for aesthetic pleasure it affords, but also it has the ability to awaken our senses and enables us to synthesize various issues in multiple ways.

Harris (2008) asserted that, classical poets in particular and poetry in general had steadily declined over years. He further suggested that probably, this trend created vacuum of insensitivity towards poetry as compared to other genres of literature. Besides, Shafieyan (2011) asserted that poetry had been perceived as a burden of learning by Asian learners as it is believed that poems have many meanings and substantially difficult to reach out. Similarly, Malaysian students were reported by Sidhu (2003) that they expressed negative attitude towards reading poems due to dissatisfaction which arose from mismatch in language levels and interest. Again, he found that lack of proficiency in English language, deficiency of critical thinking in analyzing, and interpreting the poetry texts and difficulty in identifying themes and messages demotivate the learners to learn poems. Scholars had directly linked the apparent decline of poetry with language forgetting about the teaching approaches which were used in teaching poetry. The current study hypothesized that the decline

in poetry teaching and learning in secondary schools was significantly contributed by inappropriate teaching approaches. Thus, there was need for developing better teaching and learning approaches.

In the context of the Africa continent, the trend of teaching and learning poetry was essentially influenced by numerous problems including lack of pedagogical skills in teaching poetry. The situation rose as a result of substandard teacher training system, inadequate competence in English language among teachers as it was blamed that the way poetry was taught promoted learners' negative attitudes and difference towards it. Most often than not, teachers tended to use traditional methods of instruction which were not cohesive with the current practices of learner-centred approach to teaching and learning. On the other hand, learners were reported to experience difficulties in comprehending and interpreting poetry due to inappropriate use of words (lexical), problems of comprehending words and their meanings (semantics), problem of rules of arranging words and phrases in sentences (grammar) as well as poor pronunciation of words (phonetics) (Abdull& Jacob, 2004; Amisi, 2002; Connolly & Smith, 2003; Ghrib, 2004; Kabaji, 2001; Vincent, 1979).

Tanzania like a number of other countries in the globe was experiencing problems in teaching and learning poetry. These problems according to Allen (2008) included, insufficient command in English language among teachers which limited effective teaching, this generally resulted from improper pronunciation marked by interference of vernaculars and Kiswahili vowels. Likewise, teaching and learning English language was influenced by inappropriate use of vocabulary, improper arrangement of sentences, and incorrect use of spellings which limited teachers and

students from engaging in meaningful dialogues. Also, the teaching and learning materials used were basically substandard hence, deprived of learners' motivation and interest in studying poems (Allen, 2008; Carless, 2003; Li, 1998; Mosha, 2004; Osaki, 2000). Other problems that were hindering poetry comprehension were caused by the size of the classes which limited teachers' close monitoring of the learners' classroom activities (Ho, 2003; Wedgwood, 2007). Limited time resulting from overloaded syllabus and examinations were among the factors that contributed to poor comprehension of poetry written texts (Carless, 2003; 2004; McKay, 2003). However, almost nothing had been deliberated by scholars with regard to the approaches that were used for teaching English poems in Tanzania. In contrast, Chapuis (2003) revealed that a range of studies conducted in other places had already established a symbiosis between poetry and teaching approaches.

1.1.1 Pedagogical Problems of Teaching English Poetry: A Cross - continental Issue

In the continent of America, much had been written about the problems associated with teaching poetry. Literature showed that of the three genres of literature, poetry seemed to elicit the most outcries from students. Hughes (2007) reported that, teachers claimed that they were feeling uncomfortable in teaching poetry owing to lack of appropriate pedagogical role models. He further asserted that the dominant model of poetry teaching in US had been to teach poetry through print texts with the focus of finding one meaning to be dissected (Hughes, 2007). In Europe, Prynne (2010) contended that poetry was widely regarded 'difficult' and more challenging to understand than other modes of writing. Similarly, in the modern times some tendencies in poetry writing had displayed even greater difficulties than the more old- fashioned general way of writing. In difficult modernist poetry there was an

experience of obscure and complex aspects relating to thoughts and ideas to imagery and structure leading to broken linkages. However, the specific difficulties were linked to language and language use (linguistics).

Teaching of English language was a growing field in the training education of Asian students. However, Akyel (1995) commented that most English language teachers did not like to teach poetry in classrooms due to their lack of poetry knowledge, apart from the fact that poetry provided precious language for English as a Foreign Language (EFL) to students. He further emphasized that EFL teachers should teach each literature genre independently because each one had its own significance and practical usage. Furthermore, literature unveiled that short stories were short and time serving with less imaginations compared to poetry which had in-depth imaginations and metaphors which resulted in difficulties in discernment of poems (Erturul, 1999 & Honna, 2005).

With regard to the Africa continent, it was revealed that of the three denominations of imaginative literature (poetry, prose and drama); poetry had always seemed to be the most difficult genre which appealed less to majority readers. Robey (1983) added that this situation had often been associated with a number of factors including; the disliking for poetry resulting from its poetic language. Nnolim (1990) contended that language of poetry was not explicit. The language used in poetry was said to be connotative rather than denotative, illusive rather than direct, figurative rather than literal and symbolic rather than plain hence it challenged the intellect compared to that of prose. He further asserted that the language complexity had compelled teachers and students to depend heavily on study notes. Moreover, the traditional metric forms for which the classical English poems exhibited were absent in the

modern African poetry. Therefore Luzuka (1975) argued that the absence of the metric forms had influenced the poetic language which stood as a barrier between readers and poetry itself.

Another difficulty was attributed from the pedagogy of teaching. Yankson (1987) and Vincent (1979) asserted that traditional methods of teaching poetry were more of teacher centred and could not give room for learners to show poetic experience and relevance in everyday life. They cited a case in point that teachers tend to begin his/her lesson by writing a title of a particular poem and name of the author on the chalkboard. He would then read the poem to the class or get students to do so. Besides, he would explain figures of speech and the lesson would end after he had instructed students to hunt for the figures of speech. Moreover, teachers used to construct an answer on a particular question relating to the topic or the object of learning in a poem instead of students. This perhaps tends to limit learners from acquiring the skills for discerning poems in one hand and the opportunity to practice such skills on the other hand. Consequently, the method had not found favour with experts of education. Therefore, Akinbobola (2006) asserted that for effective learning to occur, the teacher had to impart to the learners some new ways of meeting the poetry situation through identified learner- centred approaches. However, in an attempt to answer the question as to why did poetry problems persisted, Steiner (1978) argued that the reader himself/herself was the first difficulty of the poem as he/she failed to comprehend their meanings and sometimes a poem might refer something that the reader might not know and hence regard it as an illusion. He further argued that what we refer to as difficult tends to signify a 'word' or 'phrase' thus for example in Wole Soyinka's poem entitled 'Night' of 1988 from which words such as *serrated*, *dank*, *suffusion* and *dappled* might subject learners to

poetry comprehension difficulties. Again, lack of historical and contextual details of a particular poem among readers, and the poet's will in employing unique forms of language which has become obsolete create problems in bringing out the real meaning of poems to the readers (Hayhoe, 1998; Steiner, 1978).

1.1.2 The Pedagogy of Teaching English Poetry at the Crossroad in Tanzania

According to Chapuis (2003) pedagogy referred to a complex concept which constituted combination of knowledge and skills required for effective teaching. It included a practice, art and science of teaching that made difference in the intellectual and social development of the learner. One part of the Tanzania Education Policy guidelines articulated that:

“It is fundamental to promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and at least one foreign language (MOEC, 1995).

Particularly, the Tanzania education policy lacked a specific guideline on poetry teaching. However, some deliberate strategies needed to be put in place to enhance effective poetry teaching. To make this a success, poetry needed to be treated as a separate entity which needed specific pedagogical skills. Again there was paucity of specialized teachers in teaching poetry lessons. Therefore, English teachers usually preferred to teach prose or drama and simply ignored poetry. This situation tended to put poetry teaching in Tanzania at the cross road.

Similarly, Teachers' Training Curriculum in Tanzania had an objective that aimed at promoting the development of competency in linguistic ability and effective use of communication skills in Kiswahili and at least one foreign language although it neither addressed the issue of poetry teaching nor prepared teachers who were specifically responsible to teach poetry perse. However, Helperin (2005) in realizing

the importance of poetry he contended that poetry had to be taught as a distinct entity in its own right like Biology, History and others. In addition, the Tanzania English Language Syllabus had allocated 32 poetry periods (Ministry of Education and Vocational Training [MOEVT], 2010). In the real sense, the allocated instructional time was too limited to cover at least six recommended poems effectively. Then it was apparent from the reviewed literatures that lack of specific policy guidelines on teaching poetry, inappropriate system of training poetry teachers and limited instructional time jeopardized poetry teaching in Tanzania and eventually put it at the crossroad. To get a clear cut avenue at this juncture, there was a need for an attempt to address these problems through lesson study approach.

According to Lewis and Hurd (2011) Lesson study referred to an innovative approach to teaching and learning which originated in Japan in the 1980s. It was later adopted by US researchers in the 21st century following the success of Japanese pupils in Mathematics, Science and English language. Currently several countries had adopted lesson study, for example East Asian countries such as China, Hong Kong, Indonesia and Malaysia. Again in the west it was adopted in UK, US, Sweden and Canada. In Africa lesson study was initially adopted by South Africa and Kenya (Cuban, 1998; Hollingsworth & Oliver, 2005; Lewis & Hurd, 2011; Ono & Ferreira, 2010; Schulman, 1983; White & Lim, 2008).

Furthermore, Lesson study was conceived as a model of professional development concerning the improvement of teaching. Particularly, teachers tend to improve their pedagogical skills to enhance student learning and generate knowledge about the content of learning. It was the collaborative as well as iterative approach which demanded a group of teachers to plan, teach, observe, discuss and revise lesson in

relation to a specific aim. However, it tends to support teachers in becoming lifelong learners (Bush, 2009; Dudley, 2011; Lewis & Hurd, 2011). Therefore it was an alternative attempt to improve the poetry teaching and enhance poetry learning.

1.2 Statement of the Problem

Poetry was reported as a useful tool for enhancing all aspects of literacy such as speaking, listening, reading and writing (Hughes 2007). Despite many benefits it offered, poetry had continued to decline and lost its prestige than other literary genres in the world. This situation was seen worse in Tanzania too. For example, the preliminary study conducted in Shinyanga Municipal revealed that teachers had lost their confidence and morale to teach poetry as they found it extremely difficult. Some teachers and learners were observed as incompetent in using English language during the teaching and learning process. It was also revealed from the classroom observation in the preliminary study that different errors including; semantic, lexical, syntactical and phonological still dominated English poetry classroom teaching. Teachers entered the class without appropriate teaching-learning materials, and with inappropriate teaching pedagogy. Moreover, it was explored from the teachers' interview that teaching drama and prose were more favoured than poetry because, language of poetry was symbolic in nature that limited both teachers and learners in comprehending and interpreting it easily and hence poetry was ignored. It appealed to reason that the declined interest of poetry teaching and learning in Tanzania like in other countries cited in this study was due to poor teaching approaches used by teachers in secondary schools. Further it is assumed that once teaching has been successful then learning will no longer be a challenge. Perhaps, in view of the above idea and the identified hard spots of learning English poetry, many countries from America, Europe, Asia and Africa had been adapting the lesson/learning study

approach as an antidote to combat the problems in English poetry teaching and learning. Therefore, the current study was an attempt to find out the solution to arrest the declined interest of poetry teaching and learning by adapting lesson/learning study approach as new teaching and learning approach to harness the interest of teaching English poetry as well as improving the performance of learning English poetry.

1.3 The Purpose of the Study

The purpose of this study was to develop a pedagogical model for the improvement of learners' learning in English poetry through lesson/learning study approach and evaluate the efficacy of the developed model.

1.4 Specific Objectives

1. To identify the Form IV students' learning difficulties in English poetry literary works.
2. To develop an exemplary model research lessons on the interpretation and analysis of themes and messages of the poem by using lesson/learning study approach.
3. To evaluate the effectiveness of the exemplary model research lessons on the interpretation of poem as well as analysis of the themes and messages of the poem in improving students learning.

1.5 Research Questions

1. What learning difficulties do form IV students encounter in learning English poetry literary works?

2. How can the exemplary model research lesson on interpretation and analyzing themes and messages of a poem using lesson study approach and variation theory of learning be developed?
3. How does the developed lesson/learning study exemplary model research lesson influence teachers' professional development and students' learning performance?

1.6 Significance of the Study

The study was expected to bring useful insights in improving the ways of teaching and learning of interpretation of poems and analyzing themes and messages in Tanzania context. The study would also give insights to the teachers, policy makers, curriculum developers and other education stakeholders at various levels of educational administrations to overcome the existed problem of teaching poetry using lesson study approach. The study was further expected to add to the knowledge about efficiency of the current teaching methods in Tanzania secondary schools. Furthermore the study will be used as reference to other researchers who would choose to study the same area. Moreover, the findings of this study were expected to be a source of inspiration for English language teachers at secondary school level to improve their professional skills and motivate more teachers and students to like the subject.

1.7 Delimitation of the Study

Delimitation of the study involves drawing boundaries or limiting the scope of the study in terms of the study area, respondents and subject matter. Delimitations of the current study were:

- (i) The study was delimited to one urban secondary school in Shinyanga region in Tanzania. However, its findings should not be restricted within Shinyanga municipal only.
- (ii) Only 30 boys and 30 girls from form IV class and 5 English language teachers were the participants in the current study.
- (iii) This study was restricted to investigating the students' learning about English poetry as literary works using a lesson/learning study approach.

1.8 Limitation of the Study

Limitations refer to the weaknesses of the study. Limitations involved those things the researcher could not control, but that might have influenced the results of the study (Baumgartner, Strong & Hensley, 2002). The current study had the following limitations:

- (i) The selection of the school for the present study was only from Shinyanga Municipal district. Therefore the findings of this study cannot accurately be generalized for the rural schools of the same municipal district.
- (ii) The sample of this study was only drawn from public secondary school; hence the findings cannot be generalized to the population of private secondary schools.
- (iii) The participants in the current study were from different cultures, tradition, social economic status and parental economic activities. Therefore, the outcomes from this study were expected to be affected since the variables were not controlled.

1.9 Operational Definition of the Key Terms

Teaching: In this study, teaching referred to the act of improving students' ability to learn a specific object of learning and its different critical aspects of learning. Therefore the act of teaching was measured by observing the process of lesson plan in terms of preparation as well as its stages and subsequently how planned lesson was being implemented.

Learning: The term learning in the current study referred to the professional development of teachers in terms of improvement of pedagogical skills and students' ability to discern the critical aspect from the poetry texts. Hence, teachers' professional development was measured by observing the process of lesson planning and the execution of the planned research lesson at first and subsequently students' learning was measured through the progress rate (post-test) after attending the instructional session organized within the cycles of lesson study approach.

Lesson Study Approach: It was defined as a model of professional development for the improvement of both instruction as well pedagogical skills with a view to enhance the students learning. However both instruction and pedagogical skills were measured through the cyclic process of planning, teaching, observing, analyzing and revising the lessons in relation to the students' ability to comprehend the poetry texts.

Form Four Class: The term 'form four class' referred to students studying literature in 12th class at secondary school level.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents review of related literature to the current study. It is organized under four major themes. It begins with the theoretical framework and followed by the critical review of related literatures and its synthesis. It eventually ends with research gap and conceptual framework.

2.1 Theoretical Framework of the Study

Theoretical framework of a research relates to the philosophical basis on which the research takes place and establishes the link between the theoretical aspects and practical components of the investigation undertaken. It provides the direction and guidelines of viewing, gathering and connecting a set of ideas necessary for carrying out the research (Kombo & Tromp, 2006; Merriam, 1998; Mertens, 1998). Besides, the current study was guided by the lesson study approach with variation theory of learning.

2.1.1 Lesson Study Approach

Lesson study is a translation of Japanese words “jugyou kenkyu” which means instruction, or lessons and “kenkyu” which means study or research. Hence, the term *lesson study* was translated to mean instructional improvement strategy or study of instruction. Similarly, lesson study is defined as a kind of action research and professional development activity in which teachers collaborate to create effective model lessons and get the opportunity to observe their live classroom practice (Fernandez, 2002; Lewis, 2000; Watanabe, 2002; Yoshida, 1999). History documents that lesson study originated in Japan. In 1872 the object lesson

methodology was introduced in the normal teacher training colleges by Meiji government. The aim was to update teaching methods within elementary schools. The object lesson method was initially based on Pestalozzian theory which emphasized that teaching must start from the observation of objects that help students to recognize the concepts through intuition. The normal schools presented lessons to the class while other students observed and discussed about it and criticisms offered were mainly based on content, methodology, teacher and children. These elements were useful for the current's lesson study (Makinae, (n.d).

The observed research lessons in the lesson study process were regarded as windows on the vision of education which was shared by the group of researchers whereby one teacher volunteered to teach the lesson while others made detailed records of teaching and learning as it unfolded. According to Lewis (2002) the collected data were shared during the post lesson colloquium where teachers and researcher reflected and debriefed on the lesson and on the process of teaching and learning with broad sense. Further, Lewis & Tsuchida (1998) argued that the focus of the research lesson lied in specific-generated problems/goals/ or vision of pedagogical practice .Therefore lesson study was a process in which teachers engage themselves to learn more about effective practices which improved learning outcomes for students and teachers' pedagogical skills as well as generation of knowledge about the object of learning and the critical aspects of learning (Bush, 2009; Carlgren, 2012; Fernandez & Yoshida 2004; Lewis & Hurd, 2011; Shimizu, 2002; Takahashi & Yoshida, 2004).

Specifically, Carlgren (2013) contends that, in order to conduct the lesson study, one has to follow steps given here under.

- Delimitation of an object of learning which the teachers consider difficult to teach and /or students have problems in learning.
- Analysis of the meaning of the learning (with the help of subject didactic literature). What is that must be known in order to grasp the object of learning.
- Construction of “pre-test” not necessarily a traditional written test. Mostly in combination with interview of sample of students (this is done in relation to all students who will participate in the study). Analysis of students’ response in order to identify the actual critical aspects of learning for this group of students.
- Design of a research lesson based on the analysis of the pre-test and interviews. The design principles are often based on the theory of variation (in terms of constructing patterns of variance and invariance so students easier can discern the critical aspects).
- The research lesson is video-documented (or observed by colleagues in the project).
- Analysis of the research lesson together with the results from post-test and perhaps additional interviews.
- Revision of the design
- Research lesson 2 is carried out with a new group of students preceded and followed by post test
- A second revision leading to the design of the third lesson which is video documented and analyzed (Carlgren,2013; Lewis & Hurd, 2011)

Figure 2. 1: The Cyclic Process of Lesson Study

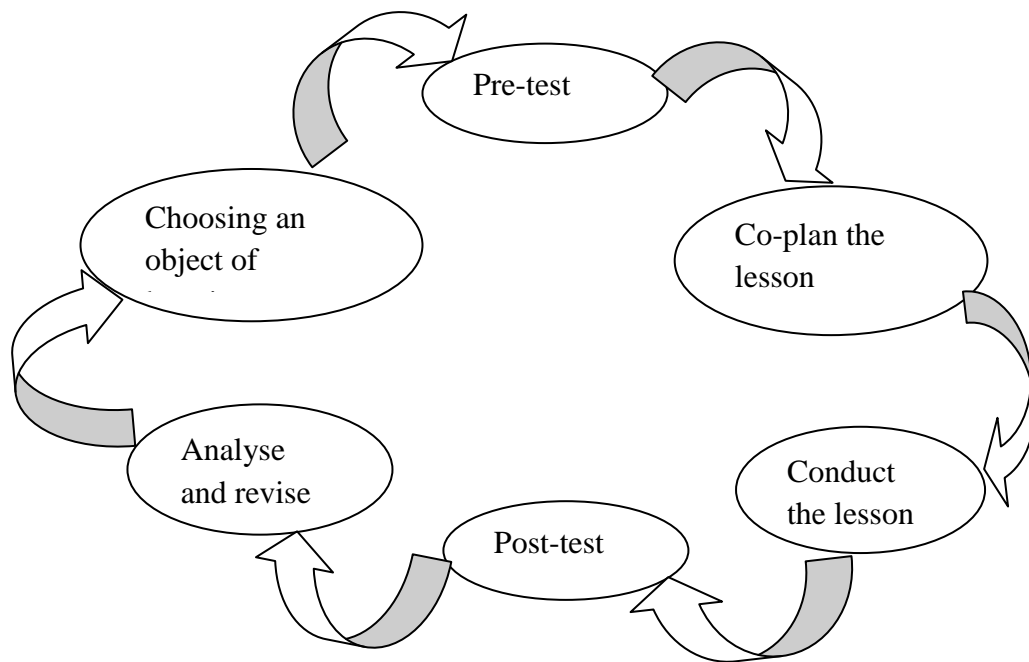


Fig. 2.1 The lesson Study cycle adapted from (PPT, Ingrid Carlgren, 2013).

Apart from the fact that lesson study is a simple idea, it has the following strengths:

Lesson study is a collaborative activity which is improved through deep thought, inquiry and collective focus on teaching contrary to individual teachers working in isolation where it is difficult to enhance their professional development. Again, lesson study model is flexible in the sense that it can be altered depending on the object of learning and critical aspects of learning and context (Pang, 2006). Further, lesson study provides diverse learning experiences for teachers which lead to effective professional development. It is therefore collaborative, comprehensive and teacher driven ongoing activity which is highly focused on subject matter, teachers and students learning outcomes. Moreover, the participants in lesson study group manage to get the answers of their problems of discerning the object of learning, critical aspects of learning and finally the ways of delivering the research lesson

from the teachers, specialists and students participated in a specific research lesson. Besides, lesson study simplifies teachers instructional planning by making it a comfortable activity as it involves a group of subject specialists where cross fertilization of knowledge is felt (Lewis & Hurd, 2011).

Besides the evidenced strengths that the approach demonstrates, the approach had some weaknesses. Lesson study as a professional development could not meet the needs of all teachers in the school or district due to variations that exist in individual's perceptions. Again lesson study was lacking the formative feedback due to the fact that it didn't provide data on how many students succeeded during the execution of the critical aspects of learning. The third weakness was that the teachers' predictions of students' successes and difficulties during planning overlooked and pre-empted the pre-existing students' schema and the pre conceived knowledge (Fernandez, 2002; Fernandez & Yoshida, 2004; Lewis & Hurd, 2011).

Apart from it, literatures show that many scholars in the world applied the lesson study approach as a teaching and learning strategy to identify different critical issues. Such empirical studies included: the study done by Lewis & Hurd, (2011) on how teachers learning communities improved instruction; Burroughs & Luebeck (2010) concerning training of pre-service teachers in Mathematics; Fernandez (2002) outlining the historical background of Lesson study approach in Japan; Kadroon & Inprasitha (2013) concerning the professional development in Mathematics teachers with Lesson study and Open approach and the process of changing teachers' values about teaching Mathematics; Doig & Groves (2011) conducted the Japanese lesson study on teacher professional development through communities of inquiry just to mention a few.

Therefore, the current study used this approach purposely to help the researcher to develop and execute the exemplary model research lessons in the real classrooms and to improve teachers' competence in English poetry teaching and student's learning abilities in the context of Tanzania.

2.1.2 Applicability of Lesson Study in Teaching and Learning

Lesson study was used in developing the instructional expertise among teachers. It helped teachers and researchers to have deeper understanding of instruction and how research lessons could be developed, executed and modified to enhance discernment of different critical aspects among students. The expertise was cultivated on the basis of capacity building particularly during the lesson planning as teachers anticipated the student's responses and constructed questions which they would ask. Similarly, during planning session teachers got the opportunity to learn during the reflection phase (Lewis & Hurd, 2011; Yoshida, 1999).

Lewis et al., (2006) emphasized that the lesson study approach sought to build the pathways to schools development in which teachers' instructional knowledge accumulated through progressive advances attained through exemplary model research lessons planned and executed in various local contexts

The approach was used in helping teachers and researcher to develop critical ways of thinking while observing students in live classrooms. During the research lesson teachers observed the classrooms for evidence of students learning, engagement and behavior. They got opportunity to think broadly about students' discernment of the object of learning than when teaching in overcrowded classes as it was the case in daily classroom life (Lewis, 2002; Takahashi & Yoshida, 2004).

Also lesson study helped participating teachers in deeper learning of the subject matter. It provided pathways for participant teachers to deepen their knowledge of the subject matter particularly for topics newly added to the curriculum (Lewis, 2002).

In the course of curriculum review, there was possibility to incorporate the new object of learning and its corresponding critical aspects that created difficulties in teaching and learning. In such a situation lesson study approach provided room for teachers to select the ideal pedagogy of teaching of the new object of learning and extended the pace for students to discern the new object of learning comprehensively through sharing of the knowledge on how to learn as well as how to teach. Besides lesson study approach, the use of various patterns of variation theory of learning was another instrument for teachers to improve their classroom instruction (Lo, 2012; Lewis & Hurd, 2011).

2.1.3 The Variation Theory of Learning

Marton and Booth's Theory of Variation (1977) is a theory of teaching and learning which originated from the phenomenographic research tradition. The theory argued that there was no single way to understand experience or think about a particular phenomenon. Definitely, there was a considerable variation in people's discernment of phenomenon. During learning process students make sense of new concepts in different ways according to their existing schema and understanding of knowledge. The differences in experience explain the way people differ in their ways of knowing and experiencing the world (Lo, 2012; Marton & Booth, 1997; Marton & Tsui, 2004; Marton & Pang, 2006; Tong, 2012).

“We cannot be aware of everything at the same time in the same way. Although, we are aware of everything at the same time albeit, not in the same way” (Marton & Booth, 1997).

The theory put forward the idea that one could not know what something was, without knowing what it was not (Lo, 2012). Similarly, Marton (2009) asserted that there could be no discernment without experienced difference and there could be no experienced difference without a simultaneous experience of at least two things that were different.

“Awareness of a single feature cannot exist without the awareness of variation between features. For example, the concept of “male” cannot exist without the concept of “female”. If everyone in this world were male we could not discern “maleness”. It is only through experiencing difference between male and female that the concept of male can be discerned and for the same argument the concept of female. Male and female constitutes the dimension of variation” (gender). The dimension of variation (gender) must be experienced at the same time as its values (male and female). Gender is a critical aspect of a person (dimension of variation) and being male is a critical feature (a value) along the dimension of variation” (Lo & Marton, 2012).

Therefore, it has always been difficult to understand how others perceived things without knowing what they were compared with and in what dimension of variation it was situated (Lo & Marton, 2012). In learning, individual students made sense of new concepts in different ways according to their existing schema and understanding of knowledge. Hence, this required the teacher to engage closely with students to grasp the variations in understanding and knowledge in order that they could take account of this diversity in structuring the learning activities in a lesson (Marton & Tsui, 2004).

In addition, Marton and Booth (1997) argued that there was only one world that was constituted as an internal relation between the world and us. Our difference made us experience the world differently since our experience of the world was always limited. Thus, Tong (2012) clarified that the understanding and meaning which we

attached to phenomenon depended largely on which aspects of phenomenon were visible to our focal awareness.

Also, the theory asserted that students' attention had to be focused towards an object of learning that would help to build the desired level of understanding. The object of learning could be drawn from the syllabus or from the teachers' assessment of students needs. When the object of learning was chosen, teachers had to consider its critical features or the characteristics that differentiated it from other objects of learning (ibid).

An object of learning generally referred to the things to which learning was directed that is to say what was to be learnt (content). This was because the students' time in class was limited. Considering the time limitation teachers were required to make conscious choice when planning what to teach. According to Lo (2012) the variation theory of learning presented two categories of the object of learning which included: the direct and indirect object of learning. Direct object of learning usually referred to the content, in other words it was concerned with specific aspects of learning for example, "*The three phases of water*". The indirect object of learning referred to what the learner was supposed to become or capable to do with the content (competence). For example the indirect object of learning would be, Lo-1: Being able to recall three phases of water, Lo-2 being able to distinguish three phases of water, and Lo-3 being able to use the three phases of water. In the context of poetry teaching and learning the direct objects of learning could be "*Reading Literary Works*". The indirect object of learning for poetry comprehension and interpretation skills then could be, Lo -1: being able to understand and identify figures of speech contained in the poem; Lo-2 being able to analyse themes and messages contained in

the poem and Lo-3 being able to relate themes and messages carried in the poem to their social context.

Besides, the object of learning as the element of the variation theory of learning, critical aspects was another significant element that referred to what was worthwhile for a particular group of students to learn in order to understand the object of learning in the intended way. Marton and Lo (2012) emphasized that the critical features were critical because the learners participating in the study had conceptual difficulties with them. Thus Jenkins (2001) asserted that the critical aspects in the learning context were identified as topics and sub topics that were conceptually difficult, alien and counter intuitive for students. Similarly, the Variation Theory of learning put the idea clearly that the individual students identified critical features in different ways. For example, critical aspect (CA-1) for the object of learning LO-1 stated above would be: important to equip students with the knowledge of vocabulary and figures of speech; CA-2 for the LO-2 would be: necessary to enable the students to use the context in interpreting themes and messages in poetic work and CA-3 for the LO-3 would be: to make the students relate the themes and messages analyzed in poetry work to their social context. Thus, teachers would be needed to incorporate these varieties of critical aspects in their lesson planning.

Donovan, Bransford and Pellegrino (1999) put clear the idea that the variation theory of learning postulated some teaching principles which were aligned with other principles of teaching which had been agreed by the community of researchers. These principles included: First, teachers must draw out and work with the existing understanding that their students brought with them. The theory encompassed this principle by paying attention to learners' experience of a particular phenomenon.

This principle tried to examine whether the phenomenon or the object of learning to be learned was understood so that at the end of instruction the teacher could evaluate to see if students had changed their perception of seeing things or understanding the phenomenon. Thus teaching must initially begin with finding out the student's prior knowledge of the object of learning. In this context the fundamental issue was that teachers must be well versed with how students discerned the object of learning if they aimed at changing their perception of seeing it. This principle emphasized the importance of undertaking continuous assessment practices related to learner's perceptions or how ways of seeing the object of learning changed as teaching unfolded. The implication was that if teachers failed to make thorough assessment, they could not give useful feedback during reflection of the implemented lesson. The theory postulated that different people understood the same object of learning in different ways. Therefore if we could understand other people's perceptions, we could challenge our natural attitudes that assume that everyone perceived things in the same way that we did. This therefore tends to help teachers to widen their ways of seeing things. Furthermore, this principle postulated teaching that was learner-centered where teachers and students interact jointly in discerning the object of learning (Lo, 2012; Marton & Booth, 1997).

Second principle was that teachers must teach subject matter in-depth, providing many examples in which the same concept was at work and provided a firm foundation of factual knowledge. This principle was based on the fact that variation theory emphasized deep learning. It was believed that knowing an object of learning entailed students being able to discern it from its outlook, hence it placed much emphasis on the foundation of factual knowledge cultivated from the learners'

knowledge that they had already learned and what they would learn in future. Therefore teachers needed to provide many examples when the same concept or object of learning was discussed. Teachers also had to provide counter examples to allow students to contrast and discern the critical features. Thus Contrast, separation, generalization and fusion were considered as crucial patterns essential for discernment of the object of learning as well as critical aspects of learning.

Third principle stated that the teaching of metacognitive skills had to be integrated into curriculum in a variety of subject areas. Marton (2009) contended that we must learn to discern every quality whether it was innate or not. He believed that awareness of a single feature could not exist without the awareness of the difference between features. Therefore, knowledge could not be directly transmitted instead students must experience the appropriate pattern of variation which would help them to discern the critical features. In this context the principle postulated that learning how to discern was regarded as a kind of metacognitive skill. Thus teachers had to use variation theory as a guiding principle of pedagogical design and after each lesson to help students to reflect their own learning process and eventually know how they came to acquire learning (Lo, 2012).

It was therefore from this context whereby teachers needed to adjust the learning experiences to the needs of the learners using the patterns of variation theory which were: '*contrast*', '*separation*', '*generalization*', and '*fusion*' to enhance discernment.

Ling & Marton, (2012) contended that *contrast* help learners to discern (distinguish) a particular phenomenon, concept or aspect that differentiated it from other phenomenon, concept or aspect. For example triangle with what were not triangles. Further, Marton (2009) asserted that contrast referred to the awareness brought about

by experiencing the variation (difference) between two values. However, with visible objects, contrast could be brought about when students experience variation between their prior knowledge and the new way of seeing the same thing as intended by the teacher. For example to make students discern the concept of blue colour, we had to expose them to other colours so that they could contrast blue colour with other colours (Lo *et al.*, 2005). Similarly, Marton *et al.*(2003) argued that in order to experience something a person must experience something else to compare it. In the context of poetry, contrast could occur if a student could be able to contrast between literal meaning and symbolic meaning. Literal meaning referred to (common sense concept/direct concept which do not take any special interpretation).Symbolic meaning on the other hand referred to (deviated/false and imaginative language) presented through the figures of speech used in the poem. For example in a sentence; Msirika is a lioness. Literally it means Msirika is a female lion but symbolically it means Msirika is strong.

Separation used to occur when the learner become aware of a value by contrasting it with another value (e.g. Male vs. female, large vs. small, red vs. green). The value was separated from the object and a dimension of variation had to be opened up/understood (gender, size, and colour). Marton *et al.* (2003) again contend that separation could occur when the learner treated an object as divided whole compared to undivided whole. The learners separate value from the object after becoming aware of the value (feature) and its dimension of variation (critical aspects).

...“A child first encountering a brown chair may take it as an undivided whole “brownness” and “chair” are fused and cannot be discerned separately. In order for the child to be able to separate brownness from chair it must have the experience of different brown objects. To be aware of the concept “brown”, the child must first become aware of at least two different colours. Such as brown and

red, for example by seeing a brown chair and red chair...” (Lo.2.12, p. 92).

For example in a poetry class, it used to occur when the student was able to break down various figures of speech, poetry terminologies, themes and messages from the entire poem.

On the other hand, *generalization* referred to differentiating the critical aspects from those that were not (Marton, 2009). It was the commonly used pattern of variation that described the state in which the concept was invariant and instances of the concept varied. For example, presenting triangles of different dimensions (type, size of angles and length of sides) (Marton, 2005; Ling & Marton, 2010) could easily lead to generalization. Again, a teacher could use blue books, pens, cups to generalize blueness. Therefore generalization separates what was critical from what was not (Allen, 2008; Msonde, 2010; 2011; Ling & Marton, 2012). In poetry learning generalization used to occur when a student considered themes and messages as similar components instead of treating them separately because messages were lessons derived from themes whereas themes were issues and ideas emanating from the society/poem.

Besides, Marton (2009) defined *fusion* as seeing all aspects in relation to each other and to the whole. An understanding of a phenomenon or an object of learning depended on the simultaneous awareness of several critical aspects and how these aspects related to each other and to the phenomenon or object as a whole. For example;

“In an Economics lesson, a teacher can make use of variation to help students to discern that the price will increase if there is greater demand, provided that the supply is kept constant, and that the price will drop if there is greater supply, provided that the demand is kept

constant. Helping students to experience the effect on price when both supply and demand vary simultaneously brings about fusion, and students will become aware that the price of a given commodity is determined by the relative magnitude of changes in both the supply and demand of that commodity” (Lo, 2.12, p. 96).

In the context of a poetry class *fusion* would occur when students were able to understand all aspects of the poem such as; meaning of various terminologies, figures of speech(for instance, alliteration for example, fast and furious: it indicated the repeated consonant sounds at the beginning of words placed near each other usually on the same or adjacent lines; assonance for example, bruise in and loser/u/: this meant the vowel sound repeated in the words placed near each other usually on the same line or adjacent lines; onomatopoeia for example, tick and tock: this meant the sound that resembled the action of the clock; repetition for example, I was glad, very glad: it meant the purposeful re-use of words and phrases for an emphasis; rhyme for example, time, mime: this meant words that had different beginning sound but whose ending sounded the same ; contrast for example, radiant, pleasant and kind: this meant closely arranged words with different characteristics; hyperbole for example, he weighs a ton: it meant the use of exaggerations; metaphor for example, fingers danced and sun smiled: it meant a direct comparison between two unlike things; symbol for example, cross: it referred to an ordinary object, person or animal; imagery for example, diseases, death: it meant the use of language that generated mental images or pictures leading to interpretation of the poem appropriately), messages and connect the themes and messages obtained from the poem to their own lives (Preliminary Study, 2015).

Lo and Marton (2012) contended that the variation theory of learning employed in this study was enriched by the following main strengths: first, it brought the focus of lesson/learning study sharply on the object of learning and provided a theoretical

grounding to understand some of the necessary conditions of learning. Second, the theory helped teachers to test, adapt and develop the theory and come up with pedagogical principles essential for teaching practices. Third, it prevented teachers from applying the recommended principles blindly in the contexts which were seemingly different from the original contexts where the principles were originally used. For example teachers could not apply exactly the teaching principles used in Japan to suit the context of Tanzania. Furthermore, the variation theory had the potentials to help teachers improve their teaching and learning practice.

Despite the fore mentioned strengths the theory underlies one main weakness which entailed that no single theory can be used to explain all kinds of learning. Lo (2012) viewed that because of the complex nature of learning in classroom there would never be one theory that suited all purposes. The variation theory had been used in other empirical studies such as Brante & Holmqvist, (2011) who documented the journal about what discerned in teachers' expression on planning, similarities and differences between teachers and Lo & Marton (2012) who postulated the guiding principle of pedagogical design.

However the current study opted to use the variation theory of learning to assist the researchers to identify the topics and critical aspects of learning, to develop and implement the exemplary model research lessons using lesson study approach, assess as well as evaluate the effectiveness of the new teaching approach.

2.1.4 Application of Variation Theory of Learning in the Current Study

The Variation Theory of learning was therefore used as a guiding principle for pedagogical designing and development in the current study. More specifically this theory proposed two basic tenets namely, object of learning and its critical

aspects that needed to be discerned by both teachers as well as students. Therefore, these two basic tenets were to be identified and used while the exemplary lessons on the English poetry comprehension and interpretation were planned and executed in the current study.

Besides, this theory had also proposed four major patterns of learning which were necessary on the part of a teacher to use as the pedagogical skills for making better discernment of the critical aspects of each object of learning in poetry. The reason was basically helping to create awareness among teachers about how to implement effective teaching and learning of poetry.

Moreover, Marton and Pang, (2006) argued that variation theory of learning helped to develop a learning community among English language teachers where by both experienced and non-experienced teachers would collaboratively engage themselves in their professional development.

Finally, it was used to design the poetry comprehension lessons by considering the critical aspects detected through the pre-test as well as from teachers interview and as a whole, the basic principles of variation theory of learning would help the teachers to become aware of the phenomenon (objects of learning and their critical aspects) that need attention in improving the curriculum in the desired way (Cope, 2000).

Despite many valuable implications of Variation Theory of Learning, it was felt that this theory was still lacking a clear cut avenue about how the critical aspects of learning could be delivered so as to discern them well. Therefore, Lesson Study was

sought as an approach which could supplement the way on how these aspects could be discerned clearly.

2.2 Critical Literature Review

After presenting the theoretical framework of the current study, the next stage was to review the related literature. Therefore the current literature review on students' learning about English poetry as literary works using lesson/learning study approach was presented through the following themes and sub-themes:

2.2.1 Competence Based English Language Curriculum

According to Jallow (2011) competence based refers to a statement of learning outcomes for a skill or body of knowledge and clarifies that when students demonstrated competence, they are demonstrating their ability to do something by showing the outcome of the learning process. Similarly, the term competence could be defined as a set of skills, knowledge and behavior that someone needed to achieve or to perform the tasks or activities by integrating those skills and knowledge in a certain context (school and/or in the world of work as well as life in general) while personal characteristics such as motivation, self-confidence and willpower were cultivated (Kouwenhoven, 2003; Sullivan, 2005).

According to Maodzwa-taruvinga and Cross (2012) they contended that the term competence was being used frequently in all educative process in the world. Some European countries such as United Kingdom, Denmark, Finland, and France had applied this term into their curriculum development and named their curriculum as competence based curriculum. Similarly, keeping in view such importance of competence based curriculum, Tanzania was trying hard to produce graduates with aggregates of employable knowledge, skills, attitudes, and behaviours essential for

effective performance that would suit the pre-requisites of skilled labour force to the economic growth and development. Thus Kitta and Tilya (2010) considered competence as essential part of efforts to achieve the curriculum goals and policy ambitions. Taking into consideration the importance of the views of competence in 2005, the government of Tanzania through Tanzania Institute of Education (TIE) revised the secondary school curricula into competence-based curricula (CBE) with the aim of equipping school graduates with sufficient knowledge and life skills for them to survive academically and socially in the modern world. The revision phase involved shift in paradigm from content based to competence based and basically learner-centered (Ministry of Education and Culture [MoEC], 2005). The shift called for change in teaching and learning process as well as its orientation from rote memorization of content knowledge to acquisition of skills and competences useful for solving real life problems (Woods, 2008). Thus, like other school subjects, the revised Tanzania English Language Syllabus had outlined the use of learner- centred activity based pedagogy during teaching and learning. It provided clear directives that teachers needed to use participatory methods of teaching and learning to help learners to demonstrate their confidence, self-esteem and assertiveness (MoEC, 2005). Moreover, MoEC delineated the following general competences that were required to be achieved by the form I-IV learners:

1. Could use appropriate English to communicate in a variety of settings
2. Could use English to achieve academically in all content areas
3. Could communicate in English using signs and read using Braille (for deaf and Blind respectively).

Apart from these general competences the syllabus also provided the class level competences which specified the abilities that were expected to be attained by the students after learning English literature. For the case of Form four class the outlined competences were:

1. Read and analyse texts and relate them to real life situations.
2. Present orally and in writing descriptions of complex subjects.
3. Express himself/herself clearly, orally and in writing expressing point of view.
4. Could read and understand long and complex factual texts.
5. Could scan a text for relevant information.
6. Could listen to and point out relevant information and
7. Could read literary texts appreciating messages and themes read.

However, it had been observed that teachers still lacked knowledge on how to develop these competences. Therefore, the current study was planned and executed so as to equip teachers with the relevant pedagogical skills that would enhance the achievement of the education learning goals.

2.3 Tanzania Education and Training Policy

The Tanzania education and training policy regarded education as a process of initiating and preparing man through training, in his environment in order to play active roles in the society. It provided desirable and worthwhile broad and in-depth modes of thoughts, skills, attitudes and understanding needed for full development of the human thinking and actions. Education tends to make man aware of his own potentials and responsibilities to change and improve his own condition and that of his society. It embodies within it science and technology (MoEC, 1995).

The policy itself defined secondary education as post primary formal education offered to persons who would have successfully completed seven years of primary education and had met the pre-requisite entry requirements. Categorically, policy stipulated the following objectives of secondary education which were required to be achieved after completion of secondary school education:

1. To consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at primary level.
2. To enhance further development and appreciation of national unity, identity, and ethics, personal integrity, human rights, cultural and moral values, customs, traditions, and civic responsibilities and obligations.
3. To promote the development of competence in linguistic ability and effective use of communication skills in Kiswahili and at least one foreign languages.
4. To provide opportunities for the acquisition of knowledge skills, attitudes and understanding in prescribed or selected field of study.
5. To inculcate sense and ability for self-efficacy, self- confidence and self advancement in new frontiers of science and technology, academic and occupational knowledge and skills.
6. To prepare the students for the world of work.

Therefore, probably, education and training policy projected a teacher as the most important actor/agent in education and training processes. The teacher was expected to organize and guide students in their learning experiences and interactions with the content of the curriculum and promoted at all times students' initiatives and readiness for their own learning. Therefore, the teacher training was projected to meet the following objectives:

1. To impart the teacher trainees with theories and principles of education, psychology, guidance and counseling.
2. To impart the teacher trainees principles and skills of pedagogy, creativity and innovation.
3. To promote an understanding of the foundation of school curriculum.
4. To sharpen the teacher trainees, teacher and the tutors knowledge and mastery of the selected subject, skills and technologies.
5. To impart skills and techniques of research, assessment and evaluation in education.
6. To enable both teacher trainees and serving teachers to acquire organizational leadership and management skills in education and training.

Keeping in view the stipulated teacher training objectives, the education and training policy emphasized on the training and re-training of teachers in view of the fact that teacher professional development constituted an important element for quality and efficiency in education. Therefore, teachers needed to be exposed regularly to new methodologies and approaches of teaching that were corresponding with the changing environment. The effectiveness of every serving teacher would thus need to be developed through planned and known schedules of in-service training programs. Therefore the policy articulated that, the in service training and retraining had to be compulsory in order to ensure quality and professionalism (MoEC, 1995). Further, Komba and Nkumbi (2008) claimed that teachers in Tanzania were facing the biggest challenge of lack of teachers' professional development and in this connection Komba contended that the opportunities for professional development

among teachers in Tanzania were said to be irregular, unplanned and unfairly distributed. Therefore, the current study was an attempt to fill this gap

2.4 Teaching English Poetry in Tanzania Secondary Schools

Teaching English language and English poetry in particular among secondary schools was influenced by the multilingual nature of the country which was characterized by the existence of three common languages namely; Ethnic languages, Kiswahili and English. Many Tanzanians used to speak more than one of the languages of Tanzania and of the three languages Kiswahili was widely spoken by about 95 percent of Tanzanian population (Batibo, 1995; Senkoro, 2005). Kiswahili was the national and official language and it was used as a medium of instruction in primary schools, in parliament, courts, mosques and churches. However, apart from all these important roles, Kiswahili was not assigned a particular role as a medium of instruction in secondary schools. Furthermore literature showed that in Tanzania, English was considered as a foreign language since it was introduced during British colonial rule in Tanganyika (now Tanzania). Initially it was used as a language of administration and later on it was promoted as a medium of instruction in secondary schools and as an official language although its status was increasingly deteriorating (Batibo, 1995; Schiemed, 1989; URT, 1995). Therefore, teaching of English poetry in secondary schools was done through English language following the status assigned to it. However, experience showed that some teachers taught poetry using Kiswahili in order to make the subject matter easier instead of using English which was the official medium of instruction in secondary schools and universities. The existing situation in many secondary schools was that students used to speak English with difficulties as well as comprehending the subject matter when they were being taught in English (Malekela, 2003;

Mochiwa, 1991; URT, 1995). Seeing this trend of English language teaching in Tanzania, numerous research and projects had been conducted focusing on improving competence in English to enhance effective teaching through the medium of English (Roy-Campbell, 1992; Brock- Utne & Halmarsdottir, 2003; Malekela, 2003; Mkwizu, 2003; Mwinsheikhe, 2001).

Yet, the English Language Teaching Support Project funded by the British government in 1984 on the improvement of English proficiency to secondary school English teachers was insufficient to enhance effective teaching and learning to take place. Again, the project could not benefit all schools due to financial and geographical limitations (Malekela, 2003; Peterson, 2006). Therefore lesson study approach as one of the professional development schemes was planned as a strategy of the current study to solve the problem of poetry teaching in Tanzania context.

2.5 Perception of Teachers and Students in Teaching English Poetry

Different teachers and students had different perceptions in experiencing poetry teaching and learning in the world. In UK and Canada, the pre-service teachers in their professional learning about learning and writing poetry in the digital age perceived poetry teaching as so much challenging (Dymoke & Hughes, 2009). The teachers had a feeling that poetry difficulties were rooted in their poor foundation of writing poetry during their schooling time (Dymoke, 2007; Ray, 1999). In England poetry was perceived as the least taught part of English curriculum (Ofsted, 2007). Teachers perceived poetry as demanding task and because they drew knowledge from the limited range of poetry texts, thus they provided very little opportunities for students to read and write poems connected to their life experiences. Stallman (1974) expounded that as a lecturer in Zimbabwe University he was having some

difficulties in teaching the University first year course concerning the development of English verse. In the same college students perceived poetry as boring and impossible. In Daniel (2013) asserted that in Nigeria, students used to experience English language which was the medium of instruction as a hard spot. On the other hand, the Nigerian teachers who used to teach English language and literature- in-English, experienced poetry as challenging and intimidating. Similarly, the students faced difficulties in learning how to appreciate poetry.

2.6 Challenges encountered in Teaching and Learning English Poetry in Tanzania

English language and poetry teaching in particular was difficult to learn because it consisted of many grammatical levels such as word, phrase and sentence levels compared to other languages like French and Spanish. Thus to understand English poetry effectively teachers and students needed to master the language of instruction. However, to be proficient in English grammar required a lot of efforts since even the native speakers struggled for it. Allen (2008) asserted that majority English language subject teachers in Tanzania had insufficient language command to enable them to teach English subject effectively. It was assumed that teachers with insufficient subject knowledge had little confidence in teaching the subject. Therefore, lack of language command, knowledge of the subject matter and pedagogical problems among teachers were the main prevailing problems in teaching English poetry in secondary schools in Tanzania (Allen, 2008; Rammung, 2000).

On the other hand, Corder (1967) observed that the problem of teaching poetry was rooted in lack of supportive teaching materials. This implied that the materials prepared by the teachers did not suit the level of the available teacher expertise. This

therefore called for an attention for Tanzania to promote the interest among teachers and students through various academic and non-academic activities. Allen (2008) contended that teachers needed a clear model for scheming of work and teaching content, as well as detailed lesson plans sufficient for teaching English poetry.

However, similar issues had been raised by Rammung (2000) that the problem of teachers in teaching subjects emanated from teachers' failure to employ the appropriate teaching methods probably due to large size of the classes, large teaching loads, shortage of teaching materials, access to inappropriate and substandard texts and reference books and lack of motivation among teachers which made them feel grieved for being inadequately recognized.

Peterson (2006) in his study found that when English medium of instruction was used in teaching and learning, students learnt very little because they encountered difficulties in understanding English language structures resulting from lack of correspondence between spelling (orthography) and pronunciation (phonology).

2.7 The Role of Lesson Study Approach in English Poetry Teaching and Learning

Hattie (2012) contended that every intervention had to have an effect size above zero which simply meant that the intervention worked to produce at least an average effect that we expected to achieve from a year's schooling. Doig & Grove (2011) argued that teacher professional development was driven by the need to both extend and re-new teacher practice, skills and beliefs. The stimuli for such need might be curriculum change, new classroom technology and advances in pedagogy or all of these three.

In searching for feature of successful teacher professional development Ingvarson (2004) suggested that the relationship between students outcomes and teachers development was reciprocal in that, the more successful students learn the more the teachers would adopt practices that would encourage further successful learning (Doig & Groves, 2011). Lesson study therefore offered the potential opportunity for sustained teachers professional development, commitment to inquiry of complex fundamental educational issues, shared goals and sustainable sense of responsibility to their colleagues enhanced through collaborative lesson planning (Lewis et al., 2009).

2.8 Synthesis of the Reviewed Literature and the Knowledge Gap

In Tanzania, poor comprehension and interpretation of poetry among secondary school teachers and students was a well revealed phenomenon from the literature. Besides, the issue was focused and addressed much in primary schools and in higher learning institutions was less likely emphasized in secondary schools (Allen, 2008; Carles, 2003; Malekela, 2003; Mochiwa, 1991; Mosha, 2004; Osaki, 2000 & Peterson, 2006). Moreover, limited attempt to address the strategies for improving teaching and learning poetry in secondary schools along with the teachers' professional development was still experienced. Therefore the main objective of the current study was specifically to develop the exemplary model research lessons using the lesson study approach as a way to improve teachers' professional development and students learning abilities that would lead to effective poetry comprehension and interpretation in the selected secondary school in Shinyanga Municipality.

2.9 Conceptual Framework

Conceptual framework refers to a representation of the main concepts or variables and their presumed relationship with each other. Punch (2005) suggested that it is usually best shown as diagrams. In the current study the researcher used the conceptual framework of her own creation which enabled her to analyse the relationship of various components on students' learning about English poetry as literary works basing on the lesson/learning study approach specifically in the form four class.

The framework assumed that the problems of English poetry comprehension and its interpretation were caused by two main categories of reasons namely the main reasons and subsidiary reasons as portrayed in the framework. Thus the main highlighted reasons included: *Inappropriate teaching approach*, most teachers still taught by using the traditional methods of teaching which were dominated by teacher- centred approach. The approaches limited students with the opportunity to construct their own knowledge. Hence, students' learning was done through rote learning which did not allow effective understanding of the subject matter (Woods, 2008).

English language itself as a barrier, both teachers and students lacked English language command probably because of the problems related to the system which produced substandard teachers in the teacher colleges. This problem hindered effective poetry comprehension and interpretation (Allen, 2008; Peterson, 2006; Rammung, 2000).

Teachers and Students negative perception towards poetry teaching and learning, teachers and students perceived poetry as mystery and difficult to comprehend and

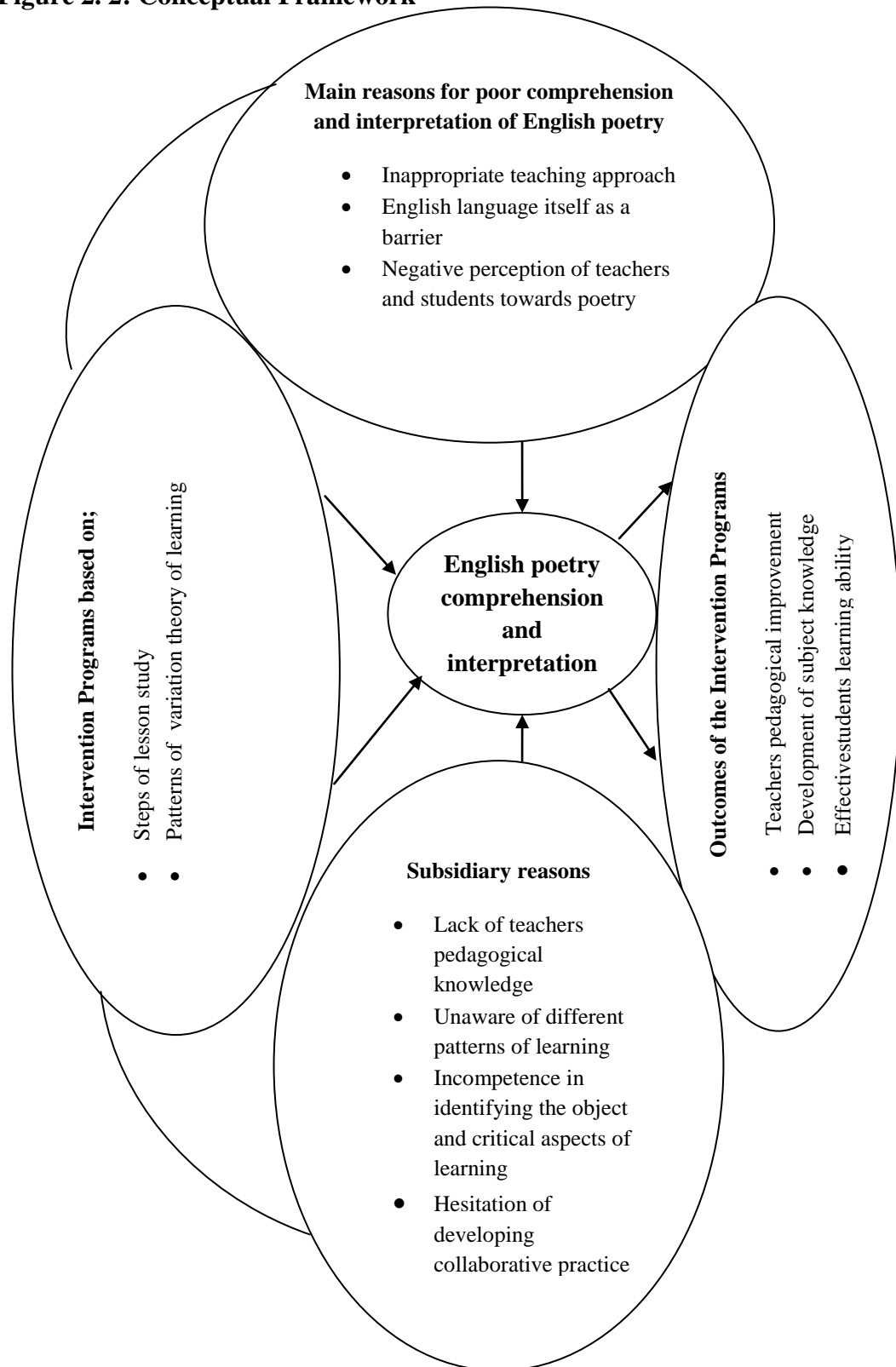
interpret. The negative perception threatened teachers in teaching poetry and students in learning poetry (Dymoke, 2007, Dymoke & Hughes, 2009; Ofsted, 2007; Ray, 1999). Therefore the framework revealed that there was a correlation between teachers' and students' negative perception towards poetry comprehension and its interpretation.

Daniel (2013) substantiated other subsidiary reasons that contribute to the prevalence of the problem which included: *Lack of teachers' pedagogical knowledge*, this explained that teachers had little knowledge of how to teach poetry content. This brought the hard spot in delivery of the subject matter. Therefore, lack of teachers' pedagogical knowledge influenced poor comprehension and interpretation of poetry. Again, *unawareness of different patterns of learning*; The assumption was that teachers taught without considering the patterns such as contrast, separation, generalization and fusion which ultimately led to poor discernment of the object of learning and critical aspects of learning (Preliminary study, 2014). Further, *incompetence in identifying the object and critical aspects of learning*; the framework showed that poor poetry comprehension was related to incompetence in teaching process. Teachers taught without considering the prior knowledge of the students this denied them of a sense of direction. Furthermore, *the hesitation of developing collaborative practice* was highlighted by the framework to mean that teachers did not want to share knowledge with other colleagues; this therefore, limited them from improving their classroom practices and eventually influencing the comprehension of poetry and its interpretation. Thus, the framework depicted a clear picture that the prevailing poetry comprehension and interpretation problems were related to these reasons.

Thus, in rectifying the problem of English poetry and its interpretation the framework suggested the intervention program based on: understanding the main steps of lesson study approach which included: identification of the object of learning and the corresponding critical aspects to allow the teachers to explore the students' prior knowledge and to have a sense of direction, planning the research lesson, implementation of the research lesson and reflection step in which the participating teachers shared ideas useful for refining the next lesson (Lewis & Hurd, 2011). Marton (2009) contended that knowledge could not be directly transmitted instead students must experience the appropriate patterns of variation which would help them to discern the critical features. Thus, the four patterns put forward by the variation theory of learning were useful in complementing the steps prescribed in the lesson study. Contrast helped learners to discern or distinguish a particular concept (Ling & Marton, 2012). Separation enabled learners to become aware of the values by contrasting them with other values (Marton et al., 2003). Generalization enabled the learners to differentiate the critical aspects from those that were not and fusion helped learners to see all aspects in relation to each other (Marton, 2009).

Therefore, in rectifying the problems of English poetry comprehension and its interpretation the highlighted intervention programs which involved teachers' collaborative practice were sought to be useful since they would yield the following outcomes: improvement of the teachers' teaching pedagogy, the students' learning abilities along with the teachers' knowledge of planning lessons in a way that would lead students to understand poetry. Thus, the implication was that there was mutual relationship between the intervention programs and the outcomes yielded (Hattie, 2012; Ingvarson, 2004)

Figure 2. 2: Conceptual Framework



Source: Researcher's self-construction (2015)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The previous chapter presented the review of literature related to the study and identified the knowledge gap. The current chapter presents the research methodology which defines what activities were conducted (Lyons & Doueck, 2010). Categorically this chapter opens up with the research approach, followed by the research design, study location, participants sample with sampling techniques, data collection instruments and eventually, it is ended with validity and reliability of the research instruments and ethical considerations taken.

3.1 Research Approach

In the current study, a collaborative approach was ensured between researcher and teachers who developed the exemplary model research lesson based on lesson study approach together with the variation theory of learning to address the problems of teaching and learning poetry. Two exemplary model research lessons were developed over time with a view to improve teachers' pedagogical instruction and students' poetry learning abilities.

Taking into account the objectives and research questions of the current study, both qualitative and quantitative research approaches were employed. Qualitative approach was employed for gathering the in-depth information regarding the respondents' perceptions, experiences, and reactions concerning poetry teaching difficulties (Hern et al., 2006). Similarly, quantitative research approach was used for analyzing the students' performance on literary works in terms of interpreting poems, and analyzing themes and messages carried in the poem. Further,

quantitative data were used for measuring the degree of effectiveness of the developed model lessons along with students' improvement in poetry learning.

3.2 Overall Research Design

The current study was developmental research study because, in this study an attempt was made to design, develop and evaluate the exemplary model research lesson as an approach for enhancing discernment of the critical aspects (interpreting a poem and analyzing themes and messages contained in a poem) experienced during teaching and learning of '*reading literary works*' as an object of learning. Further, keeping those critical aspects to be discerned in mind, ethnographic qualitative research design together with pre and post-test were used to carry out the current investigation.

Again, researcher used ethnographic research because in the process of the present investigation, researcher did not use bracketing technique instead, the preconceptions and assumptions of lesson study approach and variation theory of learning principles were considered as chief sources for designing guidelines and specifications for developing model research lesson. Categorically, the researcher allowed the participants to share their pre existing knowledge and experiences in the course of collaborative planning, developing and executing the model research lessons on the poetry comprehension and its interpretations. Besides, during execution of the model lessons, teachers were allowed to participate in the colloquium session and engage themselves in the reflection (review what and how the lesson activities were conducted). Another reason for using ethnographic research design was; due to the fact that it allowed the researcher to focus on what happened in a particular situation or social institution like school/classroom setting

when it was in operation. However, it was this context, where, teachers as participants were able to understand their own roles in executing the lesson study approach together with variation theory of learning principles. This kind of approach resulted in teachers' professional development together with students' learning improvement.

Moreover, Bresler (1995) and Walcott, (1998) claimed that in ethnographic research, researchers should remain long enough in the field to make observations of the full cycle of activities but the logic claimed was discarded by some other scholars who viewed that in ethnographic study the researcher could have little time to stay with the participants where (educational institution) an investigation was carried out. Therefore, Hammersley (2006) stated that:

“...most of ethnographers do not actually live with the people they study. Instead they focus on what happens in a particular school setting or social institution when it is in operation so that their participant observation is a part time.”

Again, ethnographic research design insisted on using different data collection instruments such as; interviews, focus group discussions, observations and video recording to obtain thick and accurate information pertaining to a particular phenomenon. These instruments were used in the current study to improve the designed exemplary model research lessons over time through reflections.

Apart from using the research instruments, post-test scores on different critical aspects were analyzed to assess the effectiveness of the developed exemplary model lessons and the extent to which students were able to transfer the poetry knowledge and skills gained from classroom intervention to interpret other poems. The overall study design is presented in the Table 3.1 below:

Table 3. 1:Overall Study Design

Phases	Activities
I	Designing the research lesson
	<ul style="list-style-type: none"> ❖ Identification of critical aspects of learning ❖ Design guidelines for the research lesson ❖ Design specification
II	Development of the research lesson
	<ul style="list-style-type: none"> ❖ Group formation ❖ Developing group norms ❖ Teachers interview ❖ Students' pre-testing ❖ Introducing the process of lesson study approach along with variation theory of learning ❖ Planning the research lesson.
III	Field Testing
	<ul style="list-style-type: none"> ❖ Planning the first research lesson on the first critical aspect of the object of learning to the first group in cycle 1 ❖ Implementation of the initial planned research lesson on the first identified critical aspect of the object of learning to the first group in cycle 1 ❖ Reflection of the first enacted research lesson implemented on the first group of students. ❖ Revision of the initial research lesson and planning the second version of the initial lesson on the first critical aspect of the object of learning to the second group. ❖ Enactment of the second version of initial research lesson on the first critical aspect of the object of learning to the second group. ❖ The reflection of the second version of the initial research lesson on the first critical aspect of the object of learning enacted to group two.

Subsequent version of the initial lesson was not required as it achieved the objectives of the initial lesson.

- ❖ Planning the first lesson on the second critical aspect of the object of learning to the first group in cycle 2(the cycle was proceeded with same steps undertaken at the first cycle).
- ❖ Post testing.
- ❖ Focus group discussion to assess the overall impact of the executed research lesson on a different cycle.

Source: Field Data, 2015

I. Design of the Research Lesson

- ***Identification of the Critical Aspects of Learning***

The identification of the critical aspects of learning began with interviewing English language teachers to determine the English language problem areas encountered by teachers during teaching poetry. The interviewed teachers highlighted difficulties related to poor comprehension and interpretation of poems particularly on thematic areas analysis, messages and figures of speech. This process was followed by the students pre-testing which helped a team of researchers to identify the object of learning together with the critical aspects of learning.

- ***Design Guidelines***

Generating, articulating and testing design principles were proposed to be of either '*substantive*' nature or a '*procedural*' nature. *Substantive* nature referred to characteristics of the intervention program itself. It means what an intervention had to look like whereas; a *procedural* nature referred to how an intervention program

had to be developed. The development of the current study considered both the design guidelines and design specifications. Thus the design guidelines (substantive nature) used in the development of the current exemplary lesson considered; English learning goals, alignment with competence based curriculum, lesson study approach steps and principles of variation theory of learning, fitting lessons with the school time table and content and pedagogical support. According to Van den Akker (1999) the design specification (procedural nature) adopted in the development of the current research lesson included; general descriptions of the lesson, lesson preparation, the subject matter or the content, matching with learners' cognitive level, pedagogy of teaching and the assessment of students' learning (Van den Akker, 1999). The design guidelines under phase one (designing the research lesson) and design specification under phase three (field testing) have been explained here under.

1. English Learning Goals

Development of the lessons' goals was in line with English language teaching and learning objectives. These goals helped researchers to develop the lessons with clear outlined objectives and relevant learning activities.

2. Alignment with Competence Based Curriculum

Exemplary lessons were developed to supplement teaching and learning of the competence based curriculum. The researchers anticipated that other teachers could use the similar exemplary research lesson to implement the competence based curriculum.

3. Matching with Learners' Cognitive Level/ Age:

Reading literary works was a recommended topic that was taught in Form Four class. It covered three subtopics of: First, identifying, analyzing setting, main plot and characters. The second subtopic was identifying themes. The third sub-topic was interpreting poems. The topic is taught to students aged between 17 and 18 years of age. Piaget calls this period of adolescence as formal operational stage of cognitive development. Students in this age had the ability to think about abstract relationships and concepts. Learning in this age was supported by 'hands on' activities along with concrete visual aids, brain teasers and above all the use of many familiar examples as emphasized by the variation theory of learning principles.

4. Lesson Study Steps and Principles of Variation Theory

In developing the research lesson, the research team considered the cyclic process of lesson study which began with identification of critical aspect of learning, exploring objectives, planning the research lesson, executing the research lesson taking into consideration giving as many examples as possible to allow discernment of the object of learning, observation, reflection and refinement of the initial lesson for second version. This process was cyclic in nature.

4. Fitting with the School Timetable

Developed lessons were prepared to be implemented within the general school time table. The preparation was compatible with allocated periods in the English language syllabus that is, 7 periods of 40 minutes each per week.

5. *Content and Pedagogical Support*

Focusing on the problems encountered by English language teachers and students in poetry teaching and learning, the team of researchers embarked on developing exemplary lessons with specifications - lesson preparation, classroom learning activities, notes preparation, learning strategies and student assessment. The use of lesson study cycles and variation theory of learning principles as a way of supporting teachers in content and pedagogical knowledge in improving poetry teaching and students in learning difficult topics was sought.

II Development of the Research Lesson

- ***Group Formation***

The development of research lesson started with forming the team of researchers. The team consisted of teachers who were teaching English language subject in the sampled school. The reason behind group formation was to allow collaborative planning to take place among teachers specialized in the similar discipline.

- ***Group Norms***

The team developed some norms that guided team members during the entire course of developing research lessons. The developed norms which included [listening thoughtfully, giving 100%, staying on task, punctuality, positive outlook and student focused] created sense of discipline and accountability among research team members during the entire period of implementing the research.

- ***Teachers' Interview***

Teachers of English language from the sampled school were involved in the interview. The main objective was to determine the difficulties and challenges encountered in teaching poetry and eventually to develop the best strategies to support them in improving their professional practices through lesson study approach and variation theory of learning.

- ***Student Pre-Test***

A pre-test was administered to a sample of form four students in the selected school. The purpose of the pre-test was to help researcher to identify the object of learning and critical aspects of learning which the students have difficulties in learning and eventually find out the best alternative to solve the problems pertaining to their poetry learning difficulties.

- ***Introducing the Process of Lesson Study and Variation Theory of Learning***

The researcher shared the experiences pertaining to the process of lesson study approach along with principles of variation theory of learning. From this experience, the researchers became aware of the cycles of lesson study and principles of variation which were eventually used in developing the exemplary model research lessons.

- ***Planning the Research Lesson***

Planning of the research lesson was done collaboratively by a team of researchers. However, the planning process considered the design guidelines as well as design specifications along the level of the learners to make the developed lessons effective and accurate. Therefore, an overview of design specifications (General description of

the lesson, lesson preparation, pedagogical content, pedagogy of teaching, assessment of student learning) which were used to develop research lessons are presented as follows:

1. *General description of the lesson*

- Lesson competence was formulated statement expounding the learning outcome to be attained by Form Four students after being exposed to the exemplary lesson.
- Provided general overview of the lesson by describing what the lesson contained
- Objectives of the lesson presented the general and specific learning outcomes anticipated to be achieved by students by the end of each lesson.
- References and text books provided the content knowledge about the lesson along with student tasks.

2. *Lesson preparation*

- Lesson plan, teaching and learning materials and time: Proposed time for implementing the stages and learning activities. It provided teaching aids used to support learning.

3. *Subject Matter or Pedagogical content knowledge*

- Subject content: proposed brainstorming questions for understanding the prior knowledge of the students and highlighted what the new knowledge would be about.
- Teacher's notes on the topic expected to be taught and learned.
- Tentative developmental questions and their corresponding answers

- Explanation of the main ideas presented in the topic

4. *Pedagogy of teaching*

- Teaching strategies: Provided some suggestions concerning the teacher's roles during the implementation of the lesson (monitoring student participation, turn taking allocation [a teacher would assign students the roles of speaking during the execution of the lesson], scaffolding and motivation techniques).
- Suggestion for group formation for discussion of the tasks given
- Suggestions for organizing group presentations
- Suggestions for ending the lesson

5. *Assessment of student learning*

- Learning outcomes: provided suggestions for improving group presentations by giving clarification on the important ideas sought to be considered in the discussion

Eventually, the application of these design specifications enhanced the development of two exemplary model research lessons for improving teaching and learning of poetry comprehension and interpretation skills. The duration of each lesson was 80 minutes (See Appendix K).

III Field Testing

In field testing, teachers were involved in planning and implementing the exemplary model research lessons. It started with planning of the research lesson according to stated guidelines, specifications and steps of lesson study approach together with the variation theory of learning principles. Objectively, planning of the lesson began with delimitation of the object of learning that teachers considered difficult to teach

and students had problems in learning. It was followed by the analysis of the students' prior knowledge through pre-testing and teachers' interviews. Then teachers developed the exemplary model research lesson based on the analysis of the students' pre-test results and teachers' interviews. Two exemplary research lessons were implemented in a sampled school. The developed exemplary model research lessons were from two identified critical aspects learning namely; *interpretation of poems* as a single critical aspect of learning and *analyzing themes and messages* as another, were executed to two different groups of students sampled from Form Four Class of the sampled school.

The implementation of the developed research lesson was accompanied by observations performed by other assistant researchers to assess the practicality and effectiveness of the lessons as they proceeded. Video recording showing how the lessons were implemented on the two critical aspects of the object of learning were taken. The main objective of the researchers was to reflect back on the way teachers taught and students learned. Field testing also took care of the post-test and focus group discussions to determine the effectiveness of the exemplary lessons based on the new lesson study teaching approach.

3.3 Area of the Study

The study was conducted in Shinyanga Municipality. It involved one school out of twenty six community secondary schools located in Shinyanga Municipality. The school was selected due to the reasons that it had accessibility of the required number of teachers who were willing to participate in the research lesson. Another reason was the support rendered by the school administration as well as time which was available for teachers who participated in the study. Similarly, the school had

the necessary facilities such as extra classroom and electricity which enhanced both video recording and implementation of the research lesson to take place smoothly.

3.4 Target Population of the Study

Omari (2011) defined target population as a group of individuals from whom samples are taken. According to Christensen & Johnson (2010) population can be a large group of people for whom the results of the study are to be generalized (Christensen & Johnson, 2010). In this study population involved all teachers teaching English language and all form four secondary school students in the sampled school. Categorically, this population was important to the researcher in the development and execution of the developed exemplary research lesson study models.

3.5 Sample Size and Sampling Techniques

A sample refers to a selected portion of population that represents to the aggregate/total of the target population for the study (Ary *et al.*, 1999). The current study employed convenience sampling and purposive sampling to select school and informants. However, convenience sampling was deployed to select students who participated in the study. Convenience sampling technique on the other hand was defined by Cohen *et al.* (2000) as a technique which involves choosing the nearest individuals to obtain respondents. Thus, Uhuru secondary school was chosen on such basis to represent other schools in Shinyanga municipal district. Purposive sampling technique was also used to select the study participants. Punch (2005) argued that no study could include everything, to mean that researchers could not study everyone and everything everywhere. Thus the sample size of this study was 65 participants in which two categories of participants were involved. These include

teachers (n = 5) and students (n = 60). Researcher selected these 65 participants because such participants possessed related characteristics according to (Fraenkel & Wallen (2003) which were useful for realizing the objectives of the study. However, due to large size of Form Four Class which exceeded the recommended normal class according to the curriculum in Tanzania the researcher was compelled to divide the class into two groups of 30 students each.

3.5.1 Convenience Sampling Technique

A convenience sample was a non-probability sampling technique where subjects were selected because of their convenient accessibility and proximity to the researcher (Fraenkel & Wallen, 2003). The sample in convenience sampling was used in selecting the school that participated in the study. In the municipal district there were 26 secondary schools from which only one secondary school was selected due to its accessibility.

3.5.2 Purposive Sampling Technique

According to Gall and Gall (2005) a purposive sample refers to a rich sample whereby the researcher purposely targets a group of people who are considered to be reliable and knowledgeable about the phenomena under study. Mertens (1997) argues that if used properly, purposive sampling could be a powerful tool in research to obtain in-depth knowledge about the problem. In the current study purposive sampling was used to obtain teachers and students. The main reason for choosing this category of informants was that they had rich information regarding the experiences in teaching and learning English poetry. Another reason was based on the potentiality of each informant in contributing to the understanding of the

research. Table 3.2 below provides a framework on how informants were categorized and sampled.

Table 3. 2: Summary of Sample Size and Sampling Techniques

S/N	Sample Types	Sample Size	Sampling Techniques
1	School	01	Convenience Sampling
2	Students	60	Purposive Sampling
3	Teachers	05	Purposive Sampling

Source: Field Data (2015).

3.6 Data Collection Methods

Kombo and Tromp (2006) conceptualized data collection as a process of gathering specific information aimed at proving or refuting some facts. This study employed the multi-method data collection strategy in gathering the information whereby interviews, focus group discussions, observations and achievement tests were used.

3.6.1 Interviews

Qualitative Interview occurs when researcher asks one or more participants general open ended questions and records their answers (Creswell, 2012). The interview guide was used to conduct the actual interviews. Hoepfl (1997) asserted that an interview guide ensured that the same category of information was obtained from each participant. This method ensured good and effective use of time however, interviews were sought to make the participants more systematic, comprehensive, and enhance focused interactions. Formal structured interview was conducted to teachers. The main focus of using interview was to get the views of teachers which were useful for programming the classroom intervention. The interviews helped the researchers in diagnosing the object of learning and the corresponding critical

aspects of learning it. Interviews also helped researchers to know what exactly both teachers and students wanted to learn and how they felt about the entire research processes. Therefore the interviews helped researchers in understanding the experiences, opinions, and challenges encountered during teaching and learning poetry in live classrooms.

3.6.2 Tests on Reading Literary Works

In the current study, test on literary works was developed to administer it as a *pre-test* before the development of the exemplary model lesson to identify the object of learning and its corresponding critical aspects. Further, the same test was also administered as a *post-test* in the end of execution of all model lessons, as the identified critical aspects of learning were addressed in the executed model lessons. Besides, model lessons were developed over time by incorporating the ideas, perceptions, experiences, reactions and shortcomings of its implementation. Therefore, after each lesson execution on a particular critical aspect to a specific group of students; a post-test based on that critical aspect was conducted to assess the learning improvement of students and effectiveness of the implemented model research lesson. Subsequently, the results explored from the first implementation were further used to improve the next version of the same lesson. In this way the model lessons were developed and measured over times in terms of their effectiveness.

During the development of exemplary model lessons two poems were used. One poem was used in the pre-test specifically for identification of the critical aspects of learning. Kullberg (2010) argued that pre and post-test had to be used to explore what might be critical for students' learning. Therefore the first poem was used for

this purpose. However, another poem was used for developing the model lesson so as to provide students with poetry knowledge of comprehension and interpretation skills. Two different poems which were similar in terms of identified critical aspects (interpreting poems and analyzing themes and messages of the poem) were used. The intention of using different poems was to measure how well students could transfer the gained knowledge of poetry interpretation skills and skills of analyzing themes and messages in analyzing and interpreting other poems but not to measure how well students scored the test based on the content of a particular poem.

3.6.3 Classroom Observation

The researcher employed the non-participatory observation method for collecting data from the classroom settings. The method provided an opportunity for the researcher to conduct live assessment on how the two exemplary model lessons were implemented in the classroom situation rather than extremely relying on the second-hand information. Hence, in this study non-participatory observation technique was employed by the researcher and co-researchers during the implementation of the lesson/ learning study exemplary model lesson. The tool sought to check if steps, activities and timing in the lesson plan were effectively linked and followed accordingly; it also served as a highlight of the strengths of the exemplary model research lessons. The motivation and interest of the students on the model were also observed during the implementation of the exemplary model research lessons. Specifically, the observation method was aided by video recording to enable the researchers to capture the desired performance for improvement of the next lesson during reflection.

3.6.4 Focus Group Discussion (FGD).

The current study employed the focus group discussion method in collecting data. In this respect, the focus group discussion participants were drawn from the sampled English language teachers who participated in the interview so as to discuss in detail about the phenomenon. FGD allowed participants to engage in the in-depth discussion to share ideas pertaining to the implementation of the object of learning and critical aspect of learning as well as lesson/learning study exemplary model research lessons. Similarly it allowed researcher and co-researchers to investigate the phenomenon within its real life context and it helped to capture the perspectives as perceived by the discussants.

The summary of data collection instruments is presented in Table 3.3 here under:

Table 3. 3: Summary of Data Collection Instruments

Research Instruments	Data Types	Sources of Data
Interview guide	-Difficulties in teaching poetry -Opinions on factors contributing to difficulties in teaching poetry - Common patterns of errors mostly committed by students	Teachers
Observation Checklist, Video Camera	-Teacher’s ability in introducing the LO -Effective use of pedagogy and teaching-learning resources -Teachers ways of organizing learning activities for students’ comprehension -Teachers ways of ending the lesson -How learners relate CAs to their own lives	Teachers
Pre-Test	-Identification of LO and CAs -Students’ prior knowledge testing	Students
Post-Test	-Assessment of the exemplary lessons based on the lesson study approach together with variation theory of learning -Assessment of students learning improvement	Students
Focus Group Discussion guideline	-Assessment of ideas grasped by the teachers from the research lesson -List out the ideas that inspired teachers to sustain the lesson study approach in teaching poetry -Teachers comfortability in using the lesson study approach	Teachers

Source: Researcher, 2015

3.7 Validity and Reliability of the Data Collection Instruments

Validity and reliability refer to the criteria used for evaluating the research instruments specifically in terms of their stability and trustworthiness. In this study no single instrument was adequate in itself for collecting valid and reliable data. Therefore different instruments were used to complement each other. However, the following procedures were performed to ensure the validity and reliability of research instruments:

- After the identification of informants and determination of data collection methods relating to the objectives, the researcher developed some research instruments for data collection. Subsequently researcher subjected those instruments to the experts from the field of developmental research for ensuring their validity and reliability. The experts' validation led to the improvement of the developed instruments.
- The researcher used more than one tool for collection of the same type of data or information. Besides the researcher also employed different persons (i.e. teachers and students) in data collection. Further, the researcher used this technique in order to ensure consistency of information provided from different sources. The philosophy behind using multiple tools was the fact that no single data collection technique is completely adequate in itself (Cohen *et al.*, 2000).
- The instruments were piloted to a micro group of students before taking them for use in large scale. However, the pilot study was carried out with a small group of teachers at Nghong'ona secondary school in Dodoma municipality which was not involved in the study. Through the pilot study, clarity of questions was ensured. Similarly, ambiguous items were omitted from the

final instrument which was administered in the field. On the basis of these procedures data collected were relevant to this particular study.

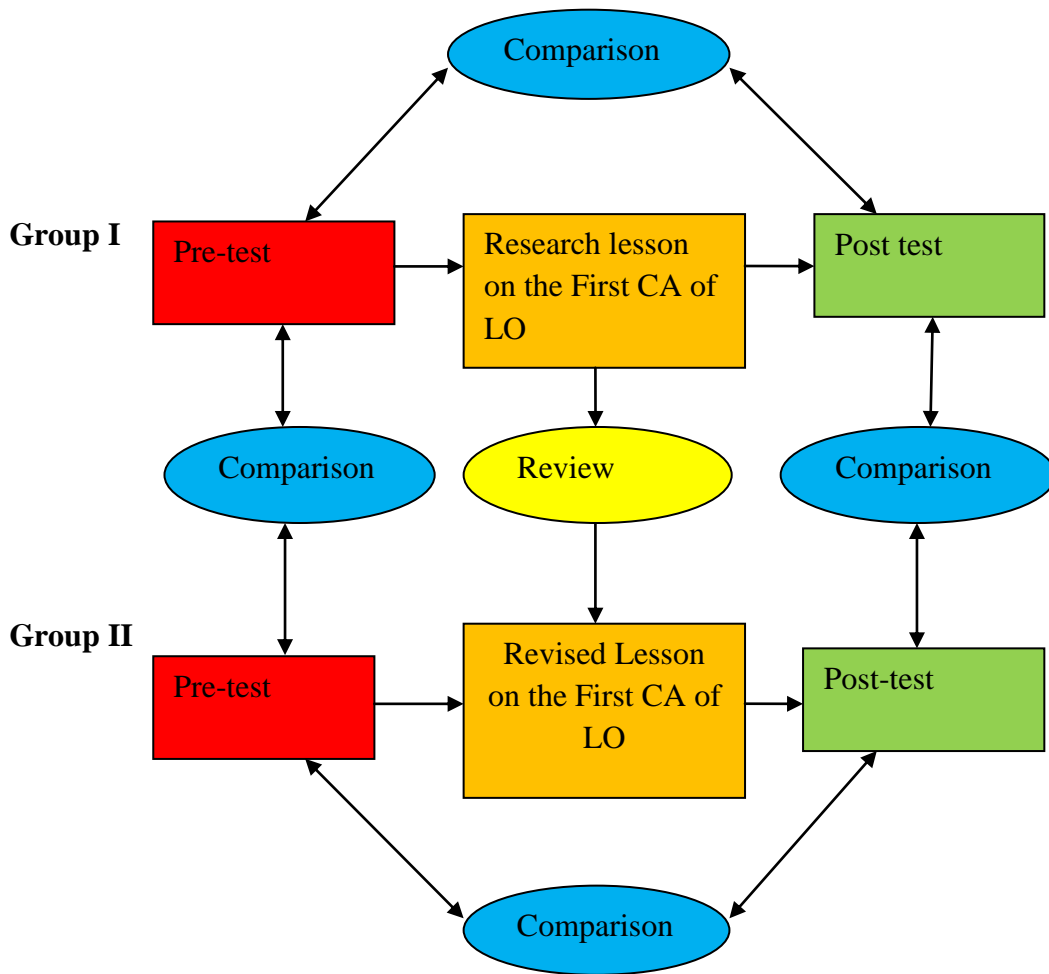
- Internal validity was a primary consideration of the researcher in this study which intended to assess the effect of the intervention. The researcher ensured internal validity of the study by selecting appropriate sampling strategies, using valid measuring instruments, planning of the research lesson execution in a natural class room setting and planning the test administration. Categorically, in the course of pre/post-tests administration; two parallel forms of test were used to nullify the pre-test influence on the post-test performances of the students.
- External validity was defined as the extent to which research results could be generalized. The researcher ensured external validity first, by conducting the study in a natural classroom setting. Second, the researcher used the representative sample since it involved the population that was affected by the phenomena under study. Third, the study could be replicated in different contexts to assess if it could be generalized to Form Four students in other schools.

3.8 Data Analysis Scheme

In this study, the qualitative data from interviews, observations, focused group discussions and pre-test results were analyzed by identifying different themes and their corresponding sub-themes. These common themes were deduced from the stated research objectives. Again scores from pre-and post-test were analyzed quantitatively by using descriptive statistical analyses using the computed mean scores performance of groups in order to determine the students' learning

improvement. Again the comparison was made between the pre- and post- test mean performance of the groups. The quantitative data analysis scheme is diagrammatically presented in the Figure 3.1.

Figure 3. 1: Data Analysis Scheme for Comparing Students’ Learning Performances



Source: Researcher’s Self Construction (2015)

3.9 Ethical Considerations

The researcher obtained permission letter from the Director of Post graduate studies the University of Dodoma and other relevant authorities before embarking on data collection proceedings (See Appendix L & M). The participation in the research was

voluntarily based for all participants including school, teachers and students. The data obtained from the field were treated as confidential. The participants' real names were concealed and hence not mentioned in this research report. Furthermore, the relationship established among the researcher, teachers and students was that of professional in nature and not otherwise. Similarly, during classroom observations only actions that were part of the subject teaching were taken into consideration. Besides, the participants reserved the right to withdraw their participation at any stage of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents data, analysis and discussion of the current study findings. The main purpose of present research effort was to enhance teaching and learning English poetry comprehension and interpretation skills in Form Four class through lesson study approach. Keeping in mind these requirements, the analysis and discussion of data was deliberated under three sections.

The *first section* presents the study respondents' profile which is preceded by the study analysis of the identified object of learning and its corresponding critical aspects presented as themes and main themes. The *second section* deals with planning and execution of the exemplary research lesson based on lesson study approach together with variation theory of learning principles. Eventually, the *third section* reports on the evaluation of the effectiveness of the exemplary model research lessons because improving teachers' pedagogical instruction together with students learning ability in poetry comprehension and interpretation was one of the major hidden objectives.

With respect to the current study, data were gathered from the teachers who were teaching English language and students who were learning English language in Form Four class. The themes and their corresponding sub-themes of the study are presented in Table 4.1 given below:

Table 4. 1: The Main Themes and Sub Themes of the Study

Main Themes	Sub Themes
1. Identification of the object of learning	(a) Reading literary works as an object of learning (b) Interpreting poems (c) Analyzing themes and messages
2. Development of exemplary model research lessons on reading literary works	(a) Planning of the exemplary model research lesson on interpretation of poems (b) Planning of the exemplary model research lesson on analyzing themes and messages of the poems
3. Implementation of the exemplary model research lessons	(a) Execution of the planned lesson on the interpretation of poems to the first group of students (b) The learning status of the first model research lesson executed to group one students (c) Revision of the exemplary model research lesson in relation to the interpretation of the poem (d) Execution of the revised model research lesson on the interpretation of the poem to group two students (e) The learning status of the revised model research lesson executed to group two students (f) Execution of the planned lesson on analyzing themes and messages to the first group of students
4. Evaluation of the effectiveness of the exemplary model research lessons on the identified object of learning	(a) Comparative evaluation of the exemplary model research lesson on the implementation of the first critical aspect of learning (b) Comparative evaluation of the exemplary model research lesson on the implementation of the second critical aspect of learning.

Source: Field Data (2015)

4.1 Profile of the Respondents

This part presents the profile of the respondents involved in the current study. Teachers and students were taken as study respondents. The profile of the teachers is provided in Table 4.2 and profile of the students is provided in Table 4.3

Table 4. 2: Teachers' Profile Involved in the Study

S/N	Gender	Academic Qualification	Work Experience/Years
1	F	BA Ed. in English/Geography	3
2	F	Dip Ed. in English/History	4
3	M	Dip Ed. in English/Kiswahili	11
4	M	BA Ed. in English/History	6
5	M	BA Ed. in English/Geography	8

Source: Field Data (2015)

Table 4.1 above shows that five English language teachers in total were involved in the study with varied educational and employment backgrounds. Out of which 3 teachers had Bachelor degree and 2 teachers had Diploma level of education. Again 2 of them were females and 3 were males. All these teachers had a common characteristic as all of them were trained for teaching English language. Besides, two teachers had English and Geography subject combination, two teachers had English and History combination, and one teacher had English and Kiswahili combination. Moreover, out of five teachers, three were above five years of teaching experience and two were below five years of teaching experience.

Table 4. 3: Profile of the Students involved in the Study

S/N	Gender	Class	Total
1	Girls	Form four	30
2	Boys	Form four	30

Source: Field Data (2015)

Similarly Table 4.3 above reveals that the present study involved a total of sixty public community secondary school students from which thirty were girls and thirty were boys. These students were all taken from Form Four Class. Besides, a common characteristic was found through pre-test administration during identification of the critical aspects of learning in Reading English Literary Works. Besides, the study findings basing on, the identified object of learning and its corresponding critical aspects is presented below.

4.2 Identification of the Object of Learning with Its Critical Aspects

This theme was derived from the first objective of the study. Specifically the objective intended to identify the object of learning with its corresponding critical aspects which teachers and students found difficult to teach and learn respectively. Data related to the identification of the object of learning were gathered through two main methods: interview with English language teachers and administration of pre-test on the Form Four students. Results revealed from the interview and tests are presented here under.

From teachers' interviews, it was revealed that Reading Literary Works was difficult and highly challenging for teacher to teach and students to learn. Further, concerning the identification of the object of learning as a topic, for planning a model research lesson based on lesson study approach together with variation theory of learning principles, teachers were asked about "Which methods do they use to identify the topic for teaching English Poetry"? There were varied responses obtained from teachers in this concern. One of them had the following to say:

"There is no special way leading to identification of topics and sub-topics so, the only way which is used to identify topics (the object of learning) and the sub-topics (the critical aspects of learning) is by using the

Tanzania English language syllabus which contains series of topics and sub-topics to be taught”(*Interview with Teachers: 2nd February, 2015*).

The researcher observed that English language was taught as a compulsory subject. However, the identification of the object of learning (topic) and the critical aspects of learning (sub-topics) was based on teaching what was prescribed in the series of topics included in the Tanzania English language syllabus. This was in line with the guidelines recommended in the current Tanzania English language syllabus for secondary schools (MOEVT, 2010).

Again, three teachers out of five confirmed that they were accustomed of choosing the simplest poem to teach in the class. One of the teachers said:

“Choosing the simplest poem is the only way I use to teach this difficult type of literature.”(*Interview with Teachers: 3rd February. 2015*).

It was observed by the researcher that teachers encountered difficulties in teaching poetry. Choosing the simplest poem to teach was used as a defense against school inspectors. Another implication was that teachers overlooked the guidelines prescribed in the Tanzania English language for secondary schools syllabus. This was contrary to the study conducted by Carlgren and Ericksson (2010) who emphasized that good teaching must begin with identifying pressing issues and explore the curriculum related to that aspect, then proceed with planning on those critical aspects.

Similarly, another teacher claimed that the identification of the topics was done through observing various issues which were frequently appearing in the Form Four national examinations papers. This was revealed when she said:

“I normally teach poetry by focusing on what appears frequently in the national examination past papers because poems are very difficult to comprehend” (*Interview with Teachers: 2nd February, 2015*)

It was noted that some teachers improvised their own ways of identifying poetry topics and sub-topics from the national examination past papers instead of following the teaching guidelines provided in the syllabus. Among the possible implications was that teachers lacked confidence in teaching poetry.

These findings contradicted those obtained by Allen (2008) who conducted similar study and observed the role of teachers in teaching their respective subjects. In his study, he observed that teachers needed a clear model for scheming of work and teaching content as well as preparing detailed lesson plans sufficient for making teaching meaningful.

Similarly, a pre-test on the identification of the critical aspects for the identified object of learning was administered to the form four students. However a poem named '*Blood in My Eyes*' was introduced before conducting the test. The test items and results revealed from the test are presented in Table 4.4 below:

Table 4. 4: Pre-Test Results on the identification of the Critical Aspects of Learning (N=60)

S/N	Test Item	Allocated Marks	Passed	Failed	\bar{x}	% of \bar{x}
1	What type of poem is this? And why? Give a reason for your answer.	2	57	3	2	85
2	Comment on the language used in the poem and identify four figures of speech used in the poem	5	22	38	2	36
3	Mention and explain three themes used in poem	6	22	38	3	50
4	What messages do we get from this poem?	2	29	31	1	65
5	Briefly comment on the relevance of the poem to your society	5	18	42	1	24

Source: Field Data (2015)

Table 4.4 shows that the test consisted of five questions with total of 20 marks which aimed at testing different aspects in poetry. However, questions 1, 2, 3, 4, and 5 carried 2, 5, 6, 2, and 5 marks respectively. Further, it can be seen from the above Table 4.4 that 57 out of total 60 students passed and 03 students failed in question one. Again about ≤ 29 out of 60 students passed in all other questions. It means that ≤ 35 students failed in all other questions except question one. The mean marks such as 1.7, 1.8, 3.0, 1.3 and 1.2 were obtained by the students from questions 1, 2, 3, 4, and 5 respectively. Moreover, it can be observed from the Table 4.4 that the highest mean mark was 1.7 while lowest mean performance was 1.2. Similarly, it was observed that the total mean performance was 9 out of 20 and this indicated low performance in the conducted test. Further, overall students 'performance was

remarkably low in all questions except question one as 57 out of 60 students obtained 85 percent marks. It is obvious from the mean performance, that students had learning difficulties in the aspects examined under the test. However, based on the results revealed from the teachers' interviews and students pre-test, the following critical aspects of learning are presented in Table 4.5 below:

Table 4. 5: Identified Critical Aspects of Learning and their Corresponding Quotations

S/N	Critical Aspect	Important Quotations
1	Interpreting Poems	English language is a barrier towards interpreting poems <i>(Interview with Teachers: 2nd February, 2015)</i> Engaging students in learning poetry is complex because interpreting poems rely on individual readers' perceptions <i>(Interview with Teachers: 2nd February, 2015)</i> Analyzing figures of speech is difficult since poems employ many symbols which are not easily grasped <i>(Interview with Teachers: 3rd February, 2015)</i>
2	Analyzing Themes and Message	Most students fail to differentiate between themes and messages <i>(Interview with Teachers: 2nd February, 2015)</i>

Source: Field Data (2015)

4.3 Interpreting Poems

Data based on this sub-theme were obtained from interviews and pre-test of students. The findings from the teachers' interviews revealed that 4 teachers out of 5 confirmed that interpreting poems was very difficult not only to students but also to teachers. This was revealed when teachers were asked to explain about the difficulties they encountered when teaching poetry, where one teacher who got supported by others had the following to say:

“Personally, I face difficulties in interpreting poems because poems usually employ complex language which does not require layman’s language to interpret them. Therefore, English language which is used in teaching this genre of literature is the biggest barrier that limits me as well as my students in interpreting poems” (*Interview with Teachers 2nd February.2015*).

Besides the complex language employed in poetry, other difficulties found to influence poetry teaching and learning were associated with lack of English language command among English language teachers. English language command among teachers and students was necessary for effective and successful poetry comprehension and interpretation. These findings of the current study were supported by Allen (2008) who observed that insufficient command among English teachers limited effective teaching and learning. However, during the interview another teacher claimed that:

“Engaging students in learning poetry is complex because there is no common way of interpreting poems, because interpreting poems rely on the individual readers’ perception. However, the truth remains that teachers and students have different perceptions, this create problems in teaching and learning poetry”(*Interview with Teachers: 3rd February, 2015*).

Moreover, the *reader response theory* asserted that when readers read the text they interact with it. The theory also postulated that meaning of the text resides in the mind of the readers. Therefore, it was obvious that when readers were exposed to the same text over time, they may not come up with exactly the similar interpretation. Thus teachers mentioned during interview that there was no common way of interpreting the poems. It indicated that they were ignorant of the reader response theory which categorically emphasized that texts had many meanings. With respect to this, another teacher during interview raised the argument that:

“Analyzing figures of speech is complex because poetry employs words full of symbols and hidden meanings” (*Interview with Teachers: 2nd February, 2015*).

It was felt that teachers' claims concerning the language used in poetry were genuine. However, teachers had to understand that poetry was composed with the focus of entertaining readers along with making them to be creative as well as critical thinkers. The role of the poet is to provoke readers towards uncovering the hidden meanings contained in those poems. Findings from Erturul (1999) and Honna (2005) concurred with the teachers' claims when they put forward their arguments that poetry employs an in-depth imagination and metaphors which result in difficulties in comprehending poems.

4.4 Analyzing Themes and Messages

Analyzing themes and messages was another critical aspect of learning. Interview with teachers relating to this unveiled that analyzing themes and messages was not only a problem to teachers but also to students. It was observed that the students had a tendency of confusing themes and messages by treating them as the components of the reading literary works that could substitute one another. However, the nature of the literary works demanded that themes had to be treated differently because they were not the same as the messages. During the interview, teachers were asked on what patterns of errors were commonly committed by students in learning poetry? To answer this question one teacher had the following to say:

“Students tend to confuse between themes and messages. For example when I ask them to write some messages from the poem they have read, they usually write themes instead of messages”
(*Interview with Teachers: 2nd February, 2015*).

However, it was observed from the interview that confusing themes and messages were not errors committed only by students but teachers too. Other errors committed by students included linguistic errors such as those related to; meaning (semantics),

lexis (vocabularies), pronunciation (phonological) and syntax (grammatical), these errors were sought to be frequently committed and to larger extents limited students in analyzing the right themes and messages presented in poetry texts. These findings were congruent with those studies conducted on the same variable by; Abdul and Jacobs (2004) , Amis (2002), Kabaji (2001) and Vincent (1979) who contended that learners experience difficulties in differentiating themes and messages contained in poetry texts as a result of linguistic problems such as; inappropriate use of words (lexis), comprehending words and their meaning (semantics), improper use of words and sentences (grammar) as well as poor pronunciation of words (phonology) contained in the poems.

Moreover, it was felt that the degree of discerning poetry had tremendous influence on the process of teaching and learning poetry itself. Therefore, the identification of the object (topic) of learning together with its corresponding critical aspects (sub-topics) of learning varied among English language teachers. The interviews held with teachers revealed that, some teachers identified the object of learning from the Tanzania English language syllabus for ordinary secondary schools, others from the poems most frequently used to compose the national examination papers and others opted for the simplest poems which they could manage to teach.

These findings contradicted with the studies conducted by Carlgren and Ericksson (2010) as well as Lewis and Hurd (2011) who conducted their research on the same variable in Japan and California respectively and asserted that a good teaching must begin with identifying critical issues that learners find difficult to discern and explore the curriculum links to those issues, then proceed with planning on those critical aspects.

Besides, the perception of both teachers and students towards poetry teaching and learning was revealed as difficult and challenging. Therefore, learning difficulties might be attributed to the paucity of specialization among teachers. Even it was unveiled from the teachers that they were trained to teach English subject as trained as other humanistic subjects. This was apparently contrary to the study conducted in the poetry teaching by Helperin (2005) who asserted that the importance of poetry had to be realized and given its own right to be taught as a distinct discipline to make poetry teaching meaningful.

4.5 Development of the Exemplary Model Research Lessons on Reading Literary Works

With a view to address the theme highlighted above, two exemplary model lessons were planned in the light of lesson study approach together with variation theory of learning principles. These lessons were used as guiding lessons for teaching poetry in future. The exemplary model research lessons were collaboratively developed with a view to improve the teachers' professional development and students' discernment ability. Categorically, exemplary model research lessons on reading literary works for form four students were in the light of lesson study approach together with variation theory of learning principles. The exemplary lessons were sought after realizing declined status of poetry teaching and learning in the current context. This was also supported by Harris (2008). Moreover, teachers and students perceived poetry teaching and learning as highly demanding and challenging as revealed from the teachers' interviews and students' pre-test in the present study.

4.5.1 Planning the First Exemplary Model Research Lesson on the Interpretation of Poems

Planning of the exemplary model research lesson began with group formation of five English language teachers from the selected community secondary school in Shinyanga Municipality. The group norms were established and agreed upon for guiding the teachers throughout the planning and execution of the lessons. Although, the steps of lesson study approach together with variation theory of learning principles were sought as guiding principles during the entire process of planning the exemplary model research lessons, design guidelines and specifications were also kept in mind while planning the initial lesson. Therefore, initial planning of the research lesson began with delimitation of the object of learning and its critical aspects along with design guidelines and its specifications (See Table 4.1 S/No 1 and Heading 3.2) respectively.

In this regard, teachers were introduced to the steps of the lesson study approach together with variation theory of learning principles and its corresponding patterns through colloquium. Specifically the orientation was based on how lesson study approach and variation theory of learning principles worked together to discern the object of learning was the focus. Further, the English language curriculum was explored in order to check whether the identified hard spots of learning in the poetry discernment were also given due weight in the curriculum itself. Hence, planning of the exemplary model research lesson on interpreting poems was guided by the following basic questions:

- What design guidelines and specification were considered in the plan?

This question intended to find out how the design guidelines and specifications had been applied in the planning procedures. Data pertaining to this question are presented in Table 4.6 below:

Table 4. 6: Design Guidelines and Specifications used in the Plan

List of Items	Process of using Guidelines in the Classroom
English learning goals	-During planning, teachers and researcher formulated the specific objectives related to the critical aspect of learning which were in line with the stipulated goal from the syllabus.
Competence based curriculum	-Specific competence was extracted to be developed from both the syllabus and the poem itself. The competences were developed in the light of competence based curriculum.
School time table	-The time allocated in the school time table was taken care of and thus 80 minutes research lesson was planned.
Content and	-Planning of the lesson involved preparation of lesson notes as content.
Pedagogy support	-The planned pedagogical support included: writing the poem on a flip chart, flip chart, marker pens and tapes.
Procedural specifications	-Design specifications like; lesson preparations, lesson plan, subject matter knowledge pedagogical knowledge learning and assessment activities along with level of learners were taken care of during planning of the exemplary model research lesson

Source: Field Data (2015)

The analysis from the Table 4.6 above revealed that the development of the exemplary model research lesson had considered design guidelines and design specifications simultaneously. The design guidelines used in the development of the current exemplary research lesson incorporated English learning goals which were extracted from the syllabus and later on aligned with competence based curriculum. Besides, planned lesson was fitted with the school time table, and considered both the content and pedagogical support. Further, Table 4.6 shows that the procedural specifications were kept in mind while the lesson was planned. These specifications were general descriptions of the lesson, lesson preparations, the subject matter, matching learners with their cognitive level, pedagogy of teaching, assessment of students' learning and lesson notes. McKenney, Nieveen and van den Akker (2006) argued that the design guidelines and design specifications were not only the recipes for success but also they were used by others to select and apply the most appropriate substantive and procedural knowledge for specific design and development tasks in their own setting. These were also supported by the study conducted by van den Berg (1996) who contended that using materials with procedural specification enhanced the effects of in-service education on the implementation efforts of teachers. Furthermore, Kitta (2010) observed that the procedural specifications made lesson planning less complicated and less time consuming compared to planning lesson without them. Moreover, after considering design guidelines and specifications in lesson planning, teachers discussed about the learning activities. Besides, their discussions were guided by the following question:

- What are the activities and tasks that may lead students to interpret the poems in the light of variation theory of learning?

To address the question above, four patterns of variation theory of learning namely contrast, separation, generalization and fusion were kept in mind in the course of

lesson planning on the interpretation of the poem. Those patterns of variation theory of learning are presented in Table 4.7.

Table 4. 7: Patterns of Variation Theory of Learning as used in the First Exemplary Research Lesson Plan

Pattern	Content Taught	Context of Using Patterns
Contrast	Meaning of a poem, song and the structure of a poem	<p>Questions were posed to draw out the meaning of a poem and its features.</p> <p>(a) Poem is an artistic creation that uses verse and stanza derived as a meaning of the poem, and verses and stanzas are regarded as the features of the poem.</p> <p>(b) Again a verse is a line in a stanza while a collection of verse constitutes a stanza.</p> <p>In this context by using the pattern of using contrast a song was defined as a musical composition that uses voices formed by singing</p>
Separation	Distinction of a poem from a song in terms of user and structure	<p>Question was posed to students to inquire them to differentiate a poem from a song.</p> <p>(a) A poem is composed using meaningful letters and words that would convey message to the readers and spread through educated people but a song is based on grasp of rhythmic voice and can spread through anybody.</p> <p>(b) Again every poem can be a good song but not every song can be a good poem.</p> <p>In this context, using the pattern of separation was enhanced through differentiating poems from songs</p>

Generalization	Identification and discussion of figures of speech used in the poem	<p>A question was planned to be asked to students to identify difficult terminologies</p> <p>(a) Students identified personification which was not found in the poem.</p> <p>In this context generalization was used to differentiate critical aspects from those which were not.</p>
Fusion	Summarization of the content	<p>A question was posed to ask students to summarize the content taught and relate it to their social context</p> <p>(a) The content was summarized by planning of the answers that today we have learnt about meaning of a poem, song, and structure of a poem. Further, we have learned on how to identify figures of speech from the poem and finally how the figures of speech are used in everyday lives.</p> <p>In this context fusion was applied through summarizing what students had learned in the entire lesson.</p>

Source: Field Data (2015)

Table 4.7 above, indicates four patterns of variation theory of learning (Marton & Tsui, 2004) which were embedded within the current exemplary model research lesson. The Table also shows the content which embedded those prescribed patterns. In order to make the students to discern the meaning of a poem and a song, contrast as pedagogy of teaching was used. However, the terms poem and song as used in literary work was planned to be asked to students to draw out the answers. From their answers, it was found that a poem was an artistic creation that uses verses and stanza. Poems express the attitudes, feelings and emotions of the poet. On the other hand, a song is defined as musical composition that uses voices formed by singing.

Similarly, a question was posed to students to inquire them to differentiate a poem from a song. The answer derived was that poems were composed using meaningful letters and words that would convey message to the readers and spreads through educated people. But a song was based on grasp of rhythmic voice and could spread through anybody. In this context using the pattern of separation was enhanced through differentiating poems from a song.

In addition, a question was planned to ask the students to summarize the subject matter taught and relate it to their own social context. The researcher and teachers planned the answers that today we had learnt about the meaning of poems, songs, and structure of the poem on one hand, and about analyzing figures of speech and its relevance to our social context on the other. Thus in this context summarization was used to allow students fuse all the ideas discussed in the lesson taught.

The researcher observed that the four patterns of variation manifested during teaching and learning of the first critical aspect of learning. These patterns were useful for enhancing teaching and learning discernment of the critical aspects in the learning processes. The findings were similar to the study conducted by Msonde (2009) who asserted that engaging students in the object of learning, teachers needed to demonstrate four capabilities. The first was to structure the dimension of capabilities for example setting up patterns of variation that enable the learners to separate, contrast, generalize and fuse important critical aspects. Second was to involve learners in varying one aspect separately while keeping the rest of the aspects invariant. The third was to involve teachers' ability to engage learners to discern all critical aspects of a particular object of learning simultaneously while providing the link for conceptual learning skills, application and reasoning through

fusion. The researcher observed that linking the pattern with the content was somewhat difficult. However, because planning was collaboratively done then through discussion teachers managed to create the relevant link between the patterns and the content that was expected to be executed. From there planning proceeded with exploring the assessment practices through the question highlighted below:

- What assessment techniques could be used during the execution of the lesson to evaluate the learners on what will be taught?

The findings from this question revealed that the exemplary model research lesson had taken care of assessment techniques which were mainly based on students' paired and group discussions. The summary of planned assessment practice for the first critical aspects is provided in Table 4.8 below:

Table 4. 8: Planned Assessment Practices for the First Critical Aspect

Assessment Techniques	Content Assessed	Assessment Activity
Paired discussion	(a) Meaning of poem and song	❖ During planning, teachers planned to introduce the brainstorming activities for students to be done through paired discussion during introduction of the lesson. Paired discussion involved sharing of students' ideas on the particular content/concept. Moreover, paired discussion was followed by teachers' observation and scaffolding process with a view to effective discernment of the discussed content/concept which was expected to help the learners to construct their own knowledge.
	(b) New terminologies	❖ During planning teachers planned to involve the students in identifying the new terminologies contained in the poem read in the classroom. The identification of new terminologies was done after reading the poem both individually and in chorus. Through paired discussion students identified the new terminologies followed by defining those terminologies. Finally teachers planned to offer clarifications on students' definitions with the focus of helping them to discern the correct meaning of the identified terminologies.

Group discussion	Figures of speech	<ul style="list-style-type: none"> ❖ Teachers planned to involve students in group discussion as an assessment activity during practice stage of identifying figures of speech (a word or phrase that had different meaning than its literal meaning that was designed to further explain the concept) where students were expected to identify the figures of speech used in the poem. Again group discussion as assessment activity was planned to be used. And through which students could cooperate each other in the process of learning the figures of speech effectively. Furthermore, group discussion was also planned to be used to provide the students with the opportunity to share ideas on the use of figures of speech in their social contexts.
Post-test		<ul style="list-style-type: none"> ❖ Teachers and researcher planned to administer the post test to be done by group one students after gaining the first critical aspect of learning.

Source: Field Data (2015).

Table 4.8 shows that paired group discussions and post-test as assessment techniques were planned to use for assessing the exemplary model research lesson on the interpretation of poem. Specifically, meaning of poem, song, and figures of speech were expected to be assessed in the process of teaching and learning by using the mentioned assessment techniques. Brainstorming and scaffolding activities were planned to assess how students identified the difficult terminologies contend in the poem as well as understanding them and how figures of speech (words or phrases with meaning beyond the literal meaning) were identified and related to their social context. Further a post test was planned to be administered to students as a formative

evaluation on measuring how students had mastered the skills in discerning figures of speech contained in the poem along the everyday usage of figures of speech. Studies such as Kullberg (2010) showed shows that post-test was useful for exploring students learning as well as what might be critical for students' learning. Paired discussion and group discussion were potential in making the students construct their own knowledge and skills because in group discussion students discussed together and everyone received chance to participate in the assigned task. Besides, Cohen, (1994) emphasized that group work enabled teachers to get chance to monitor the learning process and scaffold when students got stuck.

Moreover, Arends and colleagues (2001) recommended that instructions which facilitated learner- centred approach had to occur at either individual level or in small groups. They recommend small groups as an effective way of enhancing learning.

However, Goodland (1984) contradicted the idea by claiming that the group might be supervised by the teacher or be selected democratically where students were left free from teachers control to conduct the assigned task collaboratively for the sake of reporting. Although Goodlad (1994) had contradicted the idea, the current study yet employed paired and group discussion due to their apparent merits

After taking the decision of the assessment techniques the next step was to take the decision about the teaching and learning resources for delivering the identified critical aspect of learning. Therefore a question was posed before the researchers who were planning the research lesson.

- What teaching resources could be used to suit the needs in engaging learners in analyzing the poem?

From the above question it was revealed that during planning of the exemplary model research lesson teachers and researcher had kept in mind the significance of teaching and learning resources so as to engage learners in analyzing the poem. Data pertaining to this question are presented in Table 4.9 below:

Table 4. 9: Planned Teaching and Learning Resources for the First Critical Aspects.

Content	Planned Teaching/Learning Resources	Reasons of teaching/learning resources
Analyzing figure of speech	(i) Poem written on colour (ii) Flip chart (iii)Marker pens (iv) A-4 papers (v) Tapes	(a) Resources assisted the teacher on effective teaching (b) Made lessons interesting (c) Made learning easy (d) Helped learning to remain in the mind of the learner

Source: Field Data (2015)

The Table 4.9 shows that planning of the model research lesson had taken into consideration the use of teaching and learning resources. The table indicated that a poster of colorfully written poem was prepared on a flip chart where each stanza was written in a different colour. The intention was to enhance students to easily capture and remember key ideas presented in each stanza. The flip chart and marker pens enhanced better learning environment that was free from chalk dust. Two types of tapes were applied, radio cassette tape used in presenting the lesson and video tapes used for recording the teaching and learning process as the lesson proceeded. However, the application of resources was highly anticipated that they would motivate learners to learn and create relatively permanent memory in the mind of

learners for effective teaching and learning. These reasons were congruent with the idea by Msonde (2011) who contended that in preparing the lesson plan teachers had to discuss and agree upon appropriate learning strategies, learning resources as well as assessment practices. The findings were in line with the study conducted by UNESCO (2000) which revealed that teaching and learning materials were the aids used by the teacher to enhance effective teaching and learning and that they make learning interesting, easy and remain in the minds of the learners for a long time.

Furthermore, scholars had shown that adequate teaching and learning resources would enable students to engage in the lesson actively (Kitta, 2004; Osaki, 2001). Thus keeping in view the importance highlighted above and the question posed, 80 minutes research lesson was planned on the interpretation of the poems as appended in Appendix K.

4.5.2 Planning of the Second Exemplary Model Research Lesson on Analyzing Themes and Messages

Planning of the second exemplary model research lesson on analyzing themes and messages was done in the light of the framework developed when planning the first research lesson. It was mainly based on the second critical aspect identified from the students' pre-test results and teachers' interview held at the beginning of the research. Both interview and pre-test were used to explore the difficulties encountered by teachers in teaching poetry and students in learning poetry. Planning of the second lesson was preceded by teachers and researcher's reflection on execution of the first lesson on the first critical aspect of learning, followed by discussion of possible means to employ in planning the second lesson which adopted the following procedures: First, the researcher and teachers agreed on the learning

goals and competences which were to be developed. The main goal along with the corresponding competences was extracted from the English language syllabus. The colloquium generated the specific learning goals expected to be developed at the end of the lesson. Further, the questions which guided researchers in planning the first lesson were applied in planning the second lesson. Moreover, design guidelines and specifications used in planning the first lesson were adopted and used to guide the planning processes of the second exemplary model research lesson.

Similarly, the teachers and researcher employed the assessment techniques such as paired discussion, group discussion and post-test during the execution of the second research lesson. However, the content pertaining to the themes and messages was discussed by the students and later on they conducted presentations of their findings. Theme was defined as the main idea underlying meaning of a literary work. It referred to an idea that the author returns to time and again and it was usually presented in thoughts and conversations. Thus a theme was the main idea that the author expresses to the readers. Message on the other hand was any concept or information conveyed by the poet to the readers. The main task which was done in group discussion was about identification and discussion of themes and messages contained in the poem. Thus from the definitions above it was noted that themes were different from messages. The themes found in the poem "*The Lost Beauty*" by Jwani Mwaikusa were – Conflict, African culture Vs. Western culture, Awareness, Patriotism and the Message that was expected to be drawn from the poem was: Africans needed to uphold and embrace their culture.

Besides, the post test was also planned to be administered after executing the second research lesson. The main focus of the post test was to measure students

understanding in analyzing themes and messages portrayed in the poem. Similarly, the current lesson planning proceeded with the decision of using similar teaching and learning resources that were used in the first lesson. The main focus of the current lesson was to ensure that students acquire necessary skills and knowledge for identifying themes and messages contained in the poem. Finally, keeping in mind the design guidelines and specifications, steps of lesson study approach, and patterns of variation theory of learning stipulated in the course of first lesson planning; the second lesson was planned to be executed within 80 minutes (See Appendix K).

4.6 Implementation of the First Model Research Lesson on Interpretation of Poem

This theme highlighted some procedures on how the first exemplary model research lesson was executed in normal classroom setting. This lesson was executed by the researcher herself. The information pertaining to the theme above was gathered through classroom observation, panel discussion and students post-testing. The instruments used for gathering data related to the theme included; classroom observation guide, tapes and post-test. Patton (1990) argued that observations were essential since they provided the researchers with opportunities to assess how lesson proceeded in the classroom situation rather than relying on the second hand information. The students' motivation and interest were also observed. This was in line with Kullberg (2010) who observed that video recording enabled the researchers to capture the desired performance which were necessary for improving the next lesson. Therefore, data unveiled from the lesson execution was reported according to following sub themes along with some important observation as presented in Table 4.10 below:

Table 4. 10: The Sub-Themes with Important Observations

Sub –Themes	Important Observations
Execution of the Lesson on	-Appropriate set induction
Interpretation of Poems	Use of lesson study cycles as a pedagogy of teaching and learning, -Use of patterns of variation theory of learning , -Active involvements of students -Use of appropriate teaching/ learning materials -Use of innovative assessment
Status of Learning	-Teachers’ improved competence as a result of lesson study approach and variation theory of learning, - Students’ learning improvement
Revision of the Exemplary Research Lesson	-Teacher’s reflection, presentation and discussion of data from the research lesson
Execution of the Revised Research Lesson	-Lesson implementation

Source: Field Data (2015)

4.6.1 Execution of the First Lesson on Interpretation of Poems

The sub-theme intended to report on how the exemplary model research lesson was first executed in classroom setting. Data pertaining to this sub-theme were gathered through observation and video recording. However, the information related to the sub-themes was obtained through the observation guide and panel discussion. The analysis of this sub theme paved way for enveloping the key observations enlisted in the table above. Besides, the description of each important observation is presented below.

4.6.1.1 Appropriate Set Induction

The analysis concerning appropriate set induction provided a clear picture on how the first exemplary model research lesson on interpretation of poems was introduced. Therefore, in the process of set induction, one teacher introduced the lesson and the rest of the group members observed how the lesson was introduced while taking down some notes on it. The teacher introduced the lesson to the students by telling them that:

“...I am going to play the radio cassette which has important information for you. I want you to listen carefully to the following excerpts (poems/songs) there after you will be asked some questions”

Those questions were:

1. What were you listening to? Given answers were; a poem and a song.
2. What is the difference between a poem and a song? Given answers were; a poem is a literary work formed by verses and stanza while the song is a musical composition formed by words but it cannot be recited.
3. Did you perceive any meaning from the excerpts? Given answer; Yes
4. What do you call the meaning you perceived from the excerpt you listened to
(Silence)

Okay, allow me to answer this question. The meaning you perceived from the excerpt is generally called the interpretation of the poem or song. Therefore today we will discuss about the interpretation of the poem named “*The Lost Beauty*”. Just after the introduction of the planned topic, teacher displayed the poster of a poem ‘*The Lost Beauty*’ for students to read.

As the present lesson followed the lesson study cycles and principles of variation theory of learning, therefore, observation by the co-participants was one of the potential steps of lesson implementation. The following were suggestions given by observers concerning how the lesson was introduced. With respect to this one teacher reported that:

“The introduction of the lesson was good but what I see is that much time was spent in this part. Therefore I am of the opinion that the excerpts be reduced in order to save time”.

Another teacher contributed his ideas by saying that:

“The listening activities used in introducing the lesson were good. Students enjoyed listening to it and it gave them some clues which led them to discern the meaning of a poem and a song.”

In this way introduction of the lesson was completed and presentation of the lesson was started by using the proposed approach and theory of learning which guided the study.

4.6.1.2 Lesson Study Cycles used as Pedagogy of Teaching and Learning of the Interpretation of Poem named “The Lost Beauty”

The first exemplary model research lesson was based on interpretation of poems. More specifically the research lesson focused on analyzing figures of speech contained in the poem. The content was presented using lesson study approach as a new pedagogy of teaching and learning.

The execution of the first exemplary model research lesson involved three cycles of lesson study approach which were teaching, observing and reflection done through post lesson colloquium. However, the two cycles such as identification of the object of learning and planning of the exemplary model research lesson were deliberated in the planning stage. Therefore in teaching this particular lesson, lesson study

approach was used in teaching the intended content. The execution involved one teacher teaching the lesson while other teachers observed the lesson and collected data. Therefore teaching proceeded simultaneously with the observation of the lesson. During teaching the teacher presented the content as indicated in the lesson plan (See Appendix K).

Observation of the lesson involved teachers observing how students perceived the object of learning and the way they responded to the activities given by the teacher, they took notes on what actually happened in the class during the lesson including how the teacher followed the plan. However, teaching evaluation through observation is presented in Table 4.11 below.

Table 4. 11: Teaching Evaluation

S/N	Evaluation Items	Ratings				
		N/A	L/E	S/E	L/E-2	G/E
1	The teacher was able to engage learners in thinking about the object of learning?				√	
2	The teacher involved learners in active learning?				√	
3	Teacher was using the teaching and learning resources effectively					√
4	The teacher used strategies to obtain feedback from the students				√	
5	The teacher set up situation for students to contrast, separate, generalize and fuse the content					√
6	The teacher engaged learners to experience the critical aspect of learning sequentially					√
7	The teacher developed conceptual understanding of the object of learning and critical aspect					√
8	The teacher employed lesson study approach cycles appropriately					√
9	Students were able to relate the critical aspect of learning to their social context			√		
10	Students were able to summarize the lesson taught					√

Key: N/A- Not at All, L/E- Little Extent, S/E- Some Extent, L/E2- Large Extent and G/E- Great Extent

As it is seen from Table 4.11 that the teacher used teaching and learning resources very effectively; set up situations for students to contrast, separate, generalize and fuse the content taught; engaged learners maximally in experiencing the critical aspect of learning; and developed sufficiently the conceptual understanding of learners in relation to the object of learning with its critical aspects by employing different cycles of lesson study approach. Besides, the teacher engaged learners in thinking about the object of learning; involved learners in active learning and used appropriate strategies to obtain feedback from students to a large extent as opposed to the great extent. However, Table 4.11 shows that students were not able to relate the critical aspect of learning to their social context up to the expected level, although they were able to summarize the content taught to the expected level.

Moreover, besides teaching evaluation through observation, participating teachers reflected the lesson through the post lesson colloquium for revision and improvement of the research lesson. During this stage, teachers shared evidence and data gathered by teachers which in turn helped them to modify the lesson before they re-taught it. Besides, the implementation of lesson study approach, the variation theory of learning adapted in the lesson implementation is described below.

4.6.1.3 Patterns of Variation Theory of Learning as used in the Presentation of First Critical Aspect

Along with the lesson study approach, the first exemplary research lesson was planned on the basis of variation theory of learning principles. However, series of patterns of variation employed to deliver the content were presented in Table 4.7 above. For example contrast was used in introducing the lesson. During introduction, students listened to the two excerpts of a poem and that of a song. The

main focus of assigning students to listen to activities was to enhance students to discern the concepts of a poem and a song. Again, separation pattern was used in the same stage of introduction for the purpose of differentiating between the concepts of a poem and a song. In this context, separation as a pattern of variation was accordingly employed.

Generalization pattern was used during the practice stage when students were identifying the figures of speech from the poem read. Some students generalized that in the poem one of the figures of speech was personification, but in fact that figure of speech was not found in the poem. Therefore, students differentiated critical from what was not. Likewise, fusion had been used in the summary stage where students were asked to summarize what they had learnt in this particular lesson. Therefore, students made a summary of all aspects taught to the whole and hence all four patterns of variation were experienced in the first lesson.

4.6.1.4 Active Involvement of the Students

Another important observation related to the students' active involvement in experiencing the object of learning and the critical aspect of learning. In this particular lesson it was observed that the teacher employed various techniques which ensured students active participation. In the set induction phase, students were exposed to listening activities as a technique to enhance attentive listening of the excerpts of the poem and a song. At this juncture students listened attentively and later on they were involved in pair discussion for the questions assigned and further they presented the feedback of their discussion. Again during the stage of presentation of new content/ knowledge, students were asked to read the poem individually and in chorus, thus both individual reading and choral reading were the

activities which involved students' active participation in the lesson. Similarly during the practice stage students were assigned group works whereby they discussed and identified different figures of speech which are presented in Table 4.12 below:

Table 4. 12: Identified Figures of Speech from the given Poem

Figures of Speech	Meaning	Identified Figures of Speech
Similes	-Word that compares something else using conjunction such as "like", "as"	-"Face dark as the night" verse 7 and 1st stanza
Symbolism	-Use of symbols to represent an idea	-" Lost Beauty"
Repetition	-Re-using the same word in the poem. Verse 2, 2nd stanza	-"Black" I want a black queen verse 2, 2nd stanza. They don't see anything black, verse 2, 3rd stanza
Alliteration	-Repetition of the same consonant sound at the beginning of words that are close together in a verse	-Black is beautiful verse 7 , 1st stanza, with skin sweating blackness
Rhymes	-Use of similar sound at the end of the verse	-With ebony thighs and huge hips, with skin sweating blackness
Hyperbole	-Is a way of speaking that makes something sound more than it really is	-"Black is beautiful" verse 7 , 1st stanza

Source: Field Data (2015)

The table 4.12 above shows, that students identified six figures of speech such as; similes, symbolism, repetition, alliteration, rhymes and hyperbole. The first figure of speech found was '*face dark as the night*'. It attempted to compare the African face to the night darkness. This comparison was portrayed in verse seven of the first stanza. The second figure of speech was '*symbolism*' that was **Lost Beauty** which was used as the title of the poem to portray the deterioration of African culture. The third figure of speech was '*alliteration*' which appeared in most stanzas which formed the poem as indicated in the table above. The fourth figure of speech was '*repetition*'. The identified repeated words included black and beauty. The repetition was employed purposely to emphasize ideas. The fifth figure of speech identified was '*rhymes*' such as hips and blackness which appear in the words ending with the same sound and the sixth was '*hyperbole*'. Hyperbole was identified by the students as 'black is beauty'. The implication was that not everything black was beautiful as identified from the poem read. These identified figures of speech were presented by students. Further, during the group discussion the teacher's role was to walk around the classroom observing students participation and scaffolding them where they got stuck. Furthermore, when group presentations started the teacher jotted down key ideas presented by the students on the flip chart. At the end of the presentation the teacher gave some clarification concerning the presented figures of speech. Eventually the teachers' comments were followed by the summary generation of the lesson taught which was done through two students.

4.6.1.5 Use of appropriate Teaching and Learning Materials

During the execution of the lesson different teaching and learning materials which were planned to be used were effectively used by the teacher. Table 4.8 above

presents the teaching and learning materials used in teaching the respective content together with the reasons as to why they were used. Thus, the following teaching and learning materials were observed to be used in this lesson;

Tapes, both the radio cassette tape and video tape were used; the former was used to present the recorded excerpts of poem/songs which were used in introducing the lesson. The latter was used for recording the lesson during execution. Video recording started with the introduction stage and continued up to reflection stage. Similarly, poster of a poem was used to display the poem for students to practice reading. The main reason for reading the poem was to measure the students reading skills. The flip chart and marker pens were used for writing comments and answers given to various questions asked as a way of providing emphasis. Besides, A-4 papers were provided to students for writing reports of the issues discussed for group presentations. The findings from the colloquium discussion revealed that excerpts presented in this lesson were a bit longer and that they consumed more time. This was claimed by the teacher who said the following:

“I was very much impressed with the excerpts employed through cassette tape, they motivated students to learn. However they were a little bit longer as they consumed much time. In the next lesson I suggest that we reduce their length so as to save time.” (Colloquium discussion: 9th February, 2015).

The findings obtained from the observation showed that the teacher used the teaching and learning resources to a great extent. However, it was concluded that the use of different teaching and learning materials in presenting the lesson increased the students' zeal to learn how to interpret poem.

4.6.1.6 Use of Innovative Assessment

Unlike the traditional methods of assessment, the current study employed the different innovative assessment techniques. Interpretation of poems manifested three types of assessment techniques which were used in the execution of the first exemplary model research lesson. These assessments techniques were paired discussion, group discussion and post-test.

Paired discussion was used at the very beginning of the lesson when students were brainstorming on the concepts of a poem and a song after listening to the excerpts. Also when students were asked to identify difficult terminologies encountered in the poem the paired discussion was used. Group discussion was mainly used in the practice stage when the teacher organized groups and assigned them to identify and discuss the figures of speech used in the poem. However, Thurston *et al.*(2010) observed that collaboration through groups built knowledge, understanding, reasoning and meta-cognitive skills among student

Similarly, pre/post tests were administered to group one and two before planning the lesson with the focus of identifying the object of learning. In the course of teaching after completing each critical aspect the post test was administered to the respective group. The main reason for administering the post test was to assess students gain in cognitive abilities after learning through lesson study approach and variation theory of learning.

4.7 Status of Learning Improvement

This sub-theme intended to provide highlights on the impact of lesson study approach and variation theory of learning on the overall teachers' performance and

students learning improvement. The analysis of this sub-theme was done on the basis of two important observations described below:

4.7.1 Teachers Improved Competence as a Result of Lesson Study Approach and Variation Theory of Learning

The important observation unveiled that as teachers participated in the lesson study approach and variation theory of learning, their professional development increased. The approach enabled teachers to think together about the teaching and learning goals for the students. They shared enthusiastically their knowledge in planning the lesson collaboratively and helped to deliver lesson confidently, and eventually the reflections conducted through colloquium enabled teachers to refine the initial planned lesson. Therefore, it was again concluded that collaborative activities made the teacher highly competent in teaching poetry.

Moreover, lesson study approach created multiple pathways of learning that led to instructional improvement among teachers. Particularly, it was observed that teachers' thinking improved on the interpretation of poems and on the innovative instructional strategies increased; along with ability to observe students, stronger and mutual collegial network with sense of efficacy; and finally the attitude to the sustainability of this approach were also felt. During reflection, one teacher was heard speaking the following:

The new approach has inspired and changed each one of us to a large extent. Now I am certain that I can teach poetry with confidence. In fact I have found a new way of approaching poetry teaching and learning (Colloquium Discussion: 9th February, 2015).

It was therefore concluded that lesson study was a professional development activity in which teachers collaborate to create effective lessons when observing their live

classroom practice and this idea was congruent with the ideas of Lewis (2000) and Yoshida (1999).

4.7.2 Students Learning Improvement

In this part, teachers observed students learning behavior and the way they engaged themselves in the learning processes and felt that there was a substantial change of behavior in the students. Teachers made close observations and found that students were able to think more deeply than their usual ways of thinking in their normal poetry classrooms. Further, a post-test on the interpretation of the poem was administered to the 1st group of students after the execution of the first planned research lesson and the learning performance of the students is presented as follows.

Table 4. 13: Difference between Pre and Post-Test Mean Performance Score on the Interpretation of the Poem

Test	N	Mean Performance
Pre-test on the interpretation of poem	30	48.9
Post-test on the interpretation of poem	30	76.5

Source: Field Data (2015)

From the Table above it is clearly seen that both pre-test and post-test on the interpretation of the poem were administered to a group of 30 students. The mean performance of the pre-test was 48.9 while, the mean performance of the post-test after executing the first lesson on interpretation of poem through lesson study approach with variation theory of learning was 76.5. It meant that students performed higher mean scores in the post- test than the pre-test and it was interpreted that the lesson study approach with variation theory of learning were effective in developing students with better discernment of the skills involved in the interpretation of the poems

4.8 Revision of the First Exemplary Model Research Lesson on Interpretation of Poems

The revision of the first exemplary model research lesson on interpretation of poems was done through teachers colloquium discussion. It started by the self-reflection made by the teacher who taught the lesson. According to her observations she said that, the lesson was successful since students' participation was active in every stage of the lesson and the summary generated by students about what was learnt was a clear indication that students had discerned well the skills of interpretation of the poem. Finally, she concluded by saying that she managed to achieve the stated learning goals of the lesson.

Thereafter, the participating teachers shared their observation concerning the lesson plan that was executed on the first research lesson. From the discussion it was observed that the teacher had executed the lesson appropriately by following the planned stages, ensuring the implementation of activities stated within the plan, using teaching and learning resources accordingly. However, two critical issues were mentioned as setback of the first lesson and teachers emphasized to modify them. Those issues were, time management which was experienced in the introduction stage where the cassette tapes were found to consume a lot of time and subsequently affected students' group presentations whereby some groups had to present their findings hastily. Thus it was agreed that the length of the excerpts be reduced from four minutes to two minutes each. The second issue was on writing the group findings by any student in the group as it was initially done by the teacher. Members of the group agreed that the student who would present the work had to himself or herself write the summary on the flip chart instead of the teacher. This was modified and adopted for the next revised lesson which was re-taught to the second group.

4.9 Execution of the First Revised Lesson on Interpretation of Poem to the Second Group

The execution of the revised lesson on the interpretation of poems to the second group followed the similar framework of lesson study approach which was used in executing the first lesson. Therefore similar issues such as set induction, use of patterns of variations, teaching and learning materials and innovative assessment techniques were observed along with the extent of teacher's competence improvement. However, observation on the execution of the first revised lesson was presented in two ways. First one in terms of lesson study cycles used as the pedagogy of teaching and learning to the interpretation of poem "**The Lost Beauty**" and the second one was status of teachers' teaching improvement as well as students' learning improvement.

4.9.1 Interpretation of the Poem ("The Lost Beauty") through Lesson Study Cycles

This revised model research lesson was on the interpretation of poem- *The Lost Beauty*. More specifically the research lesson focused on analyzing figures of speech contained in the poem as executed initially to the first group. The content was presented using lesson study approach as a new pedagogy of teaching and learning. The execution of the first revised lesson involved three cycles of lesson study approach which were teaching, observing and reflection. Therefore execution of the revised lesson on the same critical aspect also followed the same cycles of the lesson study approach. Subsequently, evaluation of the executed revised lesson was conducted through the observation check list. Observed phenomenon is presented below in the Table 4.14.

Table 4. 14: Teaching Evaluation

S/N	Evaluation Items	Ratings				
		N/A	L/E	S/E	L/E-2	G/E
1	The teacher was able to engage learners in thinking about the object of learning?					√
2	The teacher involved learners in active learning?					√
3	Teacher was using the teaching and learning resources effectively					√
4	The teacher used strategies to obtain feedback from the students				√	
5	The teacher set up situation for students to contrast, separate, generalize and fuse the content					√
6	The teacher engaged learners to experience the critical aspect of learning sequentially					√
7	The teacher developed conceptual understanding of the object of learning and critical aspect					√
8	The teacher employed lesson study approach cycles appropriately					√
9	Students were able to relate the critical aspect of learning to their social context				√	
10	Students were able to summarize the lesson taught					√

Key: N/A- Not at All, L/E- Little Extent, S/E- Some Extent, L/E2- Large Extent and G/E- Great Extent

As it is shown by Table 4.14 that what was observed during the execution of the lesson on the interpretation of the poem to the first group, the same phenomena were observed while they were executed as revised version to the second group. The only difference observed was that the teacher managed to engage learners to relate the object of learning to their social context to the expected level. Further, there were no substantial changes reported through the post lesson colloquium about the revised lesson execution.

Eventually, it was felt that planned research lesson on the interpretation of poem was executed carefully by using the lesson study approach together with variation theory of learning and what was expected to take place was effectively realized. Because lesson study demanded teachers to plan , teach, observe, discuss and revise the lesson in relation to the object of learning and critical aspect of learning and more importantly it helped teachers to improve their professional development (Bush, 2009; Dudley, 2011 & Lewis & Hurd, 2011). Further the used pattern of variation theory of learning helped students to discern the critical aspects of learning comprehensively. This finding was also in conformity with findings revealed by Marton (2009) whose study revealed that knowledge could not be directly transmitted; instead students must experience the appropriate pattern of variation which helped them to discern the critical features.

4.10 Status of Learning Improvement

This sub-theme intended to provide highlights on the impact of lesson study approach and variation theory of learning on the overall teachers' performance and students learning improvement. The analysis of this sub-theme was done on the basis of two important observations described below:

4.10.1 Teachers' Improved Competence as a result of Lesson Study Approach and Variation Theory of Learning

It was unveiled from the execution of revised lesson to the second group that the professional development of teachers in terms of planning the lesson as per the learners' need, pedagogy of teaching, content knowledge, innovative evaluation techniques and level of confidence had relatively increased than the last time execution. The reason was that, teachers usually got chance to experience the developed lesson execution by watching and analyzing it. Further, teachers shared the experienced knowledge collaboratively for better discernment of the critical aspect. For example they discussed on how to address the diversified needs of the learners, how groups should be structured and what kind of pedagogy to be adopted to deliver the specific critical aspect so that it could be better discerned.

4.10.2 Students Learning Improvement

In this part, teachers observed students learning behavior and the way they participated in the learning processes and felt that there was a tremendous improvement of behavior in the students. Teachers made close observations and found that students were able to think more creatively than their usual ways of thinking in their normal poetry classrooms. Further, a post-test on the interpretation of the poem was administered to the 2nd group of students after the execution of the revised research lesson and the results gained from the revised lesson execution is presented in Table 4.15 below:

Table 4. 15: Difference between Pre and Post-Test Mean Performance on the Interpretation of the Poem

Test	N	Mean Performance
Post- test on interpretation of poems, first group value	30	76.5
Pre-test on interpretation of poems, second group value	30	41.2
Post -test on interpretation of poems, second croup value	30	70.0

Source: Field Data (2015)

The above Table 4.15 shows the pre and post-tests mean scores for the second group as well as the post-test mean score of the first group of students. The post-tests mean scores were obtained after teaching the lesson on the interpretation of poems using the lesson study approach and the variation theory of learning. The mean performance of the post-test for the first group was 76.5 whereas that of the second group was 70.0. From these scores was seen that group one performance was better than that of group two but that was not the case. The fact was that the first group was inherently better than the second group as per the record of pre-test scores. However, a comparative analysis was deliberated to find out accurate learning performances between the groups. Therefore, the accurate image of the learning performance is presented in the Table 4.16 below:

Table 4.16: Comparative Analysis between the First and Second Groups Mean Performance Scores on the Interpretation of Poem

Groups	Pre-Test	Post-Test	Difference between Pre-and Post Test
Group I	48.9	76.5	27.6
Group II	41.2	70.0	28.8

Source: Field Data (2015)

As depicted in Table 4.16 there were differences between pre and post test results for group one and two respectively. From the Table it is seen that group one had the mean score difference of 27.6 between the pre and post-tests while the mean score difference for group two was 28.8 between pre and post-test. From these scores, it was implied that group two performances were better than those of group one because, 1.2 more mean marks were scored by the second group of students over the first group of students on the interpretation of the poem due to effective implementation of the lesson study approach with variation theory of learning. Therefore, it was interpreted that the more effective the implementation of the lesson study approach with variation theory of learning would be the better the discernment of the skills involved in the interpretation of poems. After implementing the revised lesson, teachers embarked on planning the lesson on the second critical aspect of learning namely; analyzing themes and messages which were implemented as described below:

4.11 Execution of the Planned Research Lesson on Analyzing Themes and Messages

The second exemplary model research lesson was executed on the new critical aspect of learning namely; *Analyzing Themes and Messages*. However, the execution

of the second critical aspect adopted the framework of the plan used in executing the last critical aspect that was on the *Interpretation of Poem*. Therefore, the steps used in the first lesson execution were also taken into consideration while the current lesson was executed. Those steps included - use of: appropriate set induction, cycles of lesson study approach together with patterns of variation theory of learning, active involvement of learners, appropriate teaching and learning materials, innovative assessment techniques and status of learning improvement. However, in this part of analysis, only use of appropriate set induction, patterns of variation, active involvement and status of learning particularly students learning improvement were taken care of besides other steps used in the last lesson execution. The detailed analysis of used steps in the current lesson execution is given below.

4.11.1 Appropriate Set Induction

The observation concerning appropriate set induction provided a reflection on how the second exemplary model research lesson on analyzing themes and messages of poem was introduced. Therefore, in the process of set induction, one teacher introduced the lesson and the rest of the group members observed how the lesson was introduced while taking down some notes on it. The teacher introduced the lesson to the students by telling them that:

“You are going to watch a mini drama and later on I will ask you some questions relating to that drama. You are therefore asked to be attentive to the presentation as it starts.”

Those questions were:

1. Did you perceive any meaning from the play? The given answer: Yes
2. What was the play about? Expected answers, corruption and poverty.
3. What message and themes did you perceive from the play? (silence)

Okay, let us start to identify the message and themes embedded in the play. Therefore, teacher displayed the poster of a poem ‘*The Lost Beauty*’ for students to read at first. At this point, the process of set induction was observed by the co-participants and one of the co-participants expressed the following:

“The introduction of the lesson was good; watched drama opened their minds in understanding the topic. Personally, I was impressed by the way the lesson was introduced.” (FGD 9th February, 2015)

Another teacher contributed his ideas by saying that:

“As for me what I observed during the lesson introduction, students were very much motivated by the drama presented to them. Therefore, we should always consider the idea of incorporating such activities in the introduction part because those make students to pay more attention to the object of learning for better discernment” (FGD 9th February, 2015).

In this way introduction of the lesson was deliberated and presentation of the lesson followed by using the proposed lesson study approach and variation theory of learning which guided the study.

4.11.2 Use of Patterns of Variation Theory of Learning

The variation theory of learning was adopted during the execution of the lesson on analyzing themes and messages. The procedures which were involved in the implementation of the lesson in different stages are indicated in Table 4. 17 below:

Table 4. 17: Patterns of Variation Theory of Learning as used in the Second Exemplary Research Lesson Plan

Pattern	Content Taught	Context of Using Patterns
Contrast	Meaning of theme and message	<p>Questions were posed to draw out the meaning of themes and messages.</p> <p>(a)Theme is the main idea underlying the meaning of literary works; it could also be the main idea conveyed by the poet to the readers.</p> <p>(b)Message is simply any information which is conveyed to the readers by the poet.</p> <p>In this context the definitions of themes and messages enhanced the students to contrast themes with messages</p>
Separation	Distinction of themes and messages	<p>Question was posed to students to inquire them to differentiate theme from messages.</p> <p>(c) Themes can be presented in a single word.</p> <p>(d) Messages are usually presented in form of sentences</p> <p>In this context, the pattern of separation was used by differentiating themes from the messages</p>
Generalization	Identification and discussion of themes and messages presented in the poem	<p>A question was planned to be asked to students to identify themes and messages from the poem read.</p> <p>(a) Some students generalized messages as the themes during discussion</p>
Fusion	Summarization of the content	<p>A question was posed to ask students to summarize the content taught and relate it to their social context</p>

(b) The content was summarized by planning of the answers that today we have learnt about meaning of themes and messages done by identifying key ideas presented in each stanza. Further, we have learned on how to identify themes from the poem and finally how themes are relevant to our social context.

In this context fusion manifested through summarizing what students have learnt in the entire lesson.

Source: Field Data (2015)

Table 4.17 above, indicates four patterns of variation with contents in which they were incorporated in the current lesson. In order to make students to discern the meaning of themes and messages, contrast was used. However, the terms themes and messages as used in literary work was defined as the main concepts or ideas underlying meaning of literary works intended to be communicated by the poet to the readers. Besides, message was defined as any information portrayed by the poet to the readers. Again, it was unveiled that the theme can just be presented in a phrase or single word while messages are presented in sentences. Moreover, the teacher also made clarification on what exactly theme and message is? and finally students were able to separate the theme from the message. Some elements of generalization were felt during the group presentation where some students generalized themes as messages. Finally, fusion was deliberated in the summary stage where representative students summarized the lesson taught. Thus in this

context summarization was used to allow students fuse main ideas discussed in the lesson taught.

However, it was concluded that four patterns of variation manifested during teaching and learning of the second critical aspect of learning. These patterns were useful for discerning the analysis of themes and messages of poem as a critical aspect in the current lesson. These findings were similar to the study conducted by Msonde (2009) who asserted that in order to engage students in the object of learning; teachers needed to demonstrate four patterns of learning as proposed in the variation theory of learning. Although, the researcher observed that linking the different patterns with the content was somehow a complex matter but, because of collaborative planning and discussion of the lesson helped teachers to create the relevant link between the patterns and the content that was desired.

4.11.3 Active Involvement of students

Again, the findings reveal that in this step, students were actively involved in experiencing the critical aspect of learning during the execution of the second lesson. Students were involved in paired group discussion, group discussion and post-test. However, the most significant activity which involved students active in learning was that of group discussion which required them to identify themes and messages and analyze them. Four themes were identified from the poem as presented in Table 4.18 below:

Table 4. 18: Identified Themes and Messages from the Poem

Themes	Meaning	Content of the Identified Theme
Conflict	-Misunderstanding between an individual or two groups of people resulting from opposed ideas, culture etc.	-There are only white women around, awful fakes of white females reflecting ugly masses of ugliness. But my eyes oh my eyes they don't see anything black, 1 st and 3 rd stanza
Patriotism	-Cultural attachment and defense of one's culture or nationality.	-I want a lady to mount the rostrum with and declare to the world that Black is Beautiful. 1st stanza
Awareness	-.the ability to perceive or feel about events, emotions, sense etc.	-I cry and sing to them, the inbred tune of our people, I shout to them in the black tongue, but no black sister hears me, 4th stanza.
Illusion	-A situation that is likely to be wrongly perceived or interpreted by the senses.	-I turn and weep upon myself and then only then I realize I am not black either. 5 th stanza.

Source: Field Data (2015)

The above Table 4.18 revealed different themes which were identified by the students during their group discussion; similarly it portrays the meaning conveyed by each highlighted theme along with the content in which those themes manifested.

The first theme mentioned was *conflict*. The theme attempted to expose the real situation that there was a conflict between the Western culture and the African

culture which involved African women changing their colours to look like white women as the persona says “ Awful fakes of white females” the persona was not comfortable with the way African women were changing their faces colours.

The second theme mentioned was *patriotism*; the persona is patriotic in the struggle to liberate African women when persona feels that he should mount the rostrum on which he wants to declare to people that “Black is beautiful.” The persona feels that African women needed to be liberated and helped to value their black skin.

The third theme was *awareness*; the persona presents his feelings by declaring that he cries and sing to the African women using the African language but still no black sister hears him. In this context the persona is aware of the deterioration of African culture.

The fourth theme was *illusion*, in this theme the persona is declaring about the liberation of African women. He is calling upon African women to value their black skin and embrace their culture but later on he realizes that he is not black either.

Finally the message that was drawn from the poem was that Africans should value and embrace their own culture for future generation.

4.12 Status of Learning

The sub-theme intended to address two major issues on teachers improved competence and student learning improvement. However, in the current lesson much attention was paid on the students’ learning improvement as deliberated below:

4.12.1 Students Learning Improvement

In this step, teachers observed students learning trend and how they participated in the learning processes and found that there were some remarkable changes of

behavior in the students. Teachers remarked that there was a tremendous improvement in the students' ways of learning unlike before.

Further, a post-test on the analyzing themes and messages contained in the poem was administered to the 1st group of students after the execution of the first planned research lesson and the learning performance of the students is presented in Table 4.19 below:

Table 4. 19: Difference between Pre and Post-Test Mean Performance Score on Analyzing Themes and Messages

Test	N	Mean Performance
Pre-test on Analyzing Themes and Messages	30	51.5
Post-test on Analyzing Themes and Messages	30	73.5

Source: Field Data (2015)

From the Table 4.19 above, it is clearly seen that both pre-test and post-test on analyzing themes and messages were administered to the first group of 30 students. The mean performance of the pre-test was 51.5 while, the mean performance of the post-test after executing the first lesson on analyzing themes and messages of the poem through lesson study approach with variation theory of learning was 73.5. It was interpreted that the students performed higher mean scores in the post- test than in the pre-test and this implied that the lesson study approach with variation theory of learning were effective in developing students ability in the discernment of the skills involved in analyzing themes and messages of the poem.

4.13 Execution of the Revised Exemplary Model Research Lesson on Analyzing Themes and Messages to Group two Students

The execution of the revised lesson was conducted in the similar procedures as it was conducted to the first group of students. Besides during reflection session there were no modifications sought on the next lesson. In this respect, the results of the pre and post test administered to the second group are hereby presented in Table 4.20 below:

Table 4. 20: Differences between Pre and Post-Test Mean Performance on Analyzing Themes and Messages

Test	N	Mean Performance
Post- test on analyzing themes and messages first group value	30	73.5
Pre-test on analyzing themes and messages, second group value	30	54.0
Post -test on analyzing themes and messages, second group value	30	78.2

Source: Field Data (2015)

The above Table 4.20 shows the pre and post-tests mean scores for the second group as well as the post-test mean score of the first group of students. The post-tests mean scores were obtained after teaching the lesson on the interpretation of poems using the lesson study approach and the variation theory of learning. The mean performance of the post-test for the first group was 73.5 whereas that of the second group was 78.2. From these scores it can be seen that group two performance was better than that of group one. It was then interpreted that group two performances

had improved due the impact resulting from the effectiveness of using the lesson study approach with variation theory of learning.

Similarly, a comparative assessment on analyzing themes and messages for group one and two was done to find out if there was a subsequent improvement in students learning performance. Thus the true reflection of students learning performance is depicted in the Table 4. 21 below:

Table 4.21: Comparative Analysis between the First and Second Groups Mean Performance Scores on Analyzing Themes and Messages

Groups	Pre-Test	Post-Test	Difference Between Pre and Post Test
Group I	51.5	73.5	22.0
Group II	54.0	78.2	24.2

Source: Field Data (2015)

Table 4.21 above mainly indicates the difference between pre and post test results for group one and two respectively. From the Table it can be viewed that group one had the mean score difference of 22.0 between the pre and post-tests while the mean score difference of group two was 24.2 between pre and post-test. From these scores, it was implied that group two performances were better than that of group one because group two had scored 2.2 more mean marks as compared to first group of students on analyzing themes and messages of the poem due to effective implementation of the lesson study approach with variation theory of learning. Besides, group two students had an advantage of being taught using the revised model in every cycle. Therefore, it was interpreted that the implementation of lesson

study approach with variation theory of learning enhanced maximally the students' discernment of the skills involved in analyzing themes and messages.

4.14 Evaluation of the Effectiveness of the Exemplary Model Research Lesson on the English Poetry Literary Works

This part presents the students' learning improvement about English poetry literary work as, the model research lessons were developed and executed by following the lesson/learning study approach. Mainly mean performance scores on the identified critical aspects (interpretation, and analysis of the themes and messages) were calculated. Therefore overall performance was as follows.

Table 4. 22:Overall Difference between the Pre and Post-Test Mean Performance Scores on the English Poetry Literary Works

Pre-Test	\bar{x} (N= 60)	Post-Test	\bar{x} (N= 60)	Difference
	59.5		86.0	26.5

Source: Field Data (2015)

Table 4.22 above shows the overall difference between pre and post-test mean performance on English poetry literary works. It was seen that the mean performance score of the students in pre-test was 59.5 and the mean performance scores of the students in post-test was 86.0. It means the mean performance score of the pre-test is relatively higher than that of the mean performance score of the post-test. Therefore, it was interpreted that as students performed better in the post- test, the approach used in teaching and learning the English poetry literary works was effective and practicable.

4.15 Discussion of Results

This part presents the discussion of results concerning students learning about English poetry as literary works: A lesson/ learning study approach. The current study revealed that students' mean performance on English poetry literary works was relatively better when teachers taught using lesson study approach with variation theory of learning than when they taught using the traditional approach. This finding were congruent with the study conducted by Hattie (2012) who contended that every intervention had to have an effect size above zero which simply meant that the new intervention worked to produce at least an average effect that we expect to achieve in schooling.

Further, the study found that before using the lesson study approach and variation theory of learning, all teachers were dominated by the teacher centred approach in their teaching practices and assessment techniques. Even, both teachers and students had negative perceptions towards teaching and learning poetry as unveiled from the current study because they found it difficult and challenging to teach and learn respectively. However after introducing the lesson study approach in the school; teachers developed competence in terms of planning of the lessons as per the learner's needs, pedagogy of teaching, content knowledge and innovative evaluation techniques, and increased their level of confidence and interest as well as developed positive attitudes towards teaching poetry as literary works than the earlier time. Similarly, the study found that students who experienced the object of learning through lesson/learning study approach were observed great improvement in terms of performances and discernment of the object of learning along with its critical aspects.

These findings were supported by the study conducted by Dudley (2011) and Lewis and Hurd (2011) who contended that lesson study was a model of professional development concerning the improvement of teaching, particularly teachers improved their pedagogical skills to enhance students learning and generated knowledge about the content of learning. It supported teachers to become lifelong learners.

Besides, it was found that after introducing the exemplary model research lessons in the light of lesson study approach together with variation theory of learning in the classroom setting; students' participation in the learning process was increased as the lesson proceeded and the process of classroom interaction was enhanced by organizing pair and group discussion.

Despite the potential benefits of the lesson/learning study approach, teachers encountered some challenges during the implementation of lesson/ learning study exemplary model research lesson. Challenges relating to the time management and identification of critical aspects of learning were significant among others. Therefore, it was suggested that teachers' improvement in their teaching practices could be improved through adopting the new approaches and by involving them in the process of designing and developing the exemplary curriculum materials as this could orient them on how to easily execute the lesson in order to make better discernment of the object of learning. These ideas were supported by the study conducted by Lo (2012) who contended that lesson study approach provided room for teachers to select the ideal pedagogy of teaching to new object of learning and extended the pace for students to discern the new object of learning comprehensively through sharing the knowledge on how to teach and learn better. Eventually, the

developed conceptual framework in current study had really been evident that use of lesson/learning study as innovative approach could definitely improve the teachers' pedagogical skills, subject knowledge and eventually produce effective students learning outcome.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter was dedicated to analyzing data and discussing the results of the study. The current chapter presents the summary of the study and illustrates conclusions reached and provides recommendations for further research.

5.1 Summary of the Study

The purpose of this study was to investigate on the students' learning about English poetry literary works using lesson/learning study approach for secondary school students' in Tanzania. The current study was guided by one teaching approach together with one theory of learning- the variation theory of learning. The study conducted a critical review of related literature and eventually established the knowledge gap on issues related to developmental research. The reviewed literature revealed that there was lack of studies conducted on how effectively poetry could be taught in Tanzania.

The objectives of the study were:

- To identify the form IV students' learning difficulties in English literary works
- To develop the exemplary model research lessons on the interpretation and analysis of themes and messages of the poem by using lesson/learning study approach as identified difficult to discern.
- To evaluate the effectiveness of the exemplary model research lessons on interpretation of poem as well as analysis of themes and messages of the poem in improving students' learning.

The study used ethnographic research design and adopted both qualitative and quantitative approaches. Convenience sampling technique was used in selecting the sample school for the study and purposive sampling technique was used to select teachers and students used as participants in the current study. The study was conducted at Uhuru secondary school in Shinyanga municipality. The sample size of the study was 65 from which 5 were English language teachers and 60 were form IV the students. The obtained data were analyzed qualitatively using themes and sub-themes and quantitatively using descriptive analysis of mean scores performance. Specifically the main findings were provided in terms of the stated research objectives.

5.2 Main Findings of the Study as related to the Stated Objectives

1. To identify the form IV students' learning difficulties in English literary works

- With regard to the first objective that sought to identify the form IV students' learning difficulties in English literary works, it was found that both teachers and students experienced difficulties in teaching and learning poetry specifically in interpreting poems and analyzing themes and messages. Moreover, previously teachers and students had negative attitude towards poetry subject because they found it demanding and challenging to teach and learn respectively. The findings also revealed that teachers were not aware of how lesson study with variation theory of learning worked in relation to the identification of the object of learning. It was further found that teachers had different ways of identifying the poem to teach where others followed the syllabus, others from the national examination past papers and others opted for the simplest poems.

2. To develop the exemplary model research lessons on interpretation and analyzing themes and messages of the poem by using lesson study and variation theory of learning as identified difficult to discern. With regards to this objective it was found that:

- Two exemplary model research lessons were developed basing on lesson study cycles and patterns of variation theory of learning. The first lesson was on interpreting poems and the second one was on analyzing themes and messages. The development of the new approach replaced the traditional approach to teaching used by teachers in the selected school which limited poetry discernment among teachers and students. The findings revealed that as teachers participated in the study there was substantial increase in their professional competence regarding to planning of lessons, using the appropriate set induction, lesson study cycles, patterns of variation theory of learning, innovative assessment techniques along with using teaching and learning materials. Similarly, the teachers' attitude to teaching poetry was promoted and accelerated by the lesson study approach.

3. To evaluate the effectiveness of the exemplary model research lessons on the interpretation of poem as well as analysis of themes and messages of the poem in improving students' learning.

- The findings revealed that performance and discernment of students in poetry lesson was substantially better when students were taught using the lesson/ learning study approach with variation theory of learning than when they were taught with the traditional approach which was dominated by teacher centred. Thus this was an indication that the exemplary model research lesson which was developed was practicable and effective.

5.3 Conclusions

It was evidenced from the current study that, the discernment of English poetry in teaching and learning could be enhanced by using lesson/learning study approach together with variation theory of learning. Similarly, teaching English poetry by using lesson/learning study approach yielded better results than traditional approach. Therefore it was further concluded that:

- Lesson study approach and variation theory of learning improved teachers' profession and instructional pedagogy along with promoting students' learning abilities.
- The use of lesson study approach as teaching pedagogy in teaching topics that were perceived difficult was practicable and ideal to the context of Tanzania.
- Difficulties in poetry discernment and negative attitude towards teaching and learning poetry were attributed to inappropriate teaching methodology.

5.4 Recommendations of the Study

Based on the findings and conclusions of the study, the present study recommended that there was a need to replicate the current study in this topic or related areas.

5.4.1 Recommendations for Action

Based on the findings, recommendations were made that policy planners had to review the policy of poetry teaching in Tanzania and consider it as an independent discipline in its own right and prepare teachers who would specialize to teach poetry perse. This would equip teachers and students with the necessary skills needed for composing and, analyzing poems.

The government should plan to run professional development seminars and workshops so as to expose this new approach to teachers across disciplines.

There was need to review the current curriculum and assign common poems to be taught as used to happen in other topic areas rather than the current situation where teachers had been given freedom to choose poems of their own choices.

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APPENDICES

Appendix A: Interview Guide for Teachers

A. Introduction

Dear teacher, this interview is aimed at collecting your opinions about lesson study approach in real classroom practice. Your views are important in finding the best way to improve the teachers' professional practice and students learning ability intended by this study. The information you provide will be treated strictly confidential and they will be used for the purpose of the study only. Thank you for your cooperation.

B. Teacher's Personal Particulars

Gender: Academic Qualification.....

Work experience..... (Years)

Questions

1. Do you personally enjoy teaching poetry? If Yes or No why?
2. Which aspects in poetry seem to be too difficult to discern?
3. In your opinions what are the factors contributing to difficulties in teaching poetry in secondary schools?
4. What patterns of errors are commonly committed by students in learning poetry?
5. As a language teacher, how do you solve those errors?
6. How do you plan poetry lessons in your ordinary classes?
7. Which method do you use to identify the object of learning and critical aspects of learning in teaching English poetry?
8. Do you regularly attend English language seminar/workshop? If Yes, what issues do you discuss?

**Appendix B: Pre & Post Test on Measuring English Poetry Comprehension and
Interpretation Skills**

Index No: Date.....

Stream..... **Time Allocated: 1½ Hrs**

Instructions:

- Answer all questions provided in this paper
- Remember to write your index number correctly in your answer sheet.
- Read the following poem then answer the questions that follow:

Blood in My Eyes

Freeman Peter Lwamba

Mother, oh, my *mulatto* mama

You still possess

The vivid memory

Of the day

When I pushed out of your womb

Against your strength

And may be against your will

It is that day, mama

When I started

Sitting like a plastic doll

On a market stall

Open eyed and open mouthed

Watching nothing but chaos

Here in the prison

With you; watching chaos

I will sit in the same manner,

Watching nothing but oppression;

Oppression at its worst

Because that unwilling push
From your womb
Was a blood push
That led me to the prison gates

I feel the blood in my eyes
I hate everybody even you mama
I was born with blood in my eyes
And I will die with it!
So, mama, get out of my sight
Out, mama, before my eyes shine with blood

Questions:

- 1 What type of poem is this? Give reasons
- 2 Comment on the language use in this poem and indicate four figures of speech used in this poem
- 3 Mention and briefly explain three themes in this poem?
- 4 What message do we get in this poem?
- 5 Briefly comment on the relevance of this poem to your society today.

Appendix C: Marking Scheme for Pre & Post Test on Measuring English

Poetry Comprehension and Interpretation Skills

1. Modern, open, free verse poem
2. The language used is moderate, simple

Figures of speech used in this poem are;

-Symbolism e.g. 'mama' symbolizes society or country, 'blood' symbolizing injustices.

-Similes e.g. like a plastic doll

-Repetition e.g. watching nothing but chaos, oppression

3. Three themes

-Hatred

-Humiliation

-Awareness

- Colonial domination

4. Messages

- Oppression is bad

- In order to be free one has to sacrifice

5. The present society is dominated by chaos/oppression or the present leaders wear colonial masks.

Appendix D: Post-Test on the Measurement of Interpretation Skills of Poems

Index No: Date.....

Stream..... **Time Allocated: 1 Hr**

Instructions:

- Answer all questions provided in this paper
- Remember to write your index number correctly in your answer sheet

Questions:

1. What is a poem?
2. Name two major components which make up a poem.
3. Mention and explain five figures of speech which you know.
4. Illustrate the term stanza as used in poetry.
5. With the use of examples define the term verse.

Appendix E: Post Test Model Answers for Appendix D

1. A poem is a piece of literary work which expresses attitudes, feelings and emotions of a poet to the society. Poems aim at communicating messages to the society.
2. Major components that make up a poem are: stanza and verse
3. The following are examples of figures of speech
 - Repetition, this refers to the use of one word more than once in a poem. Usually repetitions are used for emphasis of a certain idea.
 - Similes, this refers to the word that is used to make indirect comparison by using words such as “like” and “as”
 - Metaphor, this is a literary term that is used to make direct comparison
 - Personification is a literary term which refers to assigning non living things an attribute of human beings
 - Alliteration it refers to repetition of initial consonants in words which are close to each other in a verse.
4. Stanza is a grouped set of lines within a poem.
5. Verse is a single line in a poem. Several verses make up a stanza in a poem.

**Appendix F: Post-Test on the Measurement of Skills of Analyzing Themes and
Messages of a Poem**

Index No: Date.....

Stream..... **Time Allocated: 1 Hr**

• **Instructions:**

- Answer all questions provided in this paper
- Remember to write your index number correctly in your answer sheet.

Questions:

1. With reference to the poem “Lost Beauty” written by Jwani Mwaikusa, write three themes you have encountered in the poem.
2. Define the following terms as used in the poem you have just read.
 - a) Awful fakes of white females
 - b) Rostrum
3. What message is carried in the poem which you have just read?
4. Relate the themes you have mentioned for question one above to your own society.
5. Write short descriptions on the difference between themes and messages.

Appendix G: Marking Scheme for Post-Test on the Measurement of Skills of

Analyzing Themes and Messages of a Poem

1. Three themes found in the poem include;

-Conflict

-Awareness

-Western values Vs African values.

-Patriotism

-Illusion

2. - Awful fakes of white females can be defined as African women who pretend to look like white women.

- Rostrum is defined as a platform or stage

1. The message portrayed in the poem is that Africans should respect their culture

2. In the present society many African women have a tendency of wearing wigs to look like white women

Theme is the main idea underlying meaning of a literary work. A theme may be stated or implied. Theme differs from the subject or topic of literary work in that it involves a statement or opinion about the topic. However, not every literary work has a theme. Themes may be major or minor. A major theme is an idea that the author returns to time and again. It becomes one of the most important ideas in the story.

A message is defined as any concept or information conveyed by the poet or the author.

Appendix H: Non Participatory Classroom Observation Guide

Dear teacher(s) this non observation guideline was meant to assess the teacher who implements the model exemplary lesson in order to know its effectiveness. You are therefore requested to put (√) against correct descriptions regarding to how the stated aspects in the guide will be implemented by the teacher.

Thank you.

Teaching Evaluation

S/N	Evaluation Items	Ratings				
		N/A	L/E	S/E	L/E-2	G/E
1	The teacher was able to engage learners in thinking about the object of learning?					
2	The teacher involved learners in active learning?					
3	Teacher was using the teaching and learning resources effectively					
4	The teacher used strategies to obtain feedback from the students					
5	The teacher set up situation for students to contrast, separate, generalize and fuse the content					
6	The teacher engaged learners to experience the critical aspect of learning sequentially					
7	The teacher developed conceptual understanding of the object of learning and critical aspect					
8	The teacher employed lesson study approach cycles appropriately					
9	Students were able to relate the critical aspect of learning to their social context					
10	Students were able to summarize the lesson taught					

Key: N/A- Not at All, L/E- Little Extent, S/E- Some Extent, L/E2- Large Extent and G/E- Great Extent

Appendix I: Group Norms

1. Listen thoughtfully with an open mind
2. Share the experiences to enrich the study
3. Provide one hundred percent
4. Stay on task and avoid wondering away
5. Observe punctuality
6. Have a positive outlook towards self and others
7. Be student focused always
8. Switching off the cellular phones during discussion
9. Use English language throughout the research period.

Appendix J: Focus Group Discussion Guiding Questions

Dear teacher(s) this final reflection guideline intends to assess the overall implementation of the lesson study approach model to find out how much effective the model provides. You are requested to contribute your ideas and comments regarding the effectiveness of the exemplary lesson study model.

Thank you.

1. What good things did you learn in this research lesson?
2. Has the developed exemplary research lesson study model helped you in implementing the lesson? Did you enjoy using this model?
3. Is there any difference between the exemplary lesson study model and your ordinary lesson plan which you are used to in teaching poetry?
4. How has the research lesson benefited you in terms of improving your subject pedagogy and content in poetry teaching?
5. Do you expect to use this exemplary lesson study model in teaching poetry in future?
6. What is your opinions concerning the developed lesson?

Appendix K: Exemplary Research Lesson Materials for Improving English

Poetry Teaching and Learning

1.0 Introduction

In the context of Tanzania secondary school curriculum, English language is taught as a compulsory subject. According to the Ministry of Education and Vocational Training Policy, English language is used as a medium of instruction in secondary schools. Poetry is the genre of the literature, which provides a room for teaching and learning the basic language skills such as listening, speaking, reading and writing, which are linked by metaphors. Thus, students' understanding of English language is central in building the capacity for effective communication and comprehension of various disciplines studied in schools. For students to comprehend and interpret poems effectively, they require mastery in English language. Thus, this exemplary model research lesson is systematically developed as teachers' guide with a primary focus of improving effective English poetry teaching and learning by using lesson study approach with variation theory of learning principles. Similarly, the development procedures of these exemplary model lessons have taken care of the recommended topics and sub-topics contained in the Ordinary secondary schools Tanzania English language syllabus.

These lessons have been developed on the perspectives of the variation theory of learning which argues that there is no single way to understand or think about the learners' particular phenomenon since there is a considerable variation in people's discernment. During the learning process students make sense in different ways according to their pre-conceived knowledge (schema).

Keeping in view the stages of lesson study approach and principles of variation theory of learning, two research lessons have been developed whereby the first lesson focused on interpreting poems and the other one on analyzing themes and messages contained in the poem. The lessons emanated from the subtopics are included in the syllabus. These sub-topics emanated from the topic namely reading literary works which is one of the topics found in the syllabus. However, the rationale of the developed exemplary research lesson is that they could be used by other teachers to teach all other poetry topics found in the English language syllabus on the literature part. However, it is also assumed that, the exemplary model lessons will expose teachers to the appropriate poetry teaching and learning approach and eventually change the prevailing teachers' negative attitudes towards poetry teaching.

1.1 Difficulties Encountered by Form Four Students in Learning Poetry and Teachers' in Teaching English Poetry

With reference to the reviewed literature and preliminary studies conducted on the similar phenomenon, it was observed that students committed numerous patterns of errors in using English language as their second and foreign language. The linguistic errors such as grammatical, semantical, lexical and phonological errors were both experienced in both spoken and written discourses. On the other hand it was observed that teachers felt uncomfortable in teaching poetry on assertion that poetry is the most difficult genre of literature. It was also observed that teachers still used to the traditional approaches in teaching English lessons because they lacked such kind of knowledge of designing the instructional materials for planning and executing lessons. The findings from the preliminary study similarly revealed that teachers

used to enter in classes without teaching materials and taught poetry with the focus of completing the syllabus in time. Furthermore, it was observed that teaching of poetry was not favoured and hence ignored by teachers due to the nature of figurative language used which limited both teachers and students' comprehension. However, after reviewing literature it was found out that lesson study approach has been treated as an instrument to solve some critical problems influencing curriculum transaction in countries like, Japan, USA, UK, Hong Kong, Malaysia, Sub Sahara Africa, particularly South Africa and Kenya. In order to overcome poetry teaching problems in Tanzania context, teachers of English collaboratively drew the experience from the lesson study approach and developed the exemplary model research lessons for teaching and learning poetry in secondary schools.

1.2 Level of Learners

Reading literary works is a recommended topic that is taught in Form Four class. It covers three subtopics of: a) identifying and analyzing setting, main plot and characters, b) identifying themes and messages c) interpreting poems. The topic of reading literary works is taught to students aged between 17 and 18 years of age. Piaget calls this period of child development as formal operational stage. Students in this age have the ability to think about abstract relationships and concepts. Learning in this age is supported by 'hands on' activities along with concrete visual aids together with the use of many familiar examples as emphasized by the variation theory of learning principles. Learning according to Piaget is also accompanied with brain teasers.

1.3 Goal of Developing the Current Exemplary Research Lessons

The exemplary model research lessons would guide English language teachers in the process of teaching English poetry. Teachers are expected to teach poetry with enthusiasm after being exposed to these materials. The English poetry teachers would be able to apply the knowledge and skills they have acquired from collaborative practice, to design the instructional materials pertaining to English poetry teaching as well as other related genres of literature. Similarly, from this, students would gain competence in reading, analyzing, interpreting the literary texts and appreciate themes as well as messages from the English poems read.

1.4 Design Guidelines and Specifications

The exemplary model lesson was developed basing on the views of other scholars and researchers who emphasized designing of lessons and school tasks in order to improve students' learning within a specific subject area. The scholars proposed ideas on generating knowledge about the content of learning as well as how teaching may be designed. They emphasized that to support teachers in implementing curriculum innovation, curriculum materials need to incorporate design guidelines (substantive nature) and specifications (procedural nature) (Van den Akker, 1998). This exemplary model lesson was developed on the basis of lesson study approach (Carlgren & Ericksson, 2013; Lewis & Hurd, 2011). Furthermore the design had considered the variation theory of learning principles (Marton & Hurd, 1997).

However, the design guidelines used in the development of the current exemplary research lesson have considered the following: English learning goals, alignment with competence based curriculum, lesson study approach steps and principles of

variation theory of learning as well as fitting lessons with the school time table and content and pedagogical support. On the other hand, the design specifications included in the general descriptions of the lesson, lesson preparations, the subject matter or the content, matching the topic with learners' cognitive level, pedagogy of teaching, assessment of students' learning and lesson notes (Van den Akker, 1999).

Design Guidelines

- 1) **English learning goals:** This provides the descriptions about the aspects which were used in developing the model exemplary lessons.
- 2) **An Alignment with the competence based curriculum:** The exemplary model lesson provides the supplementary teaching and learning materials which aligned with the current competence based curriculum.
- 3) **Matching the curriculum with the level of the learner:** This specifies categorically the level of the class for which the topic is recommended to be taught.
- 4) **Lesson study approach steps and principles of variation theory of learning:** It was involved by considering the cyclic process of lesson study which began with the identification of Critical Aspects of learning (CA), exploring objectives, planning and executing the lesson using many examples that allowed students to discern the CA.
- 5) **Fitting the lesson with school time table:** This suggests the limit that the research lesson must be conducted by observing the school time table.
- 6) **Content and pedagogy support:** It presents the exemplary lesson materials developed with the designed guidelines and the specifications which were sought to help teachers to solve curriculum pedagogical problems.

Design Specifications

1. **General descriptions of a lesson:** is a process which provides information about what the lesson entails such as competence, objectives and references and text books.
2. **Lesson preparation:** This provides the structures of a lesson plan, learning materials, time for implementing activities in each stage and provides teaching aids used to support learning.
3. **The subject matter and the content:** It provides brainstorming questions and teacher's notes.
4. **Teaching pedagogy:** Provides the teacher's roles during the lesson implementation.
5. **An assessment of students learning:** Presents suggestions for an improvement of group presentations by giving clarifications.
6. **Lesson notes:** These give the subject matter content to the learner for further knowledge expansion and reference.

Exemplary Lesson 1: *Interpreting Poems*

Preliminary information

Competence: The student is expected to read the literary text and interpret the poem read.

Topic: Reading Literary Works (The Object of Learning)

Sub topic: Interpreting Poems (Critical Aspect One)

General Objective: Students should be able to read and analyse literary works

Specific Objectives: By the end of attending 80 minutes Class, Form Four Student should be able to:

- a. Define a poem
- b. Differentiate poem from a song
- c. Describe the structure of a poem
- d. Analyse figures of speech contained in the poem

Teaching and Learning Materials: Text- Books, Flip Chart, Marker Pens, Chalkboard, Chalks and Video Camera

Teaching Methodology: Lesson Study Approach together with Variation Theory of Learning Principles

Reading Materials: Mabala, R.S. et al. (1980) Summons; TPH. Dar- es Salaam.
-TIE (2011). English Language Teachers' Manual for Secondary Education, TIE. Dar- es Salaam.

Lesson Development

Stages	Activities	Estimated Time (Min)
Introduction	<p>Brainstorming the subject matter</p> <ul style="list-style-type: none"> -Teacher to lead students to listen to the excerpt containing a poem and a song -teacher to ask students some questions related to the excerpts presented -The teacher to walk around scaffolding students in defining terms. - Students in pairs to discuss the meaning of poem, song and determine the difference between them. -Students to present the work in pairs. 	10
Presentation	<p>Reading the poem</p> <ul style="list-style-type: none"> -Teacher has to display the poem for students to read. -Teacher has to guide students to read the poem individually one after another to reinforce students' poetry reading skills -Teacher has to read the poem while correcting the students' patterns of errors. -Students have to read the poem in chorus to experience the correct pronunciation of the noted errors. -Teacher has to guide students to identify difficult terminologies. -Students in pairs have to identify difficult terminologies found in the poem -Students individually to respond by identifying the difficult terminologies. -Students to determine the structure of a poem. 	30
Practice	<p>Identification of figures of speech in groups</p> <ul style="list-style-type: none"> -Teacher has to guide the students to form groups for indentifying the figures of speech used in the poem -Students to form groups to identify and discuss figures of speech -Teacher has to monitor group discussion by scaffolding students in case they get stuck. -Students to present their works in groups. - The teacher jots key points on the flip chart/black board for further discussions. 	30
Consolidation	<p>Reflection of the subject matter</p> <ul style="list-style-type: none"> -Teacher has to guide students to reflect the usage of figures of speech. -Students have to reflect the use of figures of speech in their social contexts. 	05

Ending Lesson	Summarizing the subject matter -Students to provide an overview about the aspects they have learnt. -Teacher has to clarify students' responses	05
Total Time		80

Source: Field Data (2015)

Lesson Execution:

Introduction: (10 min).

A teacher is advised to ask students to questions about the meaning of a poem, a song and the structure of the poem.

-The teacher is advised to lead students to brainstorm in pairs the meaning of key terms such as poem, song, stanza and verse

-Students in pairs to discuss the given terms.

-The teacher walks around scaffolding students where they got stuck and ensure their students' participation in groups.

-Students to present their works in groups

Activity 1: Brainstorming the concepts of the subject matter

1. The teacher has to inquire learners to think in pairs on the meaning of key terms reflecting the subject matter
2. The teacher has to make an observation on how students attempt to define the terms provided
3. After 5 minutes students should present their ideas

Students Guided Answers to the Questions asked by the Teacher.

- A poem is a piece of work which expresses attitudes, feelings and emotions of a poet to the society or audience.
- A poem is a work of art created to educate and entertain the society.
- A song is a musical composition with lyrics or words formed by singing.
- The difference between poetry and songs is that, every poem can be a good song but every song cannot be a good poem.
- Poetry is based on meaningful letters and words which convey messages to the readers and it spreads through educated people but a song, is based on grasp of rhythmic voice.
- The structure of a poem consists of verse and stanzas.
- Poems are formed by a number of verses which constitute stanzas.

Presentation: (30 min)

Activity 1: Reading of the Poem

-Teacher teacher has to displays the poem written on a flip chart

-Teacher has to guide students to read the poem to reinforce the students' reading skills

individually.

-Teacher reads the poem by reinforcing students' errors while students listen attentively.

-Students to read the poem in chorus to experience correct pronunciations of difficult words.

Activity 2: Identification of Difficult Terminologies

- Students in pairs to identify difficult terminologies found in the poem
- Students individually respond to the question by identifying difficult terminologies
- Students to define the identified difficult terminologies
- Teacher to conclude by clarifying the meaning provided by the students if there will be any

Activity 3: Structure of the Poem and Language Use

- Students to determine and respond on how the poem is structured
- Students to comment on the language used in the poem by making judgment whether it was complex, moderate or simple.
- Expected Answers: The major components of the poem are: stanza and verses
- The language used in the poem is simple/ moderate

Practice: (25min).

Activity 1: Identification and discussion of figures of speech contained in the poem.

- The teacher has to guide students to form groups of four by asking them to count numbers one to four whereby those counting the similar number will form a group.
- The teacher has to instruct students to interpret the poem.

- Students in groups have to identify and discuss different figures of speech contained in the poem.
- The teacher has to monitor group discussions by scaffolding students in case they get stuck.
- Students have to present what they have discussed in their respective groups.
- The teacher has to give comments regarding the answers given through students' presentations.

The Expected Answers

The figures of speech used in the poem include the following; Alliteration, symbolism, repetition, similes, etc.

Consolidation: (10 min)

Activity 1:- Reflection on the use of figures of speech to their own social contexts.

- The teacher has to guide students to reflect on their everyday usage of figures of speech
- Students to reflect figures of speech used in the poem to reflect them to their own social context.

The expected Answers from Students include:

- Figures of speech are used in making comparisons
- Figures of speech are used in making emphasis when repetitions are used.
- We use figures of speech when we wish to exaggerate things for example when one says 'black is beautiful'

Ending the Lesson (05 min)

- Students have to provide a brief overview about the aspects they have learnt under the guidance of the teacher.

Expected Summary

The today's lesson is about interpreting poems in which we have learnt about the meaning of a poem and a song. It has also enlightened us on the components of the poem and various figures of speech used in it along with how those figures of speech could be used in our daily lives.

Lesson Notes

Meaning of a poem

A poem is a literary composition which is pre-meditated to convey experiences, ideas, or emotions in a vivid and imaginative way characterized by the use of the language chosen for its sound and suggestive power and by the use of literary techniques such as; meter, metaphor and rhyme patterns. Poetry employs heightened language in which words are economically chosen.

In other words, a poem is a piece of literary works which expresses attitudes, feelings and emotions of a poet to the society/ audience. It is usually written in verses and stanza. A poem can be portrayed through the spoken word or written discourse.

A song refers to musical composition with lyrics or voices formed by singing.

The difference between a poem and a song is that poetry is based on meaningful letters and words that would convey knowledge to the readers and it spreads through

educated people whereas a song is based on a grasp of rhythmic voice. Similarly, poetry can be a good song but not every song can be a good poetry. Furthermore, poetry is composed in stanzas made from a number of verses and usually short and can be recited while a song is not composed in stanza form. Generally songs are meant to be sung.

Structure of a Poem

A poem appears in a form of stanza composed from a number of verses. Two major structures of a poem (building blocks) are stanza and a verse.

A stanza is a grouped set of lines within a poem, usually set off from other stanzas by a blank line or different channel. Stanzas can have regular rhymes and metrical schemes, though not always the case with modern poems, which do not consider metrical schemes.

A verse on the other hand in the countable sense, is formally a single line in a poetic composition. However, the verse has come to represent any grouping of words in a poetic composition. It is sometimes a feature that characterizes poetry as contrasted to prose where the common unit of verse, is based on meter or rhyme whereas the common unit of prose is a sentence/ paragraph.

Figures of Speech contained in the Poem “Lost Beauty”

Similes, refers to a word or phrase that compares something else using the conjunctions such as: ‘like’, ‘as’. In this poem simile is found in stanza 2 verse 4, And a face dark as the night.

Hyperbole refers to a way of speaking or writing that makes something sound more than it really is (exaggeration). For example in this poem when the persona says ‘Black is beautiful’

Alliteration refers to the repetition of the same consonant sound or letter at the beginning of words that are close together in a verse. For example:

And bare breasts bouncing and black beauty queen the consonant letter ‘b’ is alliteration.

Repetition refers to the re-using the same words in a piece of literary work for example in stanza 3 verse 1, But my eyes oh my eyes and other words repeated in the poem include: ‘black’ and ‘beauty’ the repetition is meant for emphasizing a given idea.

Assonance refers to the use of the same vowel sound in words close together in a verse. For example: Flashing past slashing where / a / vowel sound has been used.

Symbolism refers to the use of symbol to represent an idea. For example, in this poem the title ‘Lost Beauty’ is a symbol that represents the deteriorated African culture. He words like ‘black tongue’ symbolizes the African mother tongue.

Preliminary information for lesson 2

Exemplary Lesson 2: *Identifying Themes and Messages*

Competence: The student is expected to be able to read literary text and appreciate messages and themes read.

General Objectives: Students to read and analyse literary works

Specific Objectives: At the end of 80 minutes each form four student should be able to:

- i. Define themes and messages
- ii. Describe themes and messages contained in the poem
- iii. Relate themes and messages found in the poem to their present society

Teaching and Learning Materials: Text- Books, Flip chart, Marker pens, chalkboard, chalks and Video camera.

Teaching Methodology: Lesson Study Approach(Learner centred).

Reference Books: Mabala, R.S. et al., (1980). Summons; TPH. Dar- es Salaam.

TIE (2011). English Language Teachers Manual for Secondary Education, TIE. Dar- es salaam.

Lesson Development

Stages	Activities	Estimated Time(Min)
Introduction1	<p>Brainstorming the Subject matter</p> <ul style="list-style-type: none"> -The teacher has to lead students in pairs to watch the drama containing theme and message then use the context to define theme and message. -The teacher has to walk around scaffolding students in defining terms. - Students in pairs have to brainstorm the meaning of themes and messages to determine the difference between them. -Students have to present their works individually. 	10
Presentation	<p>Reading the Poem</p> <ul style="list-style-type: none"> -The teacher has to display the poem for students to read -The teacher has to guide students to read the poem individually one after another to explore the prior knowledge in poem reading skills. -The teacher has to read the poem while reinforcing the students' patterns of errors. -Students have to read the poem in chorus to experience the correct pronunciation of the noted errors. -The teacher to guide students to identify main ideas presented in each stanza -Students in pairs have to identify main ideas portrayed in each stanza. -Students individually have to respond by presenting the ideas portrayed in each stanza. 	30

Practice	<p>Identification of Themes and Messages in Groups</p> <p>-The teacher has to guide the students to form groups for identifying themes and messages used in the poem.</p> <p>-Students should form groups to identify and discuss themes and messages</p> <p>-The teacher has to monitor group discussion by scaffolding students in case they get stuck.</p> <p>-Students have to present their work in groups.</p> <p>-The student has to jot key points on the flip chart/ blackboard for further discussion.</p>	30
Consolidation	<p>Reflection of the Subject matter</p> <p>-The teacher has to guide students to reflect the use of themes and messages.</p> <p>-Students have to reflect the use themes and messages in their social context.</p>	30
Ending Lesson	<p>Summarizing the Subject matter</p> <p>-Students should provide an overview about the aspects they have learnt.</p> <p>-The teacher has to clarify students' responses.</p>	05
Total time		80

Source: Field Data (2015)

Lesson Execution:

Introduction: (10 min).

Teachers are advised to ask students to watch a mini drama containing specific themes and message then attempt to identify them through paired discussion.

-Students in pairs to brainstorm the given terms

-The teacher has to walk around scaffolding students where they got stuck and ensure the students participation in groups

-Students to present their works in pairs

Activity 1: Brainstorming the concepts of the subject matters

4. Teachers to inquire learners to think in pairs on the meaning of key terms reflecting the subject matter
5. Teachers to make an observation on how students attempted to define the terms provided
6. After 5 minutes students should present their ideas

Students Guided Answers to the Questions asked by the Teacher.

- A theme is a major idea or concept discussed in a literary work.
- It is a subject of the artistic representation
- Theme is the meaning or concept we are left with after reading a piece of literary work.
- Messages refer to any information conveyed or communicated in literary work.

Presentation: (30 min)

Activity 1: Reading of the Poem

-Teachers to display the poem written on a flip chart

-Teachers to guide students to read the poem to explore their prior knowledge in reading skills individually.

-Teachers to read the poem by reinforcing students' errors while students listen attentively.

-Students to read the poem in chorus in order to experience correct pronunciation of difficult words.

Activity 2: Identification of Main ideas Portrayed in the Poem

-Students in pairs to identify main ideas presented in each stanza

-Students individually respond to the questions by identifying the main ideas

-Teachers to conclude by clarifying the meaning provided by students if there will be any

-Expected Answers

Stanza 1: the main idea portrayed in this stanza is that, African women around have bleached their skins to make themselves look like white women.

Stanza 2: Ideas portrayed in this stanza is that the persona wants a companion of the black beauty queen who possesses the African woman qualities.

Stanza 3: The persona expresses his regret of African women pretence to be the white masks.

Stanza 4: In this stanza the persona is talking about the abnormal tune of African women. He is lamenting that although he is shouting about women liberation but no one hears him.

Stanza 5: This stanza is all about illusion. The persona who is lamenting for women emancipation but in the end he realizes that he realizes that he was neither black.

Practice: (25min).

Activity 1: Identification and discussion of themes and messages contained in the poem.

- Teachers guide students to form groups of four by asking them to count numbers one to four, whereby those counting the similar numbers would form a group.
- Teachers to instruct students to analyse the poem.
- Students in groups to identify and discuss different themes and messages contained in the poem.
- Teachers to monitor group discussions by scaffolding students in case they got stuck.
- Students to present what they have discussed in their respective groups.
- Teachers to give comments regarding answers given through students' presentations.

The Expected Answers

The themes used in the poem include the following; conflict, awareness, patriotism, illusion

Messages used in the poem include:

- We have to respect our culture
- We should uphold and embrace our African culture.

Consolidation: (10 min)

Activity 1:- Reflection on the use themes and messages encountered in the poem to their own social context.

-The teacher guides students to reflect on the use of themes and messages encountered in the poem

- Students to reflect themes and messages used in the poem to relate them to their own social context.

The Expected Answers from the Students included:

- In the today's society there are so many women who pretend to be like white women.
- Love has been presented in the poem and this reflects our society
- Many people in the society betray their own people. African women are betraying their own colour and race.
- It is good to preserve the African culture
- Even preachers of change do not practice what they preach.

Ending the Lesson (05 min)

- Students to provide a brief overview about the aspects they have learnt under the guidance of the teacher.

Expected Summary

The today's lesson was about analyzing themes and messages contained in the poems in which we have learnt about the meaning of theme and message. The lesson has enlightened on us the components of themes and messages used in the poem.

Lesson Notes

Theme is the main idea underlying the meaning of a literary work. A theme may be stated or implied. Themes differ from the subject or topic of literary work in that it involves a statement or opinion about the topic. However, not every literary work has a theme. Themes may be major or minor. A major theme is an idea that the author returns to time and again. It becomes one of the most important ideas in the story. Minor themes are ideas that may appear from time to time.

It is important to recognize the difference between the theme of a literary work and the subject of a literary work. The subject is the topic on which an author has chosen to write. Themes however, make some statements about or express some opinions on that topic. For example, the subject of a story may be war while the theme might be an idea that war is useless. There are four ways in which the author can express themes:

1. Themes are expressed and emphasized by the way the author makes you feel. By sharing the feelings of the main character, you also share the ideas that go through his mind.
2. Themes are presented in thoughts and conversations. Authors put words in the characters' mouths only for good reasons. First for the purpose of

3. developing the story's themes. Secondly, the things a person 'say' are much of the mind. Look for thoughts that are repeated throughout the story.
4. Themes are suggested through character. The main character usually illustrates the most important theme of the story and a good way to arrive at this theme is to ask oneself the question what does the main character learn in the course of the poem?
5. The actions or events in the story are used to suggest theme. People naturally express ideas and feelings through their actions. One would say in other words how actions can express an idea/ theme.

In addition themes can also be described in terms of moral, message, lesson that the reader can gain from the poem or any other piece of literary genre. We can generally say that, theme is the main idea that the writer/ poet expresses to reflect innocence, experiences, life, death, reality, fate, madness, sanity, love, society, individuals and many more. On the other hand, a message is defined as any concept or information conveyed by the poet or the author.

Possible themes in this poem are: Conflict, Disillusionment, Patriotism and Awareness. The messages which can be drawn from the poem include: Africans need to uphold and embrace their culture.

A POEM: LOST BEAUTY *Jwani Mwaikusa*

There are only white women around
Awful fakes of white females
Reflecting an ugly mass of ugliness
And I want a lady
To mount the rostrum with
And declare to the world
Black is beautiful!

Yes
I want a black beauty queen
With ebony thighs and huge hips
With skin sweating blackness
And a face dark as the night
And bare breasts bouncing
Vigour and energy.

But my eyes oh my eyes
They don't see anything black
It's only white skin and masks
Flashing past and slashing
Destroying my sight so
I can't get what I want

I cry and sing to them
The inbred tune of our people
I shout to them in the black tongue
But no black sister hears me
Only white masks I see

I turn and weep upon myself
And then only then I realize;
I am not black either.

Appendix L: Letter of Permission from the University of Dodoma



THE UNIVERSITY OF DODOMA DEPUTY VICE CHANCELLOR ACADEMIC, RESEARCH & CONSULTANCY OFFICE OF GRADUATE STUDIES

P.O. BOX 263
DODOMA, TANZANIA
TEL: +255 23 23002 FAX: +255 23 23000 EMAIL: ahmed_ame@yahoo.com

REF/UDOM/GS-ADMS/2015/00143

Wednesday, 08 April 2015

To Whom It May Concern

RE: INTRODUCING MS.MENYO, MACKRINE

The above named student is enrolled at the University of Dodoma for the degree of Master of Arts in Education with registration number HD/UDOM/056/T.2013

An essential requirement of the study programme is that each candidate is required to submit a dissertation report on a project undertaken within industry and supervised by a member of the University's academic staff. Where possible this project should relate to a practical situation in an organisation or firm selected by the candidate. Students are expected to use their own initiative to identify a possible project and negotiate access with a local firm or organization. The title of the study is **"ENHANCING TEACHING AND LEARNING ENGLISH POETRY COMPREHENSION AND INTERPRETATION SKILLS IN FORM FOUR CLASS: AN EXPERIENCE FROM LESSON STUDY APPROACH"**.

The work may take the form of a survey, ethnography, case studies, etc. Where the report may contain confidential information and its publication could be harmful to the organization, confidentiality is assured by the University. Such reports will be seen only by the Supervisor and Examiner for examination purposes.

I would be grateful if you would provide the student with this opportunity to further her Studies while at the same time gaining some useful input for your own organization through the results of the project report.

Sincerely,

/Prof. Ahmed M. Ame
Director for Graduate Studies



Appendix M: Letter of Permission from Songea Municipal Council

HALMASHAURI YA MANISPAA YA SHINYANGA

Simu. 028-2762534
028-2762155
Fax 028-2763750
E-mail: md.shinyangamc@shinyanga.go.tz
Unapojibu Tafadhali Taja



Ofisi ya Mkurugenzi wa Manispaa,
S.L.P. 28,
SHINYANGA.

Tarehe: 27.04.2015

Kumb. Na. SHY/MC/ED/2399/75

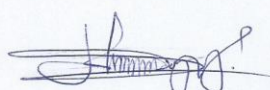
Mwl. Menyo Mackrine,
Shule ya Sekondari Uhuru,
S.L.P 573,
SHINYANGA.

YAH: KIBALI CHA KUFANYA UTAFITI KATIKA SHULE YA SEKONDARI UHURU ILIYOPO MANISPAA YA SHINYANGA

Husika na mada tajwa hapo juu.

1. Ninapenda kukufahamisha kuwa umepewa kibali cha kufanya utafiti katika shule za Sekondari ya Sekondari Uhuru, ikiwa ni kigezo katika kukamilisha masomo yako ya Shahada ya Uzamili katika Ualimu (Masters of Arts in Education) ya Chuo Kikuu cha Dodoma.
2. Aidha wakati wa utafiti wako, utakuwa unaendelea na kazi kama kawaida na kuomba ruhusa ya kawaida panapohitajika kama sehemu ya mafunzo kukamilisha Dissertation yake.

Nakutakia kazi njema.


Stanley I. Manyoni
K.n.y MKURUGENZI WA MANISPAA
SHINYANGA

FOR MUNICIPAL DIRECTOR
SHINYANGA MUNICIPAL COUNCIL
SHINYANGA