

Establishing the Methods of Poetry Teaching to Influence Critical Thinking among Secondary Schools' Learners in Kiambu County, Kenya

Dorker Freeman M, Dr. Sophia M. Ndethius and Dr. Harrison Mulwa
Kenyatta University

Abstract: Methods of poetry teaching has not only the potential to influence Critical Thinking (CT), but it also enables students' self-assurance and independent problem-solving skills. Nevertheless, teachers and students the around the world, share the opinion that poetry is difficult to understand and that only literary experts can appreciate it. The objective of the study was to establish the methods of poetry teaching among secondary school learners in Githunguri Sub-County, Kiambu County. The study was based on Vygotsky's social constructivist theory. The research adopted a descriptive survey design. The research was conducted in 10 public secondary schools with the sample size of 10 English teachers and 349 Form three students. Schools were chosen using stratified random sampling and teachers were selected purposively. Simple random sampling was used to select the students' sample. Data was collected from teachers and students using questionnaires, structured interviews and observation check-list. Data was analysed using descriptive statistics, which included tables, pie charts, frequency, mean, and standard deviation. For qualitative data, thematic interpretation was done and documented either in tables or pie charts while quantitative data was analysed using statistical analysis or tabulation. The study established that although teachers mostly teach poetry using interactive classroom setting, disparities were observed on students' responses. Students reported that they did not work in groups to solve problems in the process of poetry teaching. In addition, the study found out that there was limited use of classroom discussion, brainstorming, group work, analysis of poetic devices, asking questions, evaluating, analysing, and interpreting poetic texts. The study therefore recommends that teachers should continue teaching poetry using different methods as this is likely to enhance student's CT.

Keywords: Methods, critical thinking, influence, teaching and learning.

INTRODUCTION

Critical thinking has long been acknowledged as one of the talents having the greatest potential for steering any society's economic and technological growth. It is one of the 21st century skills that includes communication, teamwork, and creative thinking (Sigvardsson, 2017). Methods used in poetry teaching is able to influence critical thinking and such can primarily affect students' job aspirations, public function, and even their level of individual pleasure in the complicated, mechanized, and globalized economy of the twenty-first century (Norton & Gregson, 2020).

Similarly, Cooney and Alfrey, (2008) assert that there is universal consensus that having a CT skill set is required for work in the general public, the research community, and government institutions. CT is an essential life skill, as a result, teaching and learning poetry to promote CT has several advantages, such as increasing students' self-confidence and values, improving the implementation of the Competence Based Curriculum (CBC), which includes hands-on classroom activities, and developing CT skills (Nyaboke, *et al.*, 2021).

At the worldwide level, how poetry is taught is a difficult matter (Speare & Henshall, 2014). Students who opted to be English language teachers in the United Kingdom, were taught how to use poetry as a technique to facilitate CT. This is due to pupils' difficulties understanding abstract

topics in poetry classes (Speare & Henshall, 2014). In York, England, for example, Xerri (2015) identifies the approaches teachers employ in the classroom and students' attitudes toward poetry as some of the hurdles in teaching and learning the genre of literature to encourage CT.

In India, Khatib, (2011) discovered that even experienced English teachers face difficulties with poetry recitation, pronunciation of difficult words, a lack of resources in schools, and a lack of knowledge about efficient approaches to teach poetry. Similarly, Cushing, (2018) concedes that poetry is avoided by teachers in Germany because it is perplexing and impossible to answer. According to Syed and Wahas (2020), teachers in western Asia, consider poetry as a thought-provoking genre of literature because of its metaphorical language, difficult grammar, and complex structures. (Lain, 2017) stated that the potential of teaching of poetry to influence CT are rarely applied in many classrooms in Iran. The methods of teaching poetry do not promote independent thought, rational and logical expression (Savaedi, 2014). Savaedi, (2014) emphasized that the teaching of poetry to elicit curiosity, interest and participation, are not exploited in classrooms as would be expected. Pokharel, (2020) in Nepal, states that because of the complicated nature of poetry, teaching and learning of poetry are considered less important

such that vital poetry elements such as visual and aural effect are not used in classrooms.

Teachers in Western Asia, according to Syed and Wahas (2020), regard poetry as a thought-provoking type of literature due to its metaphorical language, challenging syntax, and complicated structures. According to (Lain, 2017), the potential of teaching poetry to affect CT is rarely used in many Iranian classrooms. Poetry education techniques do not develop independent thought, reasonable and logical expression (Savaedi, 2014). According to Savaedi (2014), the teaching of poetry to generate inquiry, enthusiasm, and participation is underutilized in classrooms. According to Pokharel, (2020) in Nepal, due to the difficult nature of poetry, teaching and learning of poetry are viewed as less important, hence vital poetry aspects such as visual and aural effect are not utilised in schools.

Despite the fact that past research on the teaching of poetry show that it can influence CT, many teachers in Africa are uninterested in the literary genre. In South Africa, Prozesky, (2020) discovered that teachers are terrified of teaching poetry in high schools.

According to Prozesky (2020), teachers believe they teach poetry poorly because they focus on mechanical elements rather than the deeper meaning of poems. They believe they lack the required knowledge and skills to teach effectively. Furthermore, students share the academics' pessimistic view of poetry learning as dull and meaningless. National exams evaluate poetry by questioning students on figurative speech and vocabulary, including imagery. In South Africa, the Assessment Policy Statement (CAPS) and national curriculum are strongly assessment-driven and mostly prescriptive (Prozesky, 2020). This implies that further methods of poetry teaching to effect CT are needed.

In Nigeria, poetry is seen as a genre of literature with inherent issues that make teaching difficult. Teachers utilize teacher-centered ways to teach poetry, making it more difficult for students to enjoy and comprehend poetry. Despite having received professional development training, the majority of these instructors struggle with poetry teaching (Okonkwo, 2016).

According to studies in Kenya, most secondary school pupils find poetry difficult and strange, and many avoid talks about poetry (Mwawasi, 2002). Poetry is commonly regarded as the most difficult

form to comprehend (Mwawasi, 2002). Poetry is regarded as inaccessible, dry, and difficult by both teachers and students. Poetry's popularity, admiration, and love in Kenyan schools continues to dwindle (Mwawasi, 2002). Poetry received low marks in paper two of the KCSE (2020) English examinations. Such poor results could be due to a lack of appropriate poetry teaching methodologies.

The findings found that most students underperformed on problems requiring higher order thinking skills, such as generating inferences and integrating information from various intrinsic poetry devices (form, tone, verse, rhyme, and so on). Instead of thinking critically and paraphrasing information to demonstrate comprehension, most students merely submit bits of lifted information on their responses, demonstrating that perhaps poetry is not taught in Kenyan secondary schools to promote critical thinking (KCSE, 2020). Therefore, the study sought to establish the methods used in poetry teaching to influence CT among secondary school's learners in Githunguri Sub-County, Kiambu County.

MATERIALS AND METHODOLOGY

This study applied a descriptive survey design. This design was best suited for the study because it allows for accurate and systematic descriptions of the phenomena by using qualitative and quantitative methods of data collection. Descriptive survey design uses questionnaire, interview and classroom observation and it is suitable for collecting large amount of information. Quantitative data was analyzed using statistical analysis or tabulation while qualitative data was analyzed using descriptive statistics (Connell, 2016). The design was used because of its appropriateness to the study which aimed at establishing methods used in poetry teaching and learning to influence CT in the English language in Githunguri Sub-County, Kiambu County.

The researcher used 10 schools out of the 37 public secondary schools in Githunguri Sub-County, using stratified random sampling technique representing 27% of the sample size of schools sampled for the study. Schools were stratified into two strata; county schools and sub-county schools. The sampling technique permitted the researcher to select schools that had information for further study as per the research objectives. These categories were based on the facilities within the institutions, numbers of teachers and students' entry behavior. Sibona & Walczak, (2012) posit

that in descriptive research, a sample of 10% - 30% is suitable for the study.

a) Teachers' Sample

Out of 76 teachers, 10 teachers were chosen purposively which represents 13.16% of the total target teachers. Purposive sampling suits the study because it relies on the researcher's judgment in selecting teachers of English who can provide the best information to achieve the study's objectives. A purposive sampling, according to Sibona & Walczak (2012), entails choosing at random participants from the sampling guide and selecting at random the desired number of research participants.

b) Students' Sample

A sample size of 349 Form three students out of 1520 students, were sampled for the study, representing 22.9% of the total students. The researcher used simple random sampling to choose the participants. Simple random sampling was used because it ensures that every student in the sample guide has an equal opportunity to be chosen for the study (Mirzaee, *et al.*, 2016). According to Kothari (2004), a 10% sample size is sufficient to accurately reflect a sizable population. Therefore, the study was employed with a sample size of the population of 10.53%. Table 3.5.1 below shows size of the sample.

Table 1: Sampling Grid

Target Population	Sample Size	Percentage
School 37	10	27%
Students 1520	349	22.9%
Teachers 76	10	13. 16%

Research Instruments

The following data collection tools were used in the study.

Teachers and Students' Questionnaires

The teacher's questionnaire was designed to collect relevant data from teachers of English. The questionnaire contained questions in relation to the objective. The questionnaire had questions related to establishing the method used in the teaching of poetry in English to promote CT while the students' questionnaire had questions related to establishing the method used in poetry learning in English to promote CT.

Both teachers and students' questionnaires were designed using measurable indicators; take against the suitable response and Strongly Agree (SA); Agree (A) Not Sure (NS) Disagree (D) Strongly Disagree (SD) in line with the objective of the study to influence CT. The take against the suitable response and the Likert scale enabled the researcher to rate the level of students CT. The researcher chose this method because of its objectivity. Both qualitative and quantitative data were collected for the teachers' questionnaire while quantitative data was collected for the students' questionnaire.

Teachers' Interview Guide

Interviews were specifically for teachers and the aim was to get first-hand detailed on methods teachers use in teaching and learning poetry to influence CT. Interviews generated participants personal experiences, views, emotions and ideas

on poetry teaching and learning to promote CT. Semi-structured interview helped the researcher acquire detailed information that validated the data gathered from the questionnaire. The researcher collected qualitative data for the teachers interview guide.

Classroom Observation Guide

Classroom observations was conducted by the researcher in accordance with the objectives of the study. The researcher used classroom observation to investigate the influence of poetry teaching and learning on CT and to capture in detail approaches teachers use in instruction of poetry lessons. The researcher used 40 minutes for each observation. The 40 minutes observation helped document data on the objectives of the research. During the observation, the researcher acted as a non-participant. This technique was used to minimize the distraction and influence on the teacher's teaching decision routines. Qualitative data was collected for the classroom observation which was scheduled based on the teachers' preferences.

Pilot Study

The researcher carried out a pilot study using one school that did not participate in the actual study. Piloting helped the researcher to approximate expected time duration during conducting the actual interview sessions and the time it would take to conduct the interviews and fill up the questionnaire. The pilot study involved 40 Form three students and two teachers of English. The data that was collected from the participants was not used in the actual study. Students were chosen

at random while the teachers were purposively selected. The pilot study was carried out to check the correctness of the instruments used in the study.

Validity

In deciding the instruments' content validity, the researcher ensured care that the tools covered every issue under investigation. To determine construct validity, clarity of the items and language level were checked. Content validity was assessed by the help of the course supervisors to scrutinize the appropriateness of the items content, and need for modification to fulfil the objective of the research. The research also considered face validity and construct validity. Face validity entailed subjective assessment of the research tool to ascertain the relevance, clarity and unambiguity in relation to the indicators in the conceptual framework and review of literature. The construct validity was based on logical relationships among variables.

Reliability

To assure the instruments' reliability, a summarized Likert Scale questionnaires was administered as a trial test to a group of 40

students and 2 teachers. The 40 students and 2 teachers did not form part of the actual study. As stated by Taherdoost, (2016) regarding the reliability of qualitative research, the questionnaires and observation were cross-checked to make sure there are no errors. There was a pilot study carried out with 40 students and two (2) teachers to test the research instrument's reliability. The 40 students and two (2) teachers did not participate in the actual study. Piloting the study helped in noticing parts of the research that needed enhancement prior to carrying out the study. The pilot research results were correlated to determine the instrument dependability by using the Cronbach's Alpha correlation to estimate the internal coherence of the research instruments. Cronbach's Alpha is suitable for calculating the reliability of the Likert scale questionnaires which is principle for this study (Gliem & Gliem, 2003). Cronbach's Alpha has a relationship coefficient which comes in value from 0 to 1. The reliability coefficient value closeness to 1, the more reliable the test, and the reliability coefficient value closeness to 0, the less reliable the test (Gliem & Gliem, 2003). Table 3.2 presents reliability results.

Table 2: Reliability Results

Constructs	No of Items	$\alpha \geq 0.7$	Comment
Teachers' Questionnaire	2	0.739	Reliable
Students' Questionnaire	40	0.714	Reliable

Data Collection Procedures

A research permit was obtained from National Commission for Science, Technology and Innovation (NACOSTI) after presenting an introduction letter of Approval from Graduate School of Kenyatta University. A copy of the research permit and introduction letter from county director of education of Kiambu County, was presented to Githunguri Sub-County education director to seek authority to visit sampled schools for the study. During the visit to each of the 10 sampled schools for data collection, permission was asked from principals before involving teachers and students. After seeking permission from principals, the researcher delivered two sets questionnaires (see Appendix I and Appendix II) which were completed by 10 teachers of English per school and 349 Form three students from 10 schools.

The researcher then made prior arrangements with each school on when to conduct class observation and interview during poetry lessons. During filling in of the questionnaires, students used 15 minutes

to fill the questionnaire for students while each teacher took eight minutes to complete the questionnaire for teachers. Classroom observation and interviews were carried out after collection of teachers' questionnaire and students' questionnaire. The questionnaire, interview and classroom observation were in line with objectives of the study which was to understand how poetry promotes CT. The researcher used 40 minutes which is a classroom allocated period to conduct class observation in Form three of each of the schools and used one month to complete data collection.

Data Analysis

In accordance with the objectives of the study, the researcher assigned numbers to the questions and used code numbers to enter data using SPSS. Each respondent was identified by code number, such as SS1 for School Sample 1 and L2 for Learner 2. SPSS was used to analyse descriptive data into frequency tables, percentages, mean, and standard deviation. To produce personal opinions of the respondents, qualitative analysis using the Likert

scale was performed. Quantitative data was analysed using statistical analysis or tabulation. Through tabulation, the data analysis was used to develop quantitative reports. The information gathered through questionnaires, interview schedules, and observation was both qualitative and quantitative. The interview schedules and other open-ended questions were analysed qualitatively. Descriptive analysis was carried out using statistical packages for social science (SPSS). Further analysis was carried out in accordance with the study's objectives. Quantitative was done once the data was collected and entered into the computer. The findings were

given in chapter four as frequency tables, pie charts, mean and standard deviation.

RESULTS

The objective of the study was to establish the methods of poetry teaching in English. The findings from teachers and students' questionnaires are presented below.

Findings on Methods of Poetry Teaching in English from Teachers' Questionnaire

The teachers were asked to indicate how they teach poetry to influence students' critical thinking. The results are shown in Figure 1.

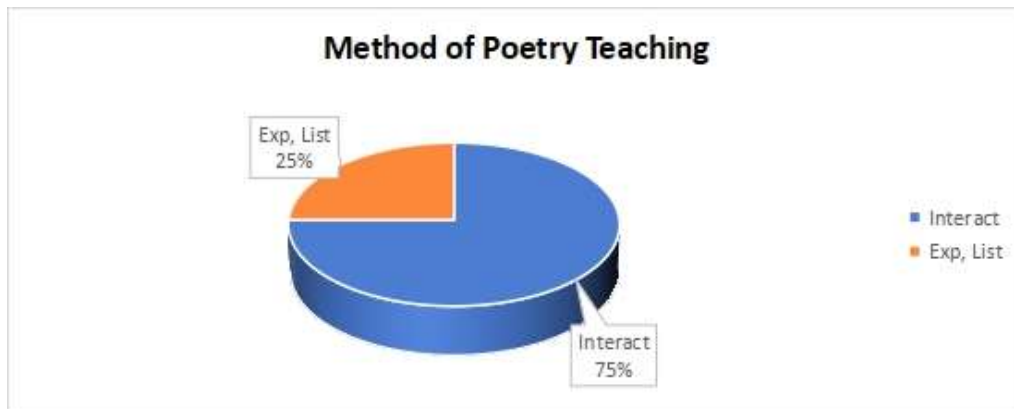


Figure 1: Poetry Teaching Methods

The findings in Figure 1 indicate that majority (75%) of teachers reported that they teach poetry using interactive class while 25% used explanations and listening. According to (Dhumal,

2020), teaching poetry using traditional teacher-centered is not helpful to developing students' CT.

The respondents were asked to indicate how often they use graphics or pictures, videos and poetic audios to teach.

Table 3: Use graphics or pictures, videos and poetic audio

	Frequency	Percent
To a significant extent	2	20
To a moderate extent	7	70
Not at all	1	10
Total	10	100

The findings in Table 4.1 indicates that two teachers, representing 20%. use graphics or pictures, videos and poetic audios to a significant extent, seven teachers, representing 70%, to a moderate extent and one teacher representing 10%, to a less extent. The findings of the study revealed that only 20% out of the 100% of teachers use graphics or pictures, videos and poetic audios to

teach poetry to influence CT. This may be ascribed to the unavailability of the requisite materials for teaching and learning. The study is in support of Pokharel (2020) that teachers of English do not use graphics or videos during poetry class. The approach is not helpful in influencing students' CT.

Table 3: Students analyse and interpret poetic devices

	Frequency	Percent
To a significant extent	3	30
To a moderate extent	7	70
Total	10	100

On whether students analyse and interpret poetic devices, three teachers, representing 30%, reported to a significant extent while seven teachers, representing 70%, indicated to a moderate extent. This means, teachers use limited time for analysis of poetic devices, students asking questions, students evaluating, analysing, interpreting texts and students independently solving problems in poetry class to influence CT. This could be the result of allocation of limited instructional time

and the difficult nature of poetic devices. Thus, this study aligns with Egggen & Kauchak, (2012) findings that some teachers are not better placed in explaining new strategies and students do not understand figurative language in the teaching and learning of poetry.

The respondents were asked whether they keep students working in group and the findings are shown in Table 4.3.

Table 4: Student working in group

	Frequency	Percent
To a significant extent	2	20
To a moderate extent	4	40
To a less extent	1	10
Not at all	3	30
Total	10	100

According to the findings, two teachers representing 20% in Githunguri Sub-County, noted to a significant extent that students work in groups, four teachers representing 40%, revealed that students work in group to a moderate extent, one teacher representing 10%, stated that students work in group to a less extent while three teachers representing 30%, reported that students do not work in group. The findings showed that teachers do not have interest in making students work in group during poetry lessons in class and such will may not help learners develop CT. This could be attributed to students lack of interest in the subject

and limited classroom time. This concurs with Khatib, (2011) that though teaching of poetry is challenging, teachers should be involved in discovery-based teaching techniques, group work which provides an extensive process to promote CT. There should be enough classroom time allocated and teachers should use hands -on inquiry or group discussion that promotes knowledge construction in poetry teaching and learning.

On whether students independently solve problems in poetry class, results are reported in Figure 5.

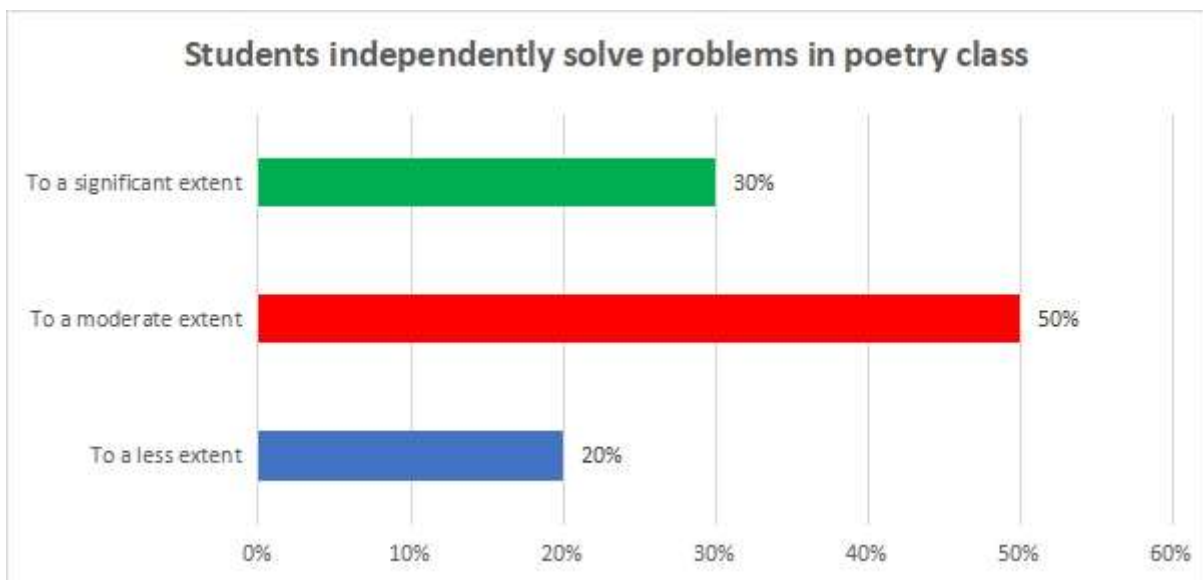


Figure 6: Students independently solve problems in poetry class

The findings indicate that 30% of teachers agreed to a significant extent that students independently solve problems in poetry class, 50% agreed to a

moderate extent, while 30% agreed to a less extent.

The respondents were further asked whether students turn poem into short stories during poetry

lessons. The findings are shown below.

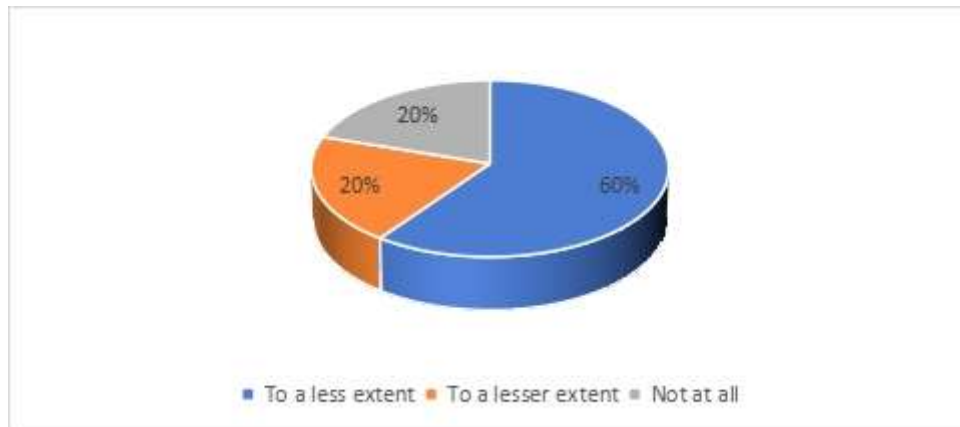


Figure 7: During poetry lessons, students turn poem into short stories

Majority (60%) of teachers noted that to a less extent students turn poem into short stories during poetry lessons, 20% indicated to a moderate extent while 20% noted not at all. This means secondary schools' English learners in Githunguri Sub-County do not turn poem into stories during poetry lessons. According to Alagumalai, (2019) effective poetry teaching and learning entail teachers involving students in activities including students turning poem into stories which would result to CT and better learning.

Findings on Methods of Poetry Teaching in English from Student's Questionnaire
 The students were asked to rate their level of understanding/satisfaction by ticking according to statements on methods used in poetry teaching and learning to influence critical thinking. The scale used was: Strongly disagree (1), disagree (2), not sure (3), agree (4), and agree (5). The findings are reported in Table 4.4.

Table 8: Methods Used in Poetry Teaching and Learning to Influence Critical Thinking

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	M	Std dev
Teacher introduces poetry lessons and asks for previous knowledge	5.7%	3.2%	6.0%	41.0%	44.1%	4.2	1.1
Teacher usually explains poetry lessons and students only listen	9.2%	22.9%	9.5%	31.8%	26.6%	3.4	1.3
Teacher involves students in group discussion and monitors the group	14.9%	17.2%	14.0%	20.1%	33.8%	3.4	1.5
Teacher clarifies students doubt and gives details	7.4%	6.9%	24.4%	30.9%	30.4%	3.7	1.2
Students write their own poems	34.4%	35.2%	12.9%	9.7%	7.7%	2.2	1.2
Poems are usually turned into stories during poetry lessons	19.8%	25.5%	20.9%	17.2%	16.6%	2.9	1.4
Students dramatize poems to create more understanding	23.5%	23.5%	15.8%	16.3%	20.9%	2.9	1.5
Teacher asks questions that make students think well before answering	3.7%	6.0%	6.9%	33.0%	50.4%	4.2	1.1
Teacher uses graphics or pictures, videos and poetic audios in poetry class	46.1%	21.5%	8.3%	11.2%	12.9%	2.2	1.5
The class spends time in analyzing poetry to understand author's purpose	12.0%	10.3%	16.3%	30.7%	30.7%	3.6	1.3

According to the findings, students agreed that teacher introduces poetry lessons and asks for

previous knowledge (mean=4.2, deviation=1.1), teacher clarifies students doubt and gives details

(mean=3.7, deviation=1.2), teacher asks questions that make students think well before answering (mean=4.2, deviation=1.1), and, however, the class do not spend time in analyzing poetry to understand author's purpose because of limited instructional time (mean=3.6, deviation=1.3). The findings imply that students acknowledged the teachers use different methods in poetry teaching and learning. This is expected to likely enhance students' critical thinking. The results are consistent with (Alagumalai, 2019) that effective poetry teaching would result to CT and better learning.

Findings on Methods of Poetry Teaching in English from Teachers' Interview Schedule

The teachers were asked to explain the kind of methods used in teaching poetry to influence critical thinking. According to the findings, most teachers indicated questioning methods. Others noted recital, introducing the poem and what the poem is about. When asked to indicate participatory approaches used in teaching poetry to influence critical thinking, most of the teachers reported asking questions and giving assignments. Further, the respondents indicated that curriculum has guidelines on teaching poetry to influence critical thinking. However, there are not many poems provided. Majority of teachers also noted that they do not use graphic organizers in teaching. According to the findings, there is lack of finance from the school. Teachers only use the pictures provided in the poem's books. The findings concur with those of Pokharel (2020) who established that most teachers do not use graphics or videos during poetry class.

DISCUSSION

The objective of the study was to establish the methods of poetry teaching in English. In figure 1, the findings indicate that majority of the teachers reported that they teach poetry using interactive class as well as explanations. The findings support Vygotsky (1978) social constructivism theory which focuses on learner-centered classroom. The theory believes that cognitive functions are facilitated by social interactions and students need to involve in the similar. According to (Dhumal, 2020), teaching poetry using traditional teacher-centered is not helpful to develop students' CT.

Findings in table 1 reveal that only a few teachers use graphics or pictures, videos and poetic audios to teach poetry to influence CT. This may be ascribed to the unavailability of the requisite materials for teaching and learning. The findings

of the study oppose to Vygotsky social constructivist theory which believes that cognitive functions are facilitated by social interactions and students need to involve in the similar. The use of graphics, video and poetic audio in the teaching and learning of poetry, facilitate social interactions, enable cognitive development and promote CT. However, the study is in support of Pokharel, (2020) that teachers of English do not use graphics or videos during poetry class which is not helpful to influence students' CT.

On whether students analyze and interpret poetic devices as in table 2, the findings indicate that majority of students analyze and interpret poems to a moderate extent. This means, teachers use limited time for analysis of poetic devices, students asking questions, students evaluating, analyzing, interpreting texts and students independently solving problems in poetry class to influence CT. This could be the result of allocation of limited instructional time and the difficult nature of poetic devices. Thus, this study aligns with Egggen & Kauchak, (2012) findings that some teachers are not better placed in teaching new strategies and students do not understand figurative language in the teaching and learning of poetry.

The findings in figure 2 of the study indicate that majority of teachers agreed that most students do not independently solve problems in poetry class. According to Vygotsky's constructivist theory, students can develop problem-solving skills, and critical thinking when teachers employ interactive learning via exploration and discovery-based teaching. As noted in Putri (2019) findings, problems- solving in teaching and learning poetry offers interesting activities that can improve student's CT and oral communication skills. The findings further revealed that problem-solving in poetry lesson depends on the text and the type of activities carried out by the teacher.

On teachers' question in figure 3 whether students turn poem into short stories, majority of teachers noted that to a less extent students turn poem into short stories during poetry lessons. This means secondary schools' English learners in Githunguri Sub-County do not turn poem into stories during poetry lessons. According to Alagumalai, (2019) effective poetry teaching and learning entail teachers involving students in activities including students turning poem into stories which would result to CT and better learning. Findings in table show that students agreed teachers introduce

poetry lessons and asks for previous knowledge, teachers clarify students' doubt and gives details, teacher asks questions that make students think well before answering and, however, the class do not spend time in analysing poetry to understand author's purpose because of limited instructional time. The findings imply that students acknowledged the teachers use different methods in poetry teaching and learning. This is expected to likely enhance students' critical thinking. The study's results support Vygotsky's assertion that teachers should serve as a facilitator and that students should be encouraged to learn from one another on an equal basis. The results are consistent with (Alagumalai, 2019) that effective poetry teaching would result to CT and better learning.

CONCLUSION

The study concluded that teachers use different methods to teach poetry. Teachers mainly teach poetry using interactive class as well as explanations. Students do not work in groups independently to solve problems in poetry class and they do not turn poem into short stories during poetry lessons. Further, teachers introduce poetry lessons and ask for previous knowledge, clarifies students doubt and gives details, asks questions. However, because of time factor, teachers do not spend more time in analysing poetry. The implication is that, there is a need for many different methods of poetry teaching in English to enhance students' critical thinking.

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