



Enhancing English Competences in Tanzania: Developing Activity-oriented Learning Materials in Poetry Lessons

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

The competence-based English syllabus was introduced in Tanzania in 2005. The use of activity oriented lessons is believed to engage students' minds actively as envisaged. A decade has passed yet no improvement in students' performance in English language has been registered. Current studies revealed a shortage of effective learning materials especially in poetry. Moreover, the lessons' materials of such nature appear new to teachers. This study aimed at engaging teachers and other education stakeholders in developing activity oriented lessons focusing on the poetry topic. Two questions guided the study: What are the characteristics of the Poetry lesson materials that may potentially improve English learning in Tanzania? What is the best approach to be used to provide a research driven solution in developing such materials?

The action research design was adopted to develop lesson prototypes in three iterative cycles. Three English language teachers, forty two (42) Form III students at Ngong'onha secondary school, and a curriculum expert from the University of Dodoma were involved. The participants provided progressive feedbacks and appraisals for modifications and revisions of the lessons' prototypes until

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the materials of the required characteristics were successively obtained. The practicability and effectiveness of the materials were obtained through interviews, questionnaires and classroom observations.

Keywords: Competence-based syllabus; activity-oriented lessons; lesson prototypes.

1. BACKGROUND OF THE STUDY

Language is one of the most useful tools for communication we have as human beings. Without it we could not think thoughts expressible to others, nor could we engage in activities that commonly take place in the society which we build ourselves [1]. It is believed that a child is able to comprehend and be creative in a learning process when he or she is able to use language for communication. Furthermore, it is argued that teachers' and students' understanding of the language of instruction creates a room for discussions, debates, ask and answer questions, ask for clarification that enhances knowledge construction [2]. However, when it comes to the use of English in the teaching and learning practices in Tanzania, this has continued to be a challenge to both teachers and students.

English language is a subject by itself and a medium of instruction through which other subjects are learned in the Tanzanian education system. Uwezo [3] reported that the root of the challenges in English language is even demonstrated in standard seven pupils. The

pupils finish their primary level when they are incompetent in English especially in reading, writing, and speaking. However, according to Mosha [4], the problem of students' failure in English subject is associated with many factors. These in turn affect their performance not only in English language subject, but also in other subjects in their final examinations. For example, Table 1 to 4 present the subjects pass rate and English pass grades that prove the delicacy of the situation at hand.

One observation from Table 1 shows an overall poor performance in all the subjects. However, the pass rate in English subject is relatively low. Similarly, the studies by Nyamubi [5] and Yohana [6] revealed a consistent poor performance of students in English language subject. The analysis of the performance of the subject as presented in Table 2 to 4 clearly show that most of the students scored grade D and F which are relatively lower grades in the grading system.

Tables 2 to 4 present the grades performance against students. It is obvious that very few students scored grades A and B which are higher grades.

Table 1. Subject pass rates for the year 2010-2013

Subjects	Year 2010	Year 2011	Year 2012	Year 2013
Kiswahili	50.4	37.1	47.7	67.8
English	30.3	30.1	26.1	45.7
Geography	39.2	42.2	28.5	33.8
Civics	25.6	49.4	26.2	36.4

Source: BEST [7]

Table 2. Candidates' pass grade CSEE in 2011 English language examination

Grade	A	B	C	D	F
% of candidate	0.09	1.83	6.64	21.55	69.89

Source: NECTA [8]

Table 3. Candidates' pass grade in CSEE 2014 English language examination

Grade	A	B+	B	C	D	E	F
% of candidates	1.40	10.44	15.45	9.90	17.89	16.16	28.73

Source: NECTA [9]

Table 4. Candidates' pass grade in CSEE 2015 English language examination

Grade	A	B	C	D	F
% of candidates	1.22	4.29	21.41	29.25	43.81

Source: NECTA [10]

Moreover, the baseline study conducted at the beginning of the current study practically unfolded several challenges in learning English language, particularly poetry in lower secondary levels. The study revealed shortage of learning materials, dominance of traditional approach in teaching the topic, and students' negative attitude towards the language. The most raised challenge by both teachers and students was the shortage of learning materials. This has proven to be a necessity in developing exemplary poetry lesson materials in order to improve classroom practices for students' performance. Under learner-centered approach, the materials are perceived to facilitate knowledge construction in learning Poetry using the current competence based syllabus. This study is a contribution of the successful works by William [11], Gabrieli [12], and Mbiling'i [13]. These studies practically used the developmental action research in designing and developing lesson materials in science subjects. The present study therefore, focused on the untouched English language subject, Poetry topics being the angle of concern. Poetry has great influence on student' competences and therefore the achievement in English language subject in Tanzania secondary schools.

2. INTRODUCTION

Poetry topic has been included in the English language syllabus in Tanzania as it is thought to be among the key strategies to learning English [14]. Poetry is part of literature topics. While many research works have been done on the outcome of incompetent teachers and learners in English subject with reasonable results, others have gone beyond studying individual English topics that seem difficult teaching. It is also revealed that the difficulty of teaching literature as part of English subject component is a result of teachers' and learners' negative perception. This component requires a mastery of English in both surface and underlined levels for imaginative and factual meaning of concepts. These levels offer students the opportunity to discover, think, comprehend, evaluate and analyze the world around them in more universal and practical terms. Different findings done on the students' performance in English final

examinations reported a poor statistics in Form IV English final examinations (CSEE). This is noted to be partly contributed by failure in literature questions especially those related to Poetry.

According to NECTA [8] for CSEE two poetry questions with 20% each were hardly done whereby 83% of learners scored 00-06 marks on the first poetry question and 70% of candidates avoiding the second. This is also seen in NECTA examiners' report [9] for CSEE where the first poetry question was hardly done and the other question being the most avoided question. It has been argued that insisting on the performance of students with a less regard to the effectiveness of the learning materials used results to a more superficial learning that leads to language incompetency. The need for the lesson materials that can potentially enhance students' learning through reflection and meaning construction seemed important at this juncture. However, the important questions here are: what are the characteristics of the Poetry lesson materials that may potentially improve English learning in Tanzania? What is the best approach to be used to provide a research driven solution in developing such materials? This is the focus of this study.

3. STUDY DESIGN

The action research study was adopted where the characteristics of the lesson materials were developed. Four iterative cycles namely Cycle I, Cycle II, Cycle III, and Cycle IV were involved during the prototypes development.

The first cycle (Cycle I) of the research plan involved a baseline study that involved two (2) secondary schools in Dodoma Municipality and three (3) English language teachers. The teachers were concerted to find out the main challenges facing learning of English subject in the schools. Also, five (5) students were involved in this cycle. Document analysis was the other component of the cycle that involved the review of the current ordinary level English language syllabus. The focus was on the number of topics to be taught, the arrangement of the topics

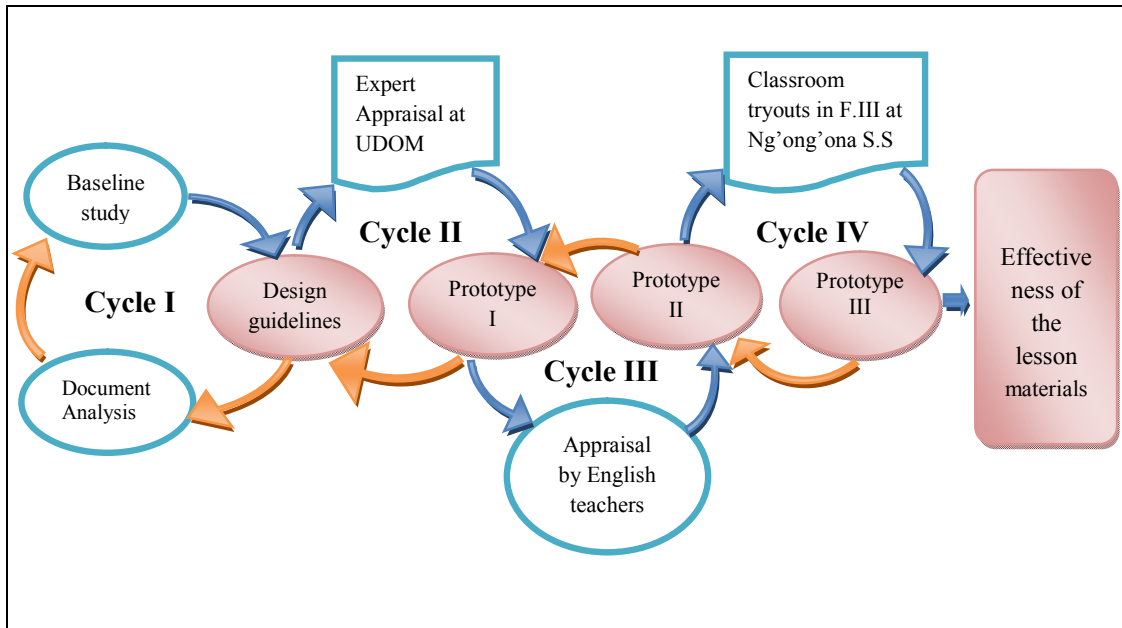


Fig. 1. The research plan
 Key: █ Result to or for improvement
█ Connection of the cycle

as well as the specific sub-contents of the topics. Thus, the baseline study and syllabus analysis enabled the researcher to suggest the possible intervention (Design guidelines) to address the challenges.

The second cycle (Cycle II) involved the shaping of the proposed design guidelines by the curriculum expert from University of Dodoma (UDOM). The main concern was to get expertise advice on the proposed design guidelines (tentative intervention). The expert appraisal given resulted to the revision and improvement of the guidelines to get prototype I.

The third cycle (Cycle III) was a result of the interaction between two components which are; experienced English language teachers and the developed prototype I. In this context, the teachers were given copies of the lesson material in prototype I and were requested to go through them and suggest areas for improvement. Also some questionnaires were later given to these teachers to be filled before lessons were implemented. The teachers' remarks were as follows: there should be a glossary for some difficult but important poetic terms because of the nature of the learners; improvement should be done to some lessons such as 'Analyzing poems'. The emphasis was

on the need of enough students' activities for effective poem analysis. Also they advised that names of the poet and the text for further reading should be written. Their suggestions were used to revise the materials to get prototype II.

The last cycle (Cycle IV) of this study involved classroom implementation of the lesson materials in prototype II. This is the actual classroom teaching using the materials. It was preceded by a pre-test given to Form III students. The aim was to know the students' prior knowledge on poetry before using the designed materials. After each lesson, students' views about the lessons' activities were collected through interviews and questionnaires. Also, the researcher noted out some points for improvement during the lesson. Lastly, a post-test was given to students so as to assess their learning. The data collected in this cycle assisted the revision and refinement of the lesson materials in prototype II to get prototype III which is believed to have the characteristics that would potentially address the challenges revealed during the cycle I.

4. RESULTS AND DISCUSSION

The results from the development of the English learning materials in Poetry are presented using the design of the study.

4.1 Findings from the Development of the Design Guidelines

The analysis of the current English language syllabus resulted to the design of five lessons of eighty minutes each. This intended to cover the Poetry content for Form III students. The names, objectives, and the duration of each lesson are presented in Table 5.

4.2 The Proposed Layout of the Lessons

The lessons are presented into five components that include: the preliminaries, the first component in each lesson. This component has the lesson's objectives and competence to be demonstrated by the student by the end of the lesson's discussion. The second was 'the introduction' that debriefs the lesson and gives focus of the involved activities included. The third component is 'the teacher presentation' that presents the cemented ideas produced during the lessons. It is normally influenced by students' activities such as reading, discussions, recitations and presentations that need to be organized in such a way that students are actively involved in knowledge construction. The last component is summary and closure that gives a reflection of the lesson. It further sums up the lesson's discussion to avoid misconceptions. Nevertheless, teachers are not restricted to one way of closure, so introducing students to the next lesson is seen in some other lessons. Therefore, for clear and smooth follow up of the lessons, the components are presented as the main text with some bites of guides adjacent to the main text as an advice to enhance effective learning of poetry.

4.3 Findings from Prototyping

The development of the lesson materials in this study went through four iterative cycles in which

the first cycle resulted to the design guidelines. These were appraised and revised to give prototype I, II, III and eventually prototype IV which is the final version of the lesson materials presented in this work.

4.4 Findings from Cycle I

This cycle is a result of the baseline study conducted in two schools in Dodoma Municipality. The study required teachers and students to be free in sharing their views on the challenges facing teaching and learning of English language in their schools. Among many issues raised during the discussion, some topics such as Interpreting Literary Works in form I and Reading for Comprehension in form II were pointed. Poetry topic was repeatedly raised by both form III and IV teachers as well as the students as a more challenging topic among English language topics in those levels. It was also revealed that, students have a negative attitude towards the topic with some students admitting not to attempt poetry questions in examinations and others just doing the questions anyhow to meet the examination instructions. This agrees with the NECTA Examiner's report that shows a number of students avoiding to attempt poetry questions [8,9].

On the other hand, the teachers' attitude towards English language teaching especially teaching of Poetry was on the effective use of learner-centered approach in teaching English language topics to enhance students learning. Some evidences showed that most teachers use a frontal teaching approach and less activity based teaching [12,15]. The reflection went further to the syllabus used, whereby the teachers claimed that some topics in form III and IV especially Poetry is too summarized to the extent that a teacher has a lot to add to meet the intended objectives.

Table 5. Lessons, objectives and duration of the developed lessons

Lessons	Lesson objectives	Duration
1. Introduction to Poetry	Defining the term "Poetry" Mentioning the importance of Poetry Identifying its unique features	80 min
2. Classification of Poetry	Classifying poetry based on form and content	80 min
3. Key terms used in Poetry	Defining and understanding the poetic key terms	80 min
4. Figurative devices	Identifying various figurative devices and their usage	80 min
5. Analyzing poems	Analyzing poems under guided procedures	80 min

Source: Field Data (July, 2015)

to add to meet the intended objectives. Another important concern was on shortage of teaching and learning materials of such mentioned topics particularly 'poetry' in order to implement learner-centered approach in teaching. This was proven by the way their lesson plans as well as the lesson notes were written which basically reflected a teacher-centered approach. It was through ideas raised in the field and document analysis that resulted to the development of the design guidelines of this study. A literature survey further strengthened the development of poetry design guidelines with the aiding works of William [11], Gabrieli [12] and Elisa [15] who through developmental studies implemented learner-centered approach (LCA).

4.5 Findings from Cycle II

The lessons' guidelines were presented to the curriculum expert at The University of Dodoma for appraisal. The expert advised the following to be included: Lesson preliminaries with well stated objectives, well organized lessons with clear layout according to the topic, enough students' activities to enhance active involvement and detailed reference for the textbooks to be used. Prototype I was a result of the adjustment of the design guidelines to accommodate the expertise remarks.

4.6 Findings from Cycle III

Prototype I produced in Cycle II was then presented to the experienced English language teachers at Nghong'onha secondary school who individually went through the lesson materials for improvement. The views given by teachers included: Using simple vocabularies to enhance learning, to add a glossary that lists important words with their contextual meaning, allowing students to recite the poems before the class instead of only reading the poem aloud as a class, to include some real photos of the lesson execution instead of mere words. Reflecting on teacher's presentation: lessons III and IV, it is observed that there is a clear difference to be considered to avoid confusion. Some poetry student-teachers studying at the University of Dodoma were also consulted to find out if they can teach using the material. The following were their suggestions: teacher's introduction should not include names because poetry is just part of literature and above all it is not the first topic, rotation reading should be used to develop speaking skills (pronunciation). The comments

were incorporated that yielded prototype II. William [11] argues that teachers should have pedagogical content knowledge and skills to design teaching and learning materials for meaningful learning. This cements on the idea of involving teachers and experts in reviewing the material for the desired quality.

4.7 The Findings from Cycle IV

Prototype II was therefore tried out in form three classes in Nghong'onha secondary school after a pre-test. This meant to assess the students' prior knowledge on poetry before lesson execution under learner-centered approach. In the first lesson much was observed including; the students' worries towards learning of poetry. The case was later solved by the prepared students' activities that enhanced the involvement of students. The learning process was accompanied by some formative evaluation such as student interviews, where students added that reciting poems is funny and enjoyable. However, they should volunteer and be given enough time to practice instead of being just appointed in the class. One student said,

" If you give me a poem for two or three days and ask me to recite it in class, I can do that with no fear because I love music and I can even form some musical sound for that poem...". (Source: Field data 2015).

The above expressions in quotation were raised during lesson two (classification of poetry) whereby students were required to recite two poems in front of the class. The student's response showed that their attitude and negative concept towards poetry was changed. As a result, they were willing to volunteer to recite poems and admitted it to be simple like singing a song. It further awakened their creative thoughts to make poetry recitation more enjoyable.

4.8 Findings from Assessment of the Materials

The usefulness of the materials to be used in teaching and learning depends on a number of students' activities proposed in such materials. This determines the level of students' involvement in the lesson, the degree in which their attitude is positively influenced, and the extent of the material to facilitate learning, among

others. Therefore, the present materials intended to solve the challenges facing teaching and learning of Poetry through learner-centered approach. The effectiveness of these lesson materials is noted in various classroom activities during the lesson, in post-test examination results, and in interviews that revealed students' positive views towards learning poetry.

4.9 Students' Participation in the Lessons

In this part, the researcher observed the involvement of students in different classroom activities during the tryout. The focus was to see whether the materials were interactive enough for learning to occur. Moreover, the best observed part was the students' happy smiling faces especially when poems were recited in musical fashion that further enhanced active and positive response to questions. The volunteered students were happy and excited. However, one student felt shy when other students were laughing and full of excitements. Also, students' confidence was raised especially in responding to questions from the teacher and/or their fellows during presentations after discussions. This implies that when students are free to share knowledge and collaborate in different lesson activities, they become confident and can develop positive attitude towards the lesson. Gabrieli [12] supports the use of a series of activities and appropriate methods of instructions to enhance learning. Moreover, students were interviewed on how they felt when they were involved in different lesson activities. Students responded actively and one student said,

*"I'm very happy to present my ideas in front of the class because I haven't done that during all my studies... I was scared but when my fellow students supported me and some clapped for me I felt confident and strong to present my ideas. Poetry is really nice..."*Source: Field data, August, 2015.

Some students also shared their views on the way they were taught poetry before as compared to the present approach. One student who was later identified to be a repeater had the following to say,

"When I was told that we would learn poetry, I thought we would be given

notes then the teacher would be elaborating those notes during the lesson like before...but this time is different I have participated in discussions, heard poems being recited by our fellows students different from the past when the teacher used to read the poem for us. I now see poetry easy and I don't wish to miss a lesson."

Source: Field data (August, 2015)

The students' responses justified the essence of students' activities such as discussions, presentations, reading and recitation in learning poetry. This also gives a strong reason for incorporating social learning theory put forward by Vygotsky [16] in effective teaching and learning of poetry.

4.10 Students' Learning

Students' learning was assessed using the pre-test and post-test examinations. These were given to students before learning using the lesson materials and after using the materials. This was very important to document the effectiveness of the materials. The pre-test examination results indicated that the average score was 17.69%. The average score was for 42 students who volunteered to sit for the paper. This average is relatively low due to the fact that the students have covered the topic in their conventional classroom. It was also revealed through the interview that, some students did not sit for the pre-test examination. These students pointed out that they were not able to sit for the test because of the fear they had that Poetry is always too difficult. This indicates that some students have negative perception and were less interested in poetry lessons in this class. Furthermore, the findings from the post-test examination revealed that the average score was 52.09%. This is relatively higher than the average score during the pre-test which was 17.69%. The detailed analysis of the post-test indicated that the first student's score rose from 36% score to 84% score and the last student's score rose from 00% to 30% in pre-test and post-test respectively. It indicates that the lesson materials have potential learning experiences enough to elicit students learning. This resulted to the increase in their performance in the post-test examination after being exposed to the lesson materials.

Table 6. Pre-test and post-test scores

STN	Pre-test %	Post-test	STN	Pre-test	Post-test %
1.	36	84	22.	24	60
2.	02	42	23.	14	48
3.	06	43	24.	08	52
4.	18	52	25.	04	40
5.	03	46	26.	10	40
6.	25	54	27.	12	44
7.	21	60	28.	39	74
8.	23	54	29.	14	46
9.	24	52	30.	26	66
10.	23	48	31.	28	62
11.	08	42	32.	00	30
12.	00	45	33.	22	81
13.	39	82	34.	22	42
14.	16	46	35.	32	66
15.	00	42	36.	26	74
16.	02	40	37.	45	60
17.	10	45	38.	31	40
18.	00	40	39.	06	40
19.	14	46	40.	26	42
20.	26	40	41.	26	64
21.	12	48	42.	20	76

Source: Field data (August, 2015)

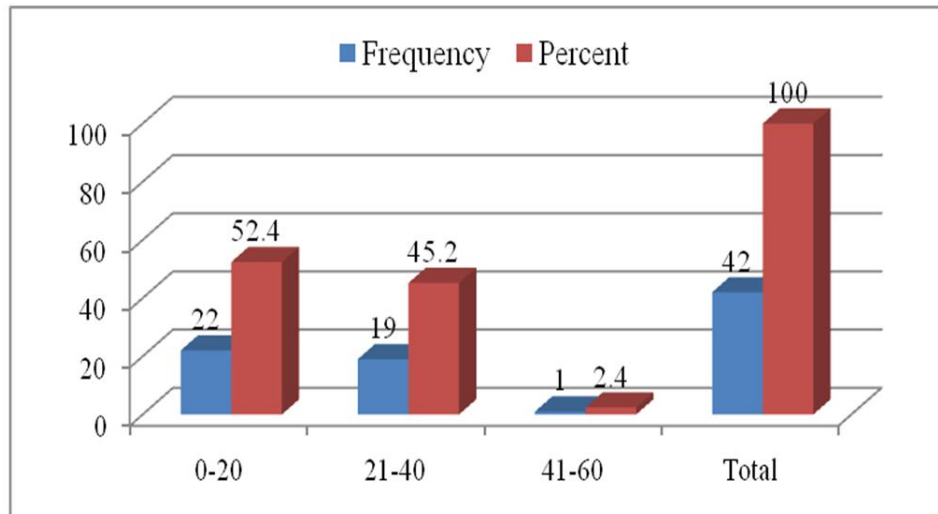


Fig. 2. Performance of student in pre-test examination

Source: Field data (2015)

From Table 6, the sum of the pre-test is 743 with the average score of 17.69% for 42 students and the sum of post-test is 2188 with an average score of 52.09% the same total number of students (42).

Fig. 2 presents the students performance in pre-test whereby students who scored between 0-20 were 22 (52.4%) among 42 students, 19 (45.2%) students scored 21-40, and only 1 student

scored 41-60. However, there was a noted change in performance in post-test. There was no any student who scored between 0-20 while some students scored 81-100 higher compared to the pre-test scores (see Fig. 3). These findings coincide with Nyamubi [5] who found that students' good performance can be a result of availability of teaching and learning materials as well as a good learning environment.

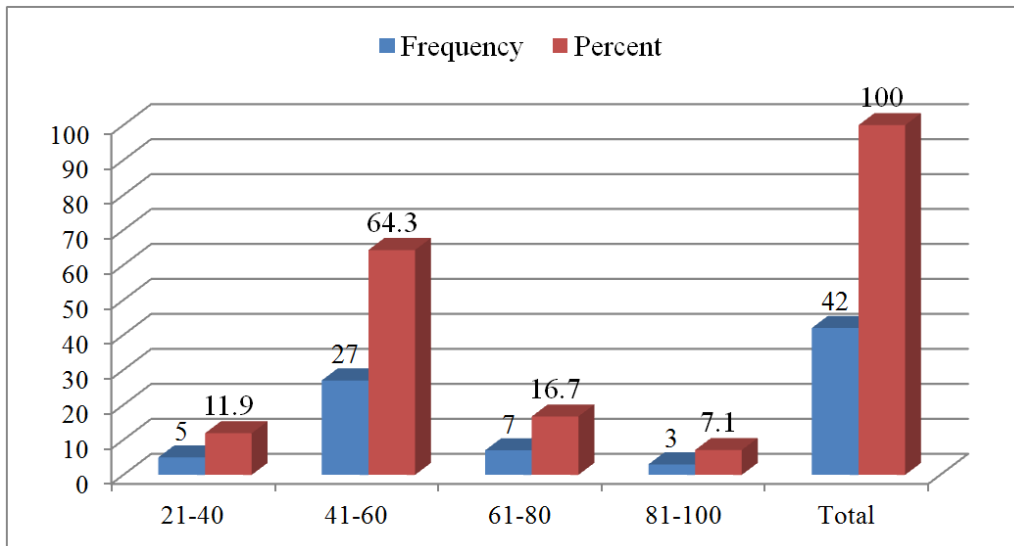


Fig. 3. Performance of students in post-test examination

Thus, the data in Table 6, Fig. 2, Fig. 3 and prove that the new approach allow students to manipulate knowledge and individually produce good responses. This is through effective activities as suggested in the implemented lesson materials.

On the other hand, the 17 students who did not participate in the pre-test examination participated in the post-test examination. The average scores of their results read 41.62% whereby, the first student scored 82% and 33%

for the last student. When these students were interviewed, some said that they had a fear that poetry was difficult and they thought that there was no need of sitting for pre- test examination. One student said,

“If I knew poetry was not difficult as I thought, I would attend the test... mmh...I feel bad, but because I have attended the lessons I can now tell even my young brother how nice poetry is so that he should not fear...”

Students’ reactions to poetry lessons

Question	Responses			
	Not sure	Yes	No	Total
Did you like how the current teacher taught these poetry lessons?		41	1	42
		(97.6%)	(2.4%)	(100.0)

Field data (August, 2015)

Reasons for students’ responses

Questions	No. of students
1. The teacher taught very well	5 (11.9%)
2. The language is simple	3 (7.1%)
3. I understood the lessons	9 (21.4%)
4. I participated actively in the lessons	13 (31.0%)
5. I enjoyed the lessons	12 (28.6%)

Field data (August, 2015)

In the above responses, no student was 'not sure' of how he or she felt about Poetry after the implementation of the lessons. Therefore, it can be concluded that the students' reactions to the questions showed a change of attitude toward poetry from negative to positive attitude. The latter attitude is contributed by the implementation of English Poetry Lessons (EPL) under learner-centered approach.

5. CONCLUSION

In the light of the evidence provided, the action research study conducted was used during the development of the learning materials in Poetry lessons. The approach seemed potential in the improvement of English language learning in secondary schools in Tanzania. This further enabled the researcher to plan for the lessons and improve them using a contribution from variety of educational stakeholders such as students, teachers and curriculum experts. The developed Poetry lesson materials in this approach had the activities arranged in such a way that can address the challenges facing the today's English classrooms. The lessons proved worthy in enabling students to be the part and parcel of the lesson. This guaranteed the participation of students in learning.

Also, through the action research approach used during the lesson materials development, English teachers had been involved in a practical way to design and implement the learner-centered approach to enhance knowledge construction among learners. The teachers were involved to develop lesson materials and witnessed their effectiveness. This is among sustainable ways to develop exemplary materials to improve English learning in schools. Therefore, through the networking of the teachers, researchers and curriculum experts, the development of other topics in English language is recommended for effective and smooth learning of English language subject.

Moreover, once the curriculum experts, education stakeholders, teachers and students participate in designing the materials, the produced materials become useful and effective for students' learning. Thus, more researches need to be carried out in different schools in Tanzania as an effect to practical implementation of the current Competence Based Syllabus (CBS).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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APPENDIX 1: EXEMPLARY LESSONS

2.3 Lesson One: Introduction to Poetry

THE PRELIMINARIES

☺ Lesson Objectives

Students should be able to:

1. Define the term "Poetry"
2. Mention the importance of poetry in the society
3. Identify unique features of poetry that differentiate it from other genres like play or novel.

Lesson Competences

The student should demonstrate ability to define poetry, give its importance and features

HELP

The teacher tells the students the intended objectives of the lesson

INTRODUCTION

☞ Dear students, our today's topic is about Poetry.

I would like to introduce to you this term (**Poetry**) which has been part of our life in different occasions and some of you might have even composed some simple poems to be sung or recited somewhere. Who has ever heard a poem being sung or recited? May you list down some occasions where you heard it?

The possible occasions include in celebrations (such as graduations), in initiation ceremonies, Public festivals, among others.

Now, write down the meaning of the term poetry. Compare it to your neighbor to come up with one definition.

Present your answers using this guide: *My fellow students, Poetry is defined as, we have agreed that poetry is, poetry refers to, among other possible words.*

DRIVING WORDS

The teacher starts by introducing the topic and tells students his or her expectations. Then, brainstorms the term poetry with the students

HELP

Some students would have heard a poem being sung or recited, and would be asked to mention where they have heard a poem being sung or recited.

TEACHER PRESENTATION

☞ Writing on the board the clarified definitions

Possible Definitions of Poetry

Poetry refers to a literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm.

Therefore, poetry can be briefly defined as a form of literature presented in stanza form using figurative language to communicate social realities. Poems are meant to be sung or read aloud.

Poetry is part of the world and so does to human being. It is **important** in life because:

- ❖ Poetry helps individuals to communicate their feelings to others.
- ❖ It helps us think clearly about different problems.
- ❖ It reveals the misdeeds or evils in the society.
- ❖ Poetry improves literary skills such as reading skills, writing skills etc
- ❖ Poetry entertains people
- ❖ Poetry can be used to express life realities etc.

HELP

The teacher clarifies from students' concepts the possible definition of poetry to the class to be written by students.

Teacher leads students to the next concern of the lesson by asking them to think of the need (importance of poetry in life. Then notes the responses

Dear students, discussing the importance of poetry can take days and nights yet not reaching the limit, so let us continue our discussion by looking at what makes Poetry unique from other genres of literature such as novels, plays etc.

Common Features of Poetry

Poetry consists of the following unique features grouped as follows:

- ❖ Structure- a poem is made up of verse(s) or stanza
- ❖ Rhythmical or musical- a poem can be sung or recited not read like a novel
- ❖ Language economy- a poem uses very few words to convey a large amount of information
- ❖ Use colorful and figurative language(figurative devices)
- ❖ Meaning is indirectly presented(Connotative meaning)
- ❖ Sensory language-Poems use language that involves the use of senses such as sense of touch, smell, sight, and taste.

DRIVING WORDS

The teacher keeps the lesson in motion by guiding students to the discussion of poetic features.

STUDENTS ACTIVITIES

Oral group responses

Student in group to mention different importance of poetry and its unique features.

One student in each group to present the importance of poetry in life as well as the features that differentiate it from other genres like play or novel.

Reading Activity

Students to read aloud the sample poem in groups in a rotational form in order to:

1. Identify the key features of Poetry in the poem read
2. Differentiate it from other genre like play or novel.

HELP

To divide students into group to give various definitions of poetry and come up with one

Guide them to present the importance of poetry and its features

Give a sample poem and guide one student to recite it before the class. Also guide students to use the poem to identify the features.

Take note of the points given by students.

Sample Poem

A baby is an European

A baby is a European
He does not eat our food:
He drinks from his own water pot.

A baby is a European
He does not speak our tongue:
He is cross when the mother understands him not.

A baby is a European
He cares very little for other:
He forces his will upon his parents

A baby is a European
He is always very sensitive:
The slightest scratch on his skin results in an ulcer.

Source: Ewe (in *Growing up with Poetry*,1989)



Fig. 4. Students identifying features of poetry using the sample poem

From the presented poem, students individually had to write on their exercise books the guiding features of poetry extracted from the poem.

SUMMARY AND CLOSURE

☞ 'My good students, we have so far come to the end of our lesson, but before we end up our today's lesson, let us take a quick review of what we have discussed today. We have seen the definition of poetry that poetry refers to a literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm or Poetry as a form of literature presented in stanza form using figurative language to communicate social realities.

Also we have seen how poetry makes our life complete through its importance as well as discussing its features that include: Structure(stanza form), Rhythmical or musical, Word economy, use of colorful and figurative language(figurative devices), and

Meaning which is connotative in nature. Then you have heard a poem being recited by your fellow before comparing it to the studied features which marks the end of our lesson today.

Because we cannot exhaust each and every thing in this limited time, I advise you to go and read more from the book 'Summons' by Mabala S. and / or Growing Up with Poetry by Rubadiri D, to enrich our today's lesson.

The next lesson will lead us to classification of Poetry so please get prepared.

HELP

The teacher to give a brief summary of the lesson by reminding students on the discussed issues (lesson objectives), clarify some misconceptions from the definition of poetry and its features.

To direct students references for further reading and tell the students the expected subject of discussion on the next lesson.

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