

A Survey of Current English Poetry Teaching in Senior High Schools in Kaohsiung City =

黃琬婷、黃自來

E-mail: 374689@mail.dyu.edu.tw

ABSTRACT

Few studies deal with the investigation of poetry teaching at senior high schools in Taiwan. This study is intended to illustrate the problems of teaching English poems to senior high school students. More specifically, based on its findings, this study attempts to help EFL teachers: 1. to recognize the trauma their students will experience when learning a poem. 2. to be familiar with the linguistic features of poems and poetic devices in order to direct their students to read a poem appropriately, 3. to understand the gap between ordinary language and literary language, and 4. to direct students to write a short essay after reading a poem, The major findings are: 1. 77.38% of the students did not read English poems to any extent. Their teachers never ever used techniques to help them read poems. 2. 88.07% of the teachers never asked their students to ask questions or responded to questions when teaching poems. They followed the grammar-translation approach slavishly. 3. 67.74% of the teachers were not familiar with the method and techniques of teaching English poems. 4. 50% of the teachers would like to teach poems, but they failed to do so because of time limitation and the test format. 5. A stylistic-analytical reader response approach is PROPOSED to solve the problems EFL teachers may face in teaching poems. This study concludes with discussion and suggestions for improving EFL programs in Taiwan.

Keywords : English poem

Table of Contents

TABLE OF CONTENTS	COVER PAGE	ENGLISH SIGNATURE PAGE	SIGNATURE PAGE	ENGLISH ABSTRACT
CHINESE ABSTRACT				
ACKNOWLEDGEMENT				
TABLE OF CONTENTS				
LIST OF TABLES				
Chapter I.				
INTRODUCTION.....	1	1.1 Background and motivation.....		
.....1.1.1 Background.....	1	1.1.2 Motivation.....		
.....1.2 Purpose and significance of the study.....	1	1.3 Issues for teaching and learning English poems.....	4	1.4 Framework of the study.....
.....2		1.5 Outline of the thesis.....		5
.....6		Chapter II. LITERATURE REVIEW.....		7
.....7		2.1 Poetic devices.....		
.....8		2.1.1 Sound-based devices.....		
.....8		2.1.1.1 Rhythm and Meter.....	8	2.1.1.2 Rhyme.....
.....8		2.1.1.3 Alliteration.....	9	2.1.1.4 Onomatopoeia.....
.....10		2.1.2 Meaning-based devices.....		10
.....10		2.1.2.1 Simile or comparison.....	10	2.1.2.2 Metaphor.....
.....11		2.1.2.3 Symbol.....	12	2.1.2.4 Imagery.....
.....13		2.1.2.5 Personification.....	13	2.1.2.6
Tone.....	14	2.1.3 Structure-based devices.....		
.....15		2.2 Linguistic norms and deviations.....		16
.....16		2.2.1 Visual poem.....		
.....17		2.2.2 Note-poem.....		
.....17		2.2.3 Haiku.....		18
.....18		2.3 Stylistics analysis to the teaching of poems.....		19
.....19		Chapter III. METHODOLOGY.....		20
3.1 Research Design.....	20	3.2 Participants.....		
.....21		3.3 Instruments.....		22
3.3.1 Quantative method.....	23	3.3.1.1 English poem test and students ' questionnaire.....	23	3.3.1.2 Teachers ' questionnaire.....
.....23		3.3.2		24
3.3.2		Qualitative method.....		25
.....25		Chapter IV. Data Results and Analysis.....		
.....27		4.1 Quantitative results.....		27
.....27		4.1.1 Results of teachers participants ' educational background.....		27
.....28		4.1.2 Results of teachers participants ' teaching experiences.....		28
.....28		4.1.3 Profile of teachers participants ' teaching mode.....		30
.....30		4.1.4 Profile of teachers participants ' after-class activities.....		31
.....31		4.1.5 Profile of the students participants.....		

.....32	4.2 Qualitative results.....	33	4.2.1 Interviews with the teachers
.....34	4.2.2 Interviews with the students.....	38	
Chapter V. A Practical Guideline for Teaching Poems at the EFL Senior High School.....			
.....42	5.1 Norms and deviations.....	42	5.2 Methodology in teaching poems.....
.....43	5.3 A illustration of the stylistic – analytic reader response approach.....	47	Chapter VI. Discussion, Recommendations, and Conclusion.....
.....49	6.1 Answers to the research questions of this study.....	49	6.2 Pedagogical recommendations for EFL teachers.....
.....51	6.3 Limitations and further studies.....	52	6.4 Conclusion.....
.....52	References.....	54	Appendix A-1 (Chinese version).....
.....57	Appendix A-2 (English version).....	60	Appendix B-1 (Chinese version).....
.....63	Appendix B-2 (English version).....	66	

REFERENCES

- Abrams, M. H. 1999. *A glossary of Literature Terms*. New York: Thomson Learning.
- Brumit, C. J. and Carter, B. A. (Eds.). 1997. *Literature and Language Teaching*. Oxford: Oxford University Press
- Carraell, P. L. 1989. Metacognitive awareness and second language reading. *Morden language Journal*, 73, 121-134.
- Chang, S. M. 1991. An Integration of pre-romantic literature and English language teaching: A preliminary Study. *Selected papers of National Conference on English Language Teaching*. Taipei: National Taiwan Normal University.
- Chang, S. M. 1997. A better way to teaching English poetry in the senior high school. *The 6th National Conference on English Language Teaching*. Producing of Taipei: The Crane Publishing Co.
- Cohen, L., Manion, L. and Morrison, K. 2007. *Research methods in education*. London: Routledge.
- DeHaven, E. D. 1979. *Teaching and Learning the Language Arts*. Boston: Little Brown and Co.
- Gambrell, L., Pfeiffer, W. and Wilson, R. 1985. The effects of reading upon reading comprehension and recall of text information. *Journal of Educational Research*, 287, 216-220.
- Grabe, W. 1986. The transition from theory to practice in teaching reading. In Pubin, Eskey, & Grabe (Eds.), *Teaching Second Language Reading for Academic Purposes*. Reading Mass: Addison Wesley Publishing Co.
- Graddol, D. 2006. Enhancing levels of proficiency or levels of failure? *English Next*. London; British Council.
- Gross, H. and McDowell, R. 1999. *Sound and Form in Modern Poetry*. Michigan University of Michigan Press.
- Hill, J. 1986. *Using Literature in Language Teaching*. London: Macmillian Publishers.
- Huang, T. L. 1986. A reader response approach to teaching English poems to senior high school students. *New Perspectives on English Language Teaching*. Taipei: The Crane Publishing Co.
- Huang, T. L. 2002. *Teaching English Poems to High School Students*. Taipei: Chuan-le Publishing Co.
- Huang, T. L. 2007. Cognitive awareness of metaphor and English vocabulary teaching, *Explorations in Applied Foreign Language Teaching and Learning*. Longhwa University of Science and Technology, pp. 28-51.
- Huang, T. L. 2012. A genre-based on connecting reading and writing. *E-Book of 2012 International Conference on English Teaching*. Taipei: ETA-ROC.
- Jacobs, L. B. 1991. *Picking Up Sunshine: a Collection of Poems*. Allen, Texas: DLM.
- Kachru, B. B. 1997. Non-native Literature in English as a Resource for Language Teaching. In C.J. Brumit and B.A. Carter (Eds.), *Literature and Language Teaching*. Oxford: Oxford University Press.
- Lakoff, G. and Hohnson, M. 1985. *Metaphor We Like By*. Chicago: University of Chicago Press.
- Leech, G. N. 1969. *A Linguistic Guide to English Poetry*. London; Longman.
- Long, M. L. 1997. A feeling for Language: the multiple values of teaching literature. In C.J. Brumit and R.A. Carter (Eds.), *Literature and Language Teaching*. Oxford: Oxford University Press.
- Tchud, S. te al. 1990. *Literature by Doing*. Lincolnwood, Ill: National Textbook Co.
- Thornbury, S. 2006. *A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching*. Oxford: Oxford University Press.
- Verdonk, P. 1989. The application of literary stylic theory in university teaching. In Short, M. (Ed.), *Reading, Analyzing and Teaching Literature*. London: Longman.
- Widdowson, H. G. 1974. Stylistics. In Corder. S.P. and Allen, J. P. B. (Eds.) *Applied Linguitics*, 202-31.
- Wissowson, H. G. 1975. *Stylistics and the Teaching of Literature*. London: Longman
- Widdowson, H. G. 1992. *Practical Stylistics*. Oxford: Oxford University Press.