

**THE USE OF POETRY IN ELT CLASSES IN THE FRAMEWORK OF
LEARNER – CENTERED TRAINING METHOD**

Serap KADIOĞLU

**MUSTAFA KEMAL UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES**

**This Dissertation Has Been Developed in Accordance with the Regulations
of the Social Institute as a MASTER OF ARTS THESIS in English
Language Teacher Training Department**

HATAY

OCTOBER, 2005

ACKNOWLEDGEMENT

This thesis comes out of a hard and long study. It gets its start from a field that I have much interest but few resources since it deals with a new trend in language teaching methodology. However, I was not alone in this long study. Firstly, I would like to express my greatest thanks to Assist. Prof. Dr. Rıza ÖZTÜRK who has always guided and encouraged me to do my best and has very willingly put all his field experiences at my disposal.

I would like also to thank to Assist. Prof. Dr. Abdurrahman KİLİMCİ and Assist. Prof. Dr. Cem Can for providing me with their experience and guidance on the field.

I owe special thanks to Assist. Prof. Dr. Özlem Sıla OLGUN for her contributions and suggestions in analyzing the data acquired after the application.

I am grateful to my devoted family for their patience because they have always stood by me and supported me in all the steps of the process. My thanks are also due to my friends and to all those who have encouraged and assisted me during this study.

Serap KADIOĞLU

To the Institute of Social Sciences,

We certify that this dissertation is satisfactory for the award of the degree of
Master of Arts in English Language Teacher Training Department.

Supervisor

Asst. Prof. Dr. Rıza ÖZTÜRK

Member of Examining Committee

Asst. Prof. Dr. Abdurrahman Kelençi
Kelençi

Member of Examining Committee

Asst. Prof. Dr. Cemal Çar
Çar

I certify that this dissertation conforms to the formal standards of the Institute of
Social Sciences.

...../...../.....

Cemal YÜKSELEN
Director of the Institute

ÖZET

ŞİİRİN ÖĞRENCİ MERKEZLİ İNGİLİZCE DİL ÖĞRETİM SÜRECİNDE UYGULANMASI

Serap KADIOĞLU

İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans

Danışman: Yrd. Doç. Dr. Rıza ÖZTÜRK

Ekim 2005, 71 sayfa

Bu çalışma, şiirin öğrencilerin konuşma becerileri ve sözcük dağarcıkları üzerindeki etkisini araştırmayı amaçlamaktadır. Altı ana bölümden oluşan çalışmanın ilk iki bölümü edebiyatın, özellikle şiirin, yabancı dil öğretim programlarındaki yerini belirlemek amacıyla düzenlenmiştir. Ayrıca, Antakya'da Milli Eğitim Bakanlığı'na bağlı üç ilköğretim okulunda kullanılmakta olan ders kitaplarındaki konuşma bölümleri incelenip alternatif şiir çalışmaları ele alınmıştır. Öğrenci ve öğretmen merkezli öğretim yöntemlerinin kıyaslandığı üçüncü bölüm öğrenci merkezli öğretimi ön plana çıkaran unsurları da içermektedir. Çalışmanın dördüncü bölümü ise şiirin öğrenci merkezli konuşma etkinliklerine kaynak olarak kullanımına ayrılmıştır. Beşinci bölüm Milli Eğitim Bakanlığı'na bağlı Hatay/Antakya İnönü İlköğretim Okulu'nda yapılan uygulama ve sonuçlarını yorumlarken şiirin öğrenci merkezli etkinliklere kaynak olarak etkili bir şekilde kullanılabileceği son bölümde değerlendirilmiştir.

Öncelikle iki gruba Cambridge Üniversitesi Uluslararası Dil Ölçme Testi uygulanmıştır. Bu testin sonuçları değerlendirilmiş ve iki grubun öğrencilerinin konuşma becerileri ve sözcük dağarcıkları arasında anlamlı bir fark olmadığı gözlenmiştir. Deney grubuna öğrencilerin seviyelerine uygun şiirlerden oluşan öğrenci merkezli konuşma etkinlikleri, kontrol grubuna ise ders kitaplarında yer alan konuşma bölümleri sekiz hafta boyunca uygulanmıştır. Bu uygulamada deney grubu

için seçilen şiirlerin, öğrencilerin yaşına, ilgi alanlarına ve dil seviyelerine uygun olmasına özen gösterilmiştir.

Sekiz haftalık çalışma sonucu yapılan son testte iki grubun genel konuşma becerileri ve sözcük dağarcıkları arasında anlamlı bir fark ortaya çıktığı tespit edilmiştir. Bu çalışmanın analizleri dikkate alındığında, Milli Eğitim Bakanlığı'na bağlı okullarda İngilizce öğretiminde genel olarak uygulanan konuşma etkinliklerine alternatif olarak şiirin de kullanılabilceği ortaya çıkmıştır. Ayrıca şiir çalışmasının öğrencilerin kelime dağarcıklarını da olumlu yönde etkilediği tespit edilmiştir.

Anahtar Kelimeler: İletişim Becerileri, Sözcük Kullanımı, Öğrenci Merkezli Öğretim Yöntemi, Şiir, Edebiyat, Uluslararası Dil, Geleneksel Yöntem

ABSTRACT

THE USE OF POETRY IN ELT CLASSES IN THE FRAMEWORK OF LEARNER - CENTERED TRAINING METHOD

Serap KADIOĞLU

Department of English, Master of Arts

Supervisor: Asst. Prof. Dr. Rıza ÖZTÜRK

October 2005, 71 Pages

This study aims at investigating the use of poetry in enhancing communicative abilities and expanding vocabulary range of the students. In the study composed of six main chapters the first two chapters are arranged to shed light upon the use of literature, particularly poetry, in the current ELT curricula. Moreover, the speaking sessions in the course books used in three elementary schools of Ministry of National Education in Antakya are analyzed and alternative poetry studies are given. The third chapter compares the teacher and learner centered approaches and includes the factors that facilitate the learner centered approach. The fourth chapter of the study is focused on the use of poetry as a source for learner centered speaking activities. While in the fifth chapter, the study conducted in Hatay/ Antakya İnönü Elementary School is analyzed, the use of poetry as a source of learner centered activities in an effective way is assessed in the last chapter.

Firstly, a pre test based on IELTS by Cambridge University has been applied to both groups. The results of the test have been analyzed and it has been observed that there is no significant difference between the overall communicative abilities and lexical resource of the students in the two groups. To the experimental group, poetry –oriented learner centered speaking activities and to the control group, the speaking sessions in the course book have been applied for eight weeks. In this application, it has been given utmost importance to the poems selected for the experimental group to be appropriate to the age, interest and language level of the students.

After the eight –week study, according to the findings of the post test, it is concluded that there is a significant difference between the communicative abilities and lexical resource of the students. When the analysis of the study is taken into account, it is observed that poetry is also possible to be used as an alternative material to the speaking activities generally applied in the current curricula in the schools of Ministry of National Education. Moreover, poetry study also affects the range of vocabulary of the students positively.

Key Words: Communicative Abilities, Lexical Resource, Learner Centered Training Method, Poetry, Literature, International Language, Traditional Approach.

TABLE OF CONTENT

Abstract (Turkish).....	I
Abstract (English).....	III
Table of Content.....	V
List of Tables.....	VII
List of Figures.....	VIII
List of Abbreviations.....	IX
1. INTRODUCTION.....	1
1.1. Statement of the Problem.....	4
1.1.1. Problem Sentence.....	9
2. PURPOSE AND IMPORTANCE OF THE STUDY.....	10
2.1. The General Purpose of the Study.....	11
2.2. The Sub –purposes of the Study.....	11
2.3. Method.....	12
2.4. Conceptual Scheme.....	12
2.5. Outline of This Study.....	13
2.6. Hypothesis.....	14
2.7. Limitations of the Study.....	15
2.8. Data Collection.....	15
2.9. Operational Definitions.....	16
3. TEACHER AND LEARNER CENTERED APPROACHES.....	17
3.1. General Characteristics of Teacher and Learner Centered Approaches.....	17
3.2. Factors Facilitating Learner–Centered Approach.....	19
4. POETRY IN ELT CLASSES.....	23
4.1. Poetry in Language Teaching.....	23
4.1.1. Background to the Use of Poetry in ELT.....	23

4.1.2. Changing Attitudes about Poetry.....	25
4.1.3. Advantages of Poetry.....	27
4.1.4. Poetry –Oriented Communicative Activities.....	31
4.1.4.1. Warm – up Activities.....	32
4.1.4.2. Follow – up Activities.....	33
4.1.4.3. End – up Activities.....	34
5. METHODOLOGY.....	36
5.1. Quantitative and Qualitative Research Design.....	36
5.2. Types of Experiment.....	37
5.3. Pilot Study.....	38
5.3.1. Setting.....	38
5.3.2. Participants.....	38
5.3.3. Materials and Instruments.....	39
5.3.4. Procedure.....	40
5.3.5. Procedure.....	42
5.3.6. Results.....	43
5.4. Main Study.....	44
5.4.1. Setting.....	46
5.4.2. Participants.....	46
5.4.3. Materials and Instruments.....	47
5.5. Data Analysis.....	48
5. 6. Findings.....	49
6. CONCLUSION AND SUGGESTIONS.....	51
REFERENCES.....	52
APPENDIX.....	58
APPENDIX 1.....	59
APPENDIX 2.....	62

LIST OF TABLES

Table 1. The Course Books Used in Three Elementary Schools of Ministry of National Education in Antakya and the Type of the Speaking Activities.....	5
Table 2. Factors Facilitating Learner – Centered Approach and the Related Terms.....	20
Table 3. The Relation between Advantages of Poetry and Language Skills and Abilities.....	30
Table 4. Participants in the Pilot Study.....	38
Table 5. Lesson Plans Topics.....	44
Table 6. Participants in the Main Study.....	46
Table 7. The Poems Applied from March 16, 2005 to May 4, 2005 (Eight Weeks) in Speaking Sessions of the Curricula.....	47
Table 8. The Analysis of Independent T – Test Results between Pre Tests of the Groups in Terms of Total Speaking Ability.....	48
Table 9. The Analysis of Independent T – Test Results between Pre Tests of the Groups in Terms of Lexical Resource.....	49
Table 10. The Analysis of Post Test for Overall Communicative Abilities.....	50
Table 11. The Analysis of Post Test in Terms of Lexical Resource.....	50

LIST OF FIGURES

Figure 1. Types of Experiments.....37

LIST OF ABBREVIATIONS

CIELTS: Cambridge University International English Language Testing System

DARTS: Direct Activities Relating to Text

EFL: English as a Foreign Language

EIL: English as an International Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

1. INTRODUCTION

Together with the recent profound change in technology and in cultural values, English language has come to the fore as the language of the globe in various fields ranging from finding a job to getting a higher position or communicating with people in different parts of the world. In addition, it is generally accepted as “lingua franca” (Harmer) in the globe. This tendency has naturally created the need for the frequent treatment of the English language under the lights of the language teaching methods and strategies. Thus, “the statues of English and consequently of ELT has changed radically over the past half century to arrive in the 21st century as the language dominating global economic, information and popular media spheres” for it “is a language that increasingly belongs to people around the globe as an intercultural and interlingual interface” (McKay 2005:78-79). In order to fulfill this increasing communicative demand for English language, there have been many attempts in the field of ELT both in strategies and in the course book publications.

In Turkey, as well, with the practice of teaching English from the early years of elementary school, that is 4th grade, and the spread of Anatolian High Schools, from 28 in 1983-1984 to 424 in 2002-2003 (National Education Report to Parliament 1990:40, Milli Eğitim Sayısal Veriler 2002:147), teaching English as a second language has become one of the most essential parts of education. The main reasons for this need seem to be the results of the aim to create a more extensive teaching process and to improve language learning awareness of the students from the earlier ages.

Along with the changes in the role of English language in the world, there are also some attempts to include materials that are considered to be appropriate for more effective teaching and learning process. Some authorities such as Moody (1971), Brumfit and Carter (1986), Collie and Slater (1997), Maley and Duff (1989), McKay (2000) and Ghosn (2002) etc. advise literary texts as alternative to the current source of materials included in the course books as a medium to improve the communicative competence of the learners. Literature is defined as “a source of qualitatively demanding authentic language with an unmistakably individual human

voice behind it; beyond the triviality of invented dialogues and trendy realia” (Hall 1999:11). Hence, it is possible to regard it as an effective tool to stimulate some feelings of the learners, such as fear, love, anger and it possibly helps them improve language skills dynamically. It is also regarded as a means to expose students to complex themes and fresh, unexpected forms of language structures (Lazar 1988:32). On the surface, literary texts might be considered to offer a number of alternative sources of materials to serve for various aims in language teaching process.

Poetry is one of the multifunctional literary texts for the use in language teaching (ranging from writing to all possible language learning activities) and is stated by Mc Conochie and Sage to be “the ultimate use of language – our subject matter. It is ultimate because poets use words to evoke thoughts and sensations that are deeper than words”. They also support that the language of poetry might provide the students with a natural flow of vocabulary together with the discovery of the “meaning and pleasure of that paradox”, which is considered to be “the joy of teaching poetry” (1985:5). Therefore, poetry as a source of teaching language quite likely creates a quintessential language context to develop the language skills of the learners in a practical way.

Especially for children at elementary level, the materials based on the treatment of poetry are better to be favoured as a source for the learner centered activities in the classroom. Under the light of the suggestion in question, Parsons, one of those tutors who have applied poetry in language teaching classes shows the flexibility of the use of poetry and states that “students had had little experience of poetry in their own language, but seemed well capable, with guidance, of appreciating poetry in another language” (1999: 44). In parallel with this, in order to evoke the interest of the young students, use of songs, riddles, rhymed poems might be more effective in some cases when compared with the current materials.

Furthermore, poetry as a medium in language teaching likely appeals to the students at elementary level as a discovery of expressing feelings in various language structures and words. For, it “is not just a complicated way of presenting a simple message” (Mc Conochie and Sage 1985:5) but it is better to define it as a reflection of the language at its best with selective words and syntax.

Treatments of themes and structures in poetry as a way of improving language skills might imply the plausible necessity for the use of poems in ELT classes because it generally reflects the elements of life itself. Yet, the poets mostly care about the selection of words and sentence structures to express some original feelings of their own. Similarly, the use of poems in language teaching might create a challenge to use and comprehend the target language as an exploration of the items to acquire language learning awareness. Such an exploration in language learning process might help to construct generalized and organized communicative context. Moreover, poems are initially “more intimately bound to form and structure than standard prose”. Thus they are “ideally suited to helping students develop language awareness” (Carroll 1992: 54). Many types of sentence structures might appear in poetry as a way to realize various ways of restructuring a sentence.

As long as the teacher intelligently knows the ways of steering students' interest, well selected poems might become a demanded means of teaching or at least enhancing some certain skills such as speaking in the target language. Some language teaching authorities emphasize that reading poetry makes the learner experience the power of language outside ‘the strait – jacket’ of standardized written sentence structure and lexis (Collie and Slater 1987:226). Since one of the most crucial aims of language teaching is to make the students communicate in the target language, reading poems might be considered to be appropriate in order to display how to communicate in an actual and dynamic way. Moreover, it might help to increase the synergy between language learner and the nature of the language.

However, when the speaking sessions in some course books are analyzed (see table 1) it might be concluded that poetry is mostly given very little space. Yet, attempts of some authorities start to reconstruct materials in a way to include poetry in recent times. Lazar defines the poem as a medium to elicit a powerful emotional response from language learners (1988: 32). It quite possibly provides the learners with more effective and economic selection of words, creating a desire to search for the meaning and participate in the activities. Furthermore, the students probably prefer it to long passage study that takes a longer time and requires more effort. As he concludes, poetry both reflects universal themes in a short and rhythmic way appealing to the emotional world of the students and creates a participatory

atmosphere to help them get rid of anxiety and speak in a comfortable way (1988: 33).

For this study, poetry is taken to be analyzed as a source of materials to improve communicative abilities and range of vocabulary of the students. In parallel with this aim, a pilot study has been followed at İnönü Elementary School in Antakya / Hatay for eight weeks.

1.1. Statement of the Problem

Although there are many methods such as Direct Method, Suggestopedia, Grammar Translation and so on in the field of language teaching, many new methods are still being introduced such as Grammar Consciousness Raising because the new tendency is frequently towards focusing on alternative ways to teach how to communicate through the target language. This is not only related with the method or the teacher because what “all that teachers can do is to provide a secure and supportive learning environment in which students’ learning potential is developed and maximized” (Yijie 2000: 38). Thus, it is important to use multifunctional resources for efficient learning. For, in most cases the learners consider the process as a school subject not as a means of communication. Hence, they in general learn the language because of compulsory school curricula rather than practical purposes.

Especially at lower level, the students need to realize the practical use of the language in order to accept it as an essential part of their life. Generally, in spite of “their very limited proficiency in the language, students need the challenge and stimulation of addressing themes and topics which have adult appeal and which encourage them to draw on their personal opinions and experiences” (Lazar 1993:116). So as to stimulate their motivation and active participation, materials should give opportunities to express their feelings or ideas in a supportive context. Literary texts might be regarded as appropriate sources. Moreover, children’s literature, specifically poetry for this study, might help the students to gain a new perspective on the target language in favour of using it practically and fluently. At this point, it is better to define what is meant with children’s literature. It refers to literary texts written to be read and enjoyed by the children and not about the

children. This distinction is as important as the appropriate activity and methodology itself. Poetry might be favoured for it is “an excellent resource for stimulating speaking activities in which learners interact closely and repeatedly both with the text and with other learners about the text in the process of completing tasks” (Weston 1988:31). Thus, poetry study should be organized in a manner to help the learners involve into the process more actively.

In this study, poetry, initially written for children, is treated as an alternative source of speaking activity. The first motive to deal with such a subject is the result of a search about the speaking activities in the current course books used in three elementary schools of Ministry of National Education in Antakya. These books introduce some various speaking activities, though they have some similarities and mostly based on dialogues.

Table1 indicates the course books used in three Elementary Schools of Ministry of National Education in Antakya and the type of the speaking activities. Also three examples are given below. After each example an alternative poem study is also introduced in parallel with the structures to be taught or emphasized.

Table 1. The Course Books Used in Three Elementary Schools of Ministry of National Education in Antakya and the Type of the Speaking Activities

Course Book	Speaking Activity Type
Quick Step in English (Genç, Oruç, Şeremet:2004)	Listen and Repeat Look at the picture and say Read the dialogue
A Modern English Course for Turks (Akdikmen: 2003)	Listen and Repeat Read and Practise Read the dialogue
Spotlight on English (Dede, Emre: 2004)	Listen and Repeat Ask and answer Read the dialogue

Three different speaking sessions of different course books are given below as samples to the general speaking sessions in the current curricula. The first example is taken out from Quick Step in English (Genç, Oruç, Şeremet : 2004). The instruction is to listen and read.

1. *Sarah and Susan are at home. Susan is reading a postcard.*

Sarah: What are you reading, mum?

Susan: A postcard.

Sarah: Oh! Who is it from?

Susan: It's from your father.

Sarah: Really? Is he coming?

Susan: No, not yet.

Sarah: What a pity! Is he having a good time?

Susan: Yes, he is. He is having a wonderful time.

Sarah: What is he doing?

Susan: He is in İzmir. He's visiting museums and he's learning Turkish.

Sarah: Oh, mum! Can I read it?

Susan: OK, Here you are.

(2004:70)

Such a dialogue study is one of those mostly applied in the current curricula as a way of making the students participate into the lesson actively and use the language practically. A poem by Silberg and Schiller (2002) might be introduced as alternative to such a study in the course book.

SPRING IS COMING

Spring is coming, spring is coming!

How do you think I know?

I see flower blooming,

I know it must be so.

Spring is coming, spring is coming!

How do you think I know?

I see blossom on the tree,

I know it must be so.

(2002:381)

The students might feel that they have experienced a challenge since they realize that they are able to read and understand a poem in the target language. This poem might be used as a source of discussion activity and it might also improve the range of vocabulary.

2. The second dialogue is from Spotlight on English (Dede, Emre: 2004). The instruction is to ask and answer.

Ray can't see well. He goes to an eye doctor.

Doctor: Now, Ray look at the chart. Can you see the first letter?

Ray: Yes, I can. It's B.

Doctor: That's right. What are the letters in the third line?

Ray: G, V, and Y.

Doctor: And what's the fourth letter in the fourth line?

Ray: Isn't it B?

Doctor: Yes, it is. Now, look at the sixth line. Can you read the first letter?

Ray: Is it Z?...or is it S?

Doctor: How about the first letter in the last line?

Ray: I can't read the letters in that line.

(2004:78)

The sentences in the dialogue are probably organized in a way that emphasizes the ordinal numbers rather than the meaning. The teacher reads the poem first and then the students read the dialogue. The following poem by Silberg and Schiller (2002) might be used as an alternative to emphasize ordinal numbers. It includes the ordinal numbers and may be a source of speaking activity in the classroom.

FIVE LITTLE SNOWMEN

*Five little snowmen happy and gray,
The first one said, "What a nice day!"
The second one said, "We'll cry no tears."
The third one said, "We'll stay for years."
The fourth one said, "But what happens in May?"
The fifth one said, "Look, we're melting away!"*

(2002:128)

One possible activity based on this poem might be designed in a role play session, in which the students act like the snowmen and find a nickname. Then they might be directed activity and explain how the snowmen possibly feel.

3. The last example is taken out from A Modern English Course for Turks (Akdikmen: 2003).

-Hello. This is your school TV. I'm Peter.

-Hello, I'm Rosie. Today is Wednesday. There's a small market place in our village. There's a car museum here. There's a nice park there.

-Is there a cinema in your village?

-No, there isn't.

-Is there a library?

-Yes, there's a small but nice library.

(2003:34)

The aim of this study is mainly to emphasize the use of there is/ are. The students are asked to read the dialogue in pairs and find out the unknown words. Then each pair represents the roles in the dialogue. The following anonymous, ancient Indian poem taken from Voices in Literature by McCloskey and Stack (1996) might be used alternatively. It seemingly includes unknown words for the students at lower level. However, it might be a stimulus for effective vocabulary teaching, as well.

ALTHOUGH I CONQUER ALL THE EARTH

*Although I conquer all the earth
Yet for me there is only one city
In that city there is for me only one house;
And in that house, one room only;
And in that room, a bed.
And one woman sleeps there
The shining joy and jewel of all my kingdom
(1996: 113)*

During warm up session, the students might be guided to discuss about the identity of this woman and compare their comments. They might be asked to associate the woman with someone they love such as their mother, sister, or best friend and describe this person.

1.1.1. Problem Sentence

To what extent is it possible to use poetry as a source of speaking activities at elementary level when compared with current course book speaking activities? Does poetry promote the students with a quintessential language context in the light of learner centered approach? In what ways might it contribute to the improvement of the range of vocabulary used in speaking?

2. PURPOSE AND IMPORTANCE OF THE STUDY

As is exemplified in the previous chapter, literature is generally given little scope in the design of materials at elementary level in the schools of Ministry of National Education in Turkey. Yet, from the 1970s onwards, there has been a tendency to include literary texts in language teaching for practical purposes. In most cases literature is regarded as an effective source for it “by its nature so various, confronts the students with the opportunity of dealing with an endless stream of fresh and unpredictable experiences” (Moody 1971:13). In ELT classes, as well, it might be used for numerous activities. Hence, as a multifunctional resource of language teaching, it might help to create well organized lessons to improve the language skills of the learners at the same time.

Poetry as a source of language teaching is better to be applied in language classes to improve speaking abilities for the language of poetry is generally defined as “a kind of language that says more, and says it more intensely than does ordinary language” (Perrine and Arp 1991: 3). Therefore, it is possible to explain the relation between poetry and speaking in a way that makes the students realize the flexible use of the language. Moreover, it is frequently considered to be “as universal as language and almost as ancient”. Besides its importance as an effective way of reflecting feelings and thoughts, it might also be regarded “as something central to each man’s existence, something having unique value to the fully realized life” (Perrine and Arp 1991:3).

Thus, it might be realized that poetry has been associated with life in many aspects from the beginning of human history. Then, it might be defined as the reflection of life including humanistic aspects. It might also be claimed that poetry is composed of language in its most selective words and flexible structures as it is in daily talks. Even though the actual thoughts and feelings that the poet experiences when writing a poem are hardly captured by the reader, exploring the structure and content likely helps to attain a mode of poetical construction (Freeman 2005:14). From the students’ perspective, such discovery at elementary level in language might result in the improvement of language learning awareness at the same time.

However, there are some important factors that generally make the teachers quite likely hesitate about the use of poetry. There might be two generalized approaches the first of which “always looks for a lesson or a bit of moral instruction” and the other one “expects to find poetry always beautiful” (Perrine and Arp 1991:6). Yet, poetry as a medium in language teaching might appeal to the senses of the reader besides structuring the concept of beauty and teaching a moral lesson. Moreover, “a dreary manner of presentation” and “selection of texts” might be regarded as crucial as the general approach to search for a moral lesson or beauty in poetry (Carter and Long 1991:23).

It is possible to briefly state that the function of poetry is generally disregarded in the course books designed for children at elementary level. Yet, it might offer the learners opportunities to study memorable word selection and realize a more positive perspective on the target language in a quintessential language learning context.

2.1. The General Purpose of the Study

The main purpose of this study is to analyze the differences between poetry classroom activities organized on the base of poetry and the ones based on the course books. For this aim, a pilot study has been conducted in an Elementary School of Ministry of National Education in Antakya. The general findings and lexical resource results of two groups are analyzed and compared by means of one tailed T – Test.

2.2. The Sub –purposes of the Study

In addition to general purposes, this study also aims at reflecting; the significance of poetry in speaking sessions of the course books for elementary level. In addition, advantages of poetry in language teaching and poetry based speaking activities are introduced in the study. Moreover, general speaking sessions in the current course books are also analyzed before the application of the pilot study.

2.3. Method

This thesis is twofold: one is based on theoretical aspects of learner centered approach and poetry in ELT, the other is based on application of an experimental study. In accordance with this aim, firstly background to the use of literature and poetry has been presented before the facilitating factors of learner centered approach in the next step. After examining the significance of poetry in relation with learner centered approach, three examples about the speaking sessions of three different course books are given. Also, alternative poems are presented. The study is followed in an elementary school of Ministry of National Education in Antakya and it is described with the findings. In this study, true – experimental design has been used. Some references to the ideas and theories of some authorities such as Moody (1971), Collie and Slater (1997), Brumfit and Carter (1986), Maley and Duff (1989), Bassnett and Grundy (1993), Lazar (1993), McKay (2000) are cited for the support of the claim.

2.4. Conceptual Scheme

This study has been carried out both theoretically and practically to search for the use of poetry in ELT classes in the framework of learner centered approach. In parallel with this aim, the subject of the study is that poetry based learner centered speaking activities might prove to be effective especially for the learners at elementary level in spite of the fact that there are seemingly some obstacles. Nevertheless, the general texts mostly focus on the teaching of introducing someone, asking for an invitation, doing shopping or looking at the photographs etc. The new tendency in language teaching in general requires more communication and fluency rather than grammatical efficiency or accuracy. Likewise, the educational goal in recent times is to enable the learner to express their own ideas to others (McKay 2000:10). In order to achieve such an aim, carefully selected poems might be multifunctional in terms of offering numerous sources of activities to improve the speaking ability of the students.

As one of the favoured language teaching materials, literature might be defined as “an excellent resource for stimulating speaking activities in which learners interact closely and repeatedly both with the text and with other learners about the text in the process of completing tasks”. These tasks are considered to be “collaborative and communicative” and are thought to “help learners to understand texts creatively and to develop their interpretative abilities” (Weston 1998:31). Thus, poetry as one of the available literary texts to be utilized in language teaching might be regarded as a proper medium in language classes to improve speaking skills of the learners.

In this thesis, poetry has been selected to serve as a source of material in improving communicative competence of the learners. The study does not aim at deepening the analyze of poetry as a literary form but to utilize it as a source of teaching material for a specific purpose, evaluating vocabulary in speaking and overall communicative competence by means of the criteria of IELTS (designed by Cambridge University). To fulfill the theoretical base of the study, the studies of language teaching authorities, such as Moody (1971), Brumfit and Carter (1986), Lazar (1993), McKay (2000), have been examined. For the practical point of view, some activity based on the books of some authorities ranging from Collie and Slater (1987), Maley and Duff (1989), Bassnett and Grundy (1993) to McCloskey and Stack (1996) etc. have also been examined.

2.5. Outline of This Study

This thesis is composed of six chapters. Chapter one is the introduction to the study as a whole. It deals with the background, points to the use of literature, particularly poetry, in language classes and gives the organization of the thesis. Chapter two is designed to indicate the purpose and importance of the study. Chapter three is mainly about teacher centered and learner centered approaches. Characteristics of these two approaches are compared and contrasted on the basis of using poetry in language teaching. Furthermore, factors facilitating learner – centered approach together with the use of poetry in language teaching from this perspective are introduced in this chapter. Chapter four includes the function of poetry in

language teaching. Background to the use of literature and particularly poetry in language teaching and changes of attitudes about the role of poetry in ELT classes are emphasized. Chapter five deals with the methodology and findings as well as the results of the research questions and gives data analysis. Chapter six includes the conclusion and suggestions.

2.6. Hypothesis

The study aims at reflecting the use of poetry as a source of communicative activities in the light of learner centered approach as an alternative to the current activities based on course book texts usually applied in teacher centered approach.

The study has been carried out with some assumptions. The source books and articles are considered to have been written by the authorities who have knowledge and observations in the field. The students have not been forced to participate in the activities in parallel with the requirements of the research methodology applied during the study. It is also assumed that the students have been volunteers in fulfilling the requirements of the study. The course books used for data collection are supposed to be satisfactory to indicate the use of poetry in the current curricula of the schools of Ministry of National Education.

The use of poetry in ELT classes quite likely offers multifunctional source of numerous activities. It might also help the students to realize a reflection of the target language in an elaborated way by the poet. Moody defines poetry as “the language which has been chosen and organized with great care and skill: in some ways it represents language at its most perfect, most meaningful” (1971: 29). However, unless the language of the poem and its subject matter include some parallel aspects, the learner might rarely “find himself dealing with notable and memorable instances of the language” as Moody puts it (1971: 29). In order to create a communicative atmosphere in the classroom, poetry might be a well designed medium to maintain momentum and improve the flow of vocabulary in a memorable way.

This thesis states that poetry based learner centered activities might not only help, in general term, to enhance communicative competence of the learners including fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation, but also particularly provide them with a wider range of vocabulary and precision to express meanings and attitudes rather than those based on merely textbooks in the current curricula.

2.7. Limitations of the Study

There are some limitations of the study conducted to give answers to the research questions. Firstly, the study has been conducted with fifty eight students. The facts have been obtained in the experimental and the control groups. Secondly, the study has not aimed to differentiate between the genders of the students. Therefore, the possibility that females or males might perform in different ways under different circumstances is underestimated. Thirdly, though learner centered activities have been applied, there may be some various reactions according to the personal differences and intelligences. Lastly, the study is limited with the organization of the speaking activities. It is aimed at analyzing the range of vocabulary together with speaking skills of the students.

2.8. Data Collection

During the process of the study, the critical books, journals and articles related with the title and English course books used in three elementary schools of Ministry of National Education in Antakya have been used as primary sources. Books, journals, articles about the use of literature and literary texts in general and methods mentioned in the thesis have been used as secondary importance.

2.9. Operational Definitions

Alternative Source: In the study a poem is not used as the main source of teaching English but as an alternative authentic material for enhancing speaking activities.

Approach: An approach describes how language is used and how its constituent parts interlock – in other words it offers a model of language competence. (Harmer 2001)

Language Awareness: The improvement of the realization and sensitivity to the forms and functions of language (Carter 2003:64).

Lingua Franca: A language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second language. (Harmer 2001)

Paradigm: A model of something or a very clear and typical example of something. (Cambridge Advanced Learner's Dictionary 2003)

Quintessential Language Context: A learning environment where the students may be satisfied in terms of fulfilling their needs to improve their skills and language awareness for their special aim.

Traditional approach: Traditional approach is meant to refer to the method based on the course book that allows the teachers' talk more than that of the students.

3. TEACHER and LEARNER CENTERED APPROACHES

3.1. General Characteristics of Teacher – Centered and Learner Centered Approaches

Teaching methodology has emerged in every century in different parts of the world. Among the changing approaches or methods, there have been some peculiar elements that have remained untouched. The new method does not ignore the former ones altogether. It develops some aspects that are in favour of its requisites, as well.

Especially from the 1980s onwards, there has been a general tendency to reduce the domination of teacher centered methods in language teaching. Instead, learner centered approaches that might utilize from several methods have been favoured. In parallel with this changing attitude, alternative methods such as “Grammatical Consciousness – Raising” have been put in the focus of the language teachers and authorities (Doman 2005). Yet, such approaches do not neglect all the elements of the previous ones that might be called traditional approaches.

One of the most significant contributions of learner centered approach is to put the learners in the central of the process more than the teacher. It is generally considered that the major defect of the traditional method is the overemphasis on the language as mass of strictly applied grammar rules (Stern 1983:455). It is better to define what is meant by traditional methods. It is of great importance to emphasize that traditional methods are meant to refer to the methods based on the course books that mostly allow the teachers’ talk more than that of the students. In such methods, the students generally read a passage while the teacher introduces the new vocabulary and translates the sentences one by one giving the necessary grammar knowledge about the patterns in the text (Doman 2005:24). Therefore, it is possible to state that such methods are mainly based on teacher’s presentation dominantly rather than active participation of the students. Yet, in accordance with the learner centered approach the learners are considered “as being able to assume a more active and participatory role than is usual in traditional approaches” (Tudor 1993:22). Thus, it is quite likely possible that students might develop self confidence to use the target language practically, as well.

Another important challenge of learner centered approach is to focus on the communicative activities rather than strictly emphasizing the grammar based activities. Moreover, in most cases, the teacher puts more emphasis on tasks built in parallel with a more concentrated and original language context (Doman 2005:25). For, in most teacher centered approaches, the main goal is generally to teach the grammatical rules and make the students use them accurately. However, with the recent approaches the teacher might also “focus on tasks built around grammar points to encourage a more concentrated communicative situation” (Doman 2005:25). So as to create a quintessential language learning context, it is better to favour learner centered approach since the learners need to use the target language dynamically and practically. They might feel safer to use it as long as they are given opportunities to express their ideas and feelings.

The other essential attitude in learner centered approach is the changing roles of the teacher. As listed by Tudor (1993) the teacher has mainly three main roles in learner centered approach “knower, activity organizer, and learning counsellor”. The teacher as a “knower” decides on what and how to teach the determined structure effectively. As an “activity organizer”, the teacher sets up language learning activities, encourages students to participate and provides authoritative feedback on the students’ performance. The other role of the teacher as the “learning counsellor” includes the tasks to motivate the learners, understand their needs, select methodology, transfer responsibility, and involve them actively in the process (1993: 24-29). Furthermore, the teacher has also responsibility to renew the method, and reconstruct materials. The more communicative objectives have appeared, the more the teachers need to search for alternative source of materials grows to meet this demand. Thus, the teacher more likely achieves the determined aim so long as the requirements of these roles are mostly fulfilled.

The assessment also differs in teacher and learner centered approaches. Most teacher centered approaches evaluate the lesson in accordance with the efficiency of the teacher rather than to what extent the students participate. Yet, “it is the students’ need which should drive the syllabus, not some imposed list; it is the students’ learning experiences and their responses to them which should be at the heart of a language course” as Harmer puts it (2001:6). Moreover, the assessment of the lesson

is also related with the followed curricula. While teacher centered approaches in general base on the requisites of the general aspects and aims of the teacher, in learner centered approach “the measure of a good lesson is the student activity taking place, not the performance of the teacher” (Harmer 2001: 6).

On the other hand, it might be stated that in some cases, teacher centered approaches possibly foster detailed comprehension but students likely do not make the text their own (Collie and Slater 1987:8). As long as the students regard the study worth to participate in and not as a time consuming one, they might be satisfied from being in the center of the lesson. For, mostly “the classroom is often the only place where EFL students can be ‘equipped’ with comprehensive language skills” (Yijie 2000: 38). Thus, learner centered approaches might contribute to create an appropriate classroom context to make the students acquire the necessary skills in the target language.

3.2. Factors Facilitating Learner –Centered Approach

For many years now, teacher centered approach has been generally favoured in ELT classes. It both enables the teacher to present his / her knowledge in a personal manner and saves time for the students since the only thing they need to do in this approach is to listen to whatever the teacher is saying and try to understand it. This probably creates an ordinary atmosphere in the classroom and then the learning becomes a formal duty to be fulfilled so the students are just the recipients who try to comprehend the knowledge and rarely have opportunities to connect it with the real life situations. However, instead of the passive students, the learner centered approach requires active participants even at elementary level in the lesson because “the current methodology of teaching a foreign language to children emphasizes teaching speaking, and establishes speech communication as the primary goal of language programmes for young children” (Dlugosz 2000:284). Therefore, it might be stated that learner centered approaches might be favoured to be effective in acquiring communicative skills in the foreign language studies.

There are some significant factors that facilitate the application of learner centered approach in the language teaching classes. These factors are listed as “learner, task and text factors” by Nunan (1988:68-73). In order to be successful in the process, these factors are better to be taken into account as a way to create a quintessential language learning context, as well. In such a context, the students quite likely feel that their needs are considered and they are dealing with language as an integrated part of their life rather than a compulsory school subject. The following Table 2 displays some main factors that facilitate the application of learner centered approach in ELT classes in accordance with the suppositions of Nunan (1988).

Table 2. Factors Facilitating Learner – Centered Approach and the Related Terms

Factors Facilitating Learner Centered Approach	Related Terms
Learner Factors	Stimulation Language Background Language Skills
Task Factors	Time and Task The Amount of Assistance
Text Factors	Form of the Text Parallesim with the Limited Time

From the perspective of the learners, motivation and the extent of the stimulating aspects play an important role in order to make the lesson worth to participate in. Therefore, the first question to be answered is to what extent the organized lesson is relevant to the expectations of the students. Unless the students are motivated enough, they rarely take part in the activities voluntarily. Literary texts might be considered as effective sources of materials in order to offer motivating context for language acquisition (Brumfit and Carter 1986, Ghosn 2002).

Nevertheless, the organized studies need to be familiar with the former learning experience of the learners. They, at least, might find something related with their present knowledge about the language in order not to lose the confidence on their knowledge. If the students realize a connection between their current knowledge and the studied one, they possibly develop their language learning awareness effectively and functionally because they have opportunities to use their previous knowledge.

The learners generally aim at developing language skills during the process, consciously or unconsciously. Thus, the general tasks should aim at moving the learners one step further in any level in terms of language skills. In order to create a quintessential language context, learner centered activities might be utilized to develop the language skills of the learners. Moreover, it is also possible to make use of alternative sources of materials for such activities. Since poetry “is usually composed with close reference to the spoken forms of the language, it can be very helpful in the development of effective speech” (Moody 1971: 29). Hence, it might be regarded as a functional source of material to improve language skills, especially speaking, in language teaching.

Task factors also affect the efficiency of the lesson. One of the most important issues to be taken into account is the parallelism between the time and the organized task. In some cases, limited course hours do not give any scope for the development of activities. However, the teacher might be able to arrange the activity in the light of the given time and balance the task with the time. Even in limited time, the students need to express their ideas. Moreover, the efficiency of the study is generally more important than the time it takes.

In addition, the teacher should decide to what extent the guidance is needed in the study. It is important to realize that in the beginning of the study, the learners require more assistance of the teacher. Also, the students probably make use of the course book and the other available materials during the process. This tendency might also improve their self study in further steps.

There are significant factors related to the text, as well. The form of the text is of great importance because of the density of the curricula and the limited time. Poetry might be regarded as an outstanding authentic material thanks to its length.

Yet, the poems should be selected in the light of the language level, age and interest of the students because some poems, even if they are short, might include too complex structures or deep meaning for young learners to comprehend and as a result possibly cause discouragement. Hence, the text should be selected carefully and applied in a way that probably gives opportunity to integrate the students actively into the lesson in the limited course hour.

During the process of language teaching and learning, it is essential to realize that the teacher has the most important role in learner centered approach although the lesson should be student – centered. The teacher should wisely know how to organize the lesson to make the students participate actively. He or she should be as patient and talented as a chess player. Moreover, the teacher should know where to stand aside and listen to the experiences of the students, enabling them to feel that they are as free as they want. The balance is important to create a quintessential language learning context where the learners realize what it means to know language and the original ways to use it.

4. POETRY IN ELT CLASSES

4.1. Poetry in Language Teaching

4.1.1. Background to the Use of Poetry in ELT

Poetry has been considered to be one of the most functional literary forms that offer content to influence people in all the times. It has appeared since the early times of the history of man. As an oral tradition, it has served as a means of telling stories or tales in a memorable way so that the listeners could keep it in mind and transfer it to others. During recent times, it has been defined as an essential human ability (Short 1996:125). Even in daily speeches, poetry or poetic expressions are generally used to attract people and create a long term memorization. Thus, it might be briefly stated that “poetry has been accorded a place of honour in every culture which has a literature to boast of” (Moody 1971:27). Likewise, poetry and language might be regarded as the soul and the flesh that are never separable from one another.

Nevertheless, poetry has been generally neglected in foreign language teaching despite “its peculiar power to stimulate” (Maley and Duff 1989:10). There are some important factors that lead to the ignorance of poetry in ELT classes. One of the perennial reasons is the general tendency to regard it as a part of literary analysis. In most cases, such analysis includes “scansion, counting the number of feet in a line, deciphering rhyme schemes and type of the rhythm and learning terms such as iambic, assonance, alliteration or onomatopoeia” (Nilsen 2004:31). However, these studies are quite likely suitable for a literature class rather than language teaching class and it mostly “imposes the technical and linguistic expressions” (Finch 2003:45).

Another significant reason to exclude poetry from language teaching classes in general is the prejudice about the deviant syntax and selection of words. For, as a general tendency, poetry is thought to include some unusual forms of language, incomplete sentences, or extraordinary word structures. Such an organization of the language might be considered to be appropriate for the native speakers only but not for the FL learners. Yet, these deviant uses of the language might uplift the

stimulation as the learners realize variations in the language. Poetry is more likely “the most condensed and concentrated form of literature, saying most in the fewest number of words” (Perrine and Arp 1991:9). Thus, it becomes one of the available means for the students to realize the language syntax in an actual way dynamically and realize how to communicate a message effectively with appropriate use of words.

Limited course hours are also among the reasons why poetry has been given little scope in language teaching process. Besides, poetry is generally thought to be “useless” in such a practical world which depends a great deal on commerce, science or on technology rather than poetical expressions (Moody 1971:27). Similarly, in most ELT classes the main aim of the process is to make the students pass an exam or study it as a compulsory school subject. Therefore, it is considered to be unnecessary or time spending study in such a dense curriculum within the limited course hours. In addition, the students in general do not have any poetry assessment in any part of the exams, which makes the use of poetry as an extra activity during the process. On the other hand, language teaching is not a matter of short term to be evaluated with tests but it is an issue to be utilized in a lifetime. Hence, poetry study might enlighten the process with more memorable utterance of the language, utilizing the limited class hours most effectively.

Besides the class hours, source books in most cases do not include poetry, which might be regarded as another essential factor that makes the poetry study away from ELT classes. Most course books are organized to display the grammatical structures, dialogue studies, writing sessions etc. but they generally do not make use of poetry in these parts of the books. Therefore, in general, poetry study is thought to be “an alternative extra rather than an integrated part of the language curricula” (Maley and Duff 1989:7).

There are other explanations about the ignorance of poetry for such a long time in ELT classes despite its effectiveness. There are two general attitudes about the place of poetry in language teaching process. The first one is the tendency that regards poetry as a “rare flower – an orchid – to be admired but not touched” and the other one is the thought that it is a “thorn in flesh, that is to say a bothersome text in odd language, involving a ritual of tedious questions which only slow up the

learning” (Maley and Duff 1987:7). In parallel with this statement, it might be stated that poetry is generally ignored even though its effectiveness is apparent.

4.1.2. Changing Attitudes about Poetry

Although poetry has been neglected or regarded as an alternative activity in ELT classes, especially from the 1970s onwards, there has been an increase in the use of poetry supported by some authorities such as Maley and Duff (1989), Collie and Slater (1986), Bassnett and Grundy (1993). This resurgence of interest in favour of poetry study in language teaching has also resulted from the recent communicative approaches and general tendency towards including original products of the language as sources of materials. As it is defined by Maley and Duff, poetry is “a living/vital organism which produces lively offspring in the form of other language activities” (1989:7). Thus, it is quite likely a rich resource for the input to language learning process in a dynamic way, as well. Also, with the increasing need to lessen teacher centeredness in language teaching and learning environment, the use of poetry might prove to be one of the effective ways to make the learners play a more active role. For, it contributes to the development of the “whole person” as well as “learner of language” (Tomlinson 1986:34).

From the learners’ perspective, poetry study might seemingly appear to be too academic because of the deviant syntax and word structures. However, this selective deviant uses of the language and words possibly plays an important role in the improvement of the language learning awareness in a way that they realize how to use the language in various contexts. Therefore, the earlier the students study poetry, the easier they might develop their language learning awareness in a dynamic way.

Moreover, poetry study might give a scope for each learner to make comments during the lesson. For, in such a study, “within limits each learner’s personal interpretation has validity” (Maley and Duff 1989:10). The students might find opportunities to express their feelings and ideas in the light of the topic of the poem. Such an expression might help to develop self confidence to use the target language for practical purposes, as well.

Because of its tolerance of using the language without strictly bounded to the grammar rules, poems quite likely make the learners realize how other people use the language. Such a realization might result in active and confident participation. Perrine and Arp briefly describes the main aim of using poetry in ELT classes as “not to tell us *about* experience but to allow us imaginatively to participate in it” (1991:6).

Nevertheless, the students generally participate in the lessons as long as they find something relevant to their lives. For, even at elementary level, the learners need to be acquainted with various products of the target language. Such a study might award them with the feeling of being a grown up person, as well.

Teachers, on the other hand, are mostly in favour of using course books as ready made materials because they do not require extra time and effort to prepare. Besides, they are easier to apply since the activities are already organized and listed. However, in order to steer the motivation and participation of the students, the teacher needs to be creative not only in terms of methods but also in organizing multifunctional activities. Thus, one of the teacher’s essential roles is to design the lesson with great care like a painter who is on the verge of creating a masterpiece.

In addition, the teacher is the one to create a quintessential language learning context although the students are put in the center of the lesson. Therefore, it might be stated that “teacher’s job, prior to the reading of any poem, is to create a kind mental landscape that will ease the students into the poem, and give them enough anticipatory pleasure to afford a natural glide into context” (Hess 2003:21). For, unless the teacher convinces the students that they are studying something actual and beneficial in practical world, the results of the study probably do not become satisfactory for the teacher.

So as to achieve a determined aim, it is important for the teacher to develop a skill of selecting texts of which language is suitable to the learners’ capacity (Moody 1971:16). Moreover, no matter how hard the surface structure might seem to the learners, the teacher like the coach of a team creatively arranges strategies to apply appropriate activities proper to the language level of the students. Furthermore, the teacher might also guide the students to consider the language as a part of a living object rather than a mechanical tool just in the course books in form of separate sentences under the titles of the topic.

In order to steer the motivation of the students, the teacher should take the age, psychology, language background and level of the students into account in selection. Moody lists four distinct stages excluding the years of infancy “the autistic stage (to 8 or 9 years of age), the romantic stage (about 10-12 years of age), the realistic stage (about 13-16 years of age), and the generalizing stage (from 16 onwards)” (1971: 17-8). In the first stage, their imagination delights in many kinds of fantasy, though not initiated into the world of reality. In the second one, although the grasp of reality has started to appear, they see the world in highly simplified categories. At this stage, poetry more likely helps to improve their realization and imagination. They are enthusiastically interested in what happens around them in the third stage. In the last one, the students are able to make abstract comments, generalizations and search for underlying causes of phenomena (Moody 1971:17-8).

Moreover, it is essential for the teacher to take the psychology of the learners into account, as well because children are quite different in their psychological responses than adults. The entry into a poem under the appropriate guidance of the teacher is possible to trigger the need for active participation of the students in parallel with their language level, psychology and background. Once they read, understand, and interpret a poem, they start to learn the language with a larger human reality reflected through carefully selected structures and words. Accordingly, a poem is possibly to be used as a vehicle for thought and as an instrument for understanding of the structure of the language (Hess 2003:19). Thus, structure or theme of the poems might be used in separate language studies for various aims.

4.1.3. Advantages of Poetry

As one of the favoured mediums in language teaching, the use of poems quite likely creates a quintessential language learning context. Poetry might initially be defined as a literary text that reflects the feelings of human beings appealing to their five senses. Therefore, the use of poetry in ELT classes most likely helps the students to understand the target language within its nature to express these universal feelings and the flexible language syntax to display the determined theme. Hence, it might be a well medium of language teaching because it:

...is made of language just like anything else we read; and it conforms to the same principles, building up its 'message' with the help of individual words (and their various meanings) and syntax or grammar (with its various resources for extending, organizing, and qualifying meaning)

(Moody1971: 29)

Thus, it might contribute to the organization of the lesson in a more complete, expanded, carefully arranged and qualified context, increasing the momentum of the lesson at its peak, as well. As a supportive source for numerous multifunctional classroom activities, poems might be appropriate to organize "an integrated series of language activities" (Maley and Duff 1989:14). Thus, it might be stated that poetry study might be applicable in each step of the lesson for various aims. Such activities are possibly arranged in the light of the advantages of poetry to improve language skills of the learners. As long as the teacher combines the advantages of poetry with the proper activities, aiming at developing particular skills, the results of the lesson might be regarded to be satisfactory from the point of view of both the teacher and the learners.

Universality is one of the most significant advantages of poetry because poems generally reflect universal themes which are "common to all cultures, although the way they are treated naturally differs" (Maley and Duff 1989:8). The students have emotions; they are not machines to save the knowledge within seconds so they need to feel that they are in touch with an original expression of feelings. Even young learners need to realize such feelings as "fear, courage, hope, love, belonging, and the need to achieve" as Ghosn puts it. As he explains it is the natural result of the general identification of such feelings by the children in all parts of the world (2002:174). The expression of these feeling in this way likely improves reading skills of the learners, creating an inner need to realize how to express their emotions in the target language and read about the experiences of others.

Compactness of poetry is another advantage since it is defined as “a self – contained world” (Maley and Duff 1989:12). It means that poetry study quite likely offers a more concentrated language learning environment, which might be called as a quintessential context. Moreover, its compactness does not only include the theme but it covers the selection of vocabulary, as well. The poet acts selectively and carefully while linking words to each other. Thus, it might help the students to listen and understand the vocabulary and the context in a safer way. In this way, listening skill of the learners might be improved. Also, it might often offer a more complete context when compared with prose because the form of poetry usually does not let the poet deal with the subjects unrelated with the theme.

In addition, the word selection of most poets generally reflects the flexibility of the language. This is called “hands on” by Maley and Duff (1989: 9). The students have opportunities to observe how other people dare to play with words and structures in the target language. Therefore, it might be stated that “through interactive writing tasks they can also reach out for the limits of the possible themselves” (Maley and Duff 1989:9). Also, the students become participants in the process rather than spectators.

Rhythm is another essential advantage of poetry that might be utilized in language teaching process. Especially at elementary level, the students generally look for memorable structures or words as a discovery in the language instead of mechanical teaching such as listing the unknown words. Such an exploration might improve speaking skills since the students need to use the language for practical purposes to express their comments and feelings at the end of the poetry study. The discoveries of the language in this way might be regarded as an effective means to understand the flexibility of the target language in daily use for in most poems “there is very often a clear echo of the everyday spoken language” (Maley and Duff 1989:11). Therefore, the use of poetry in ELT classes might be guided with the rhythmic nature of the language to improve the speaking skills of the learners in a dynamic way. Even though not all poetry is based on rhythm, it might at least guide the learners to develop sensitiveness and use it while studying vocabulary. Table 3 displays the advantages of poetry in relation with the language skills.

Table 3. The Relation between Advantages of Poetry and Language Skills

<u>Unique Advantages of Poetry</u>	<u>Skills</u>
<p style="text-align: center;">Universality</p> <p>The topics such as death, love, children, sorrow, happiness etc. are familiar to the students.</p>	<p style="text-align: center;">Reading</p> <p>The universality of the topics and the shortness of the text might guide the students to more effective reading.</p> <p style="text-align: center;">Listening</p> <p>The students possibly feel comfortable enough to understand what they listen.</p> <p style="text-align: center;">Writing</p> <p>Once the students realize the flexibility of the target language they probably use it for more practical purposes.</p> <p style="text-align: center;">Speaking</p> <p>Poetry might be a way to improve speaking skills in an indirect way without hesitation to make mistakes.</p>
<p style="text-align: center;">Compactness</p> <p>Poetry is possible to create a certain context, easy to listen thanks to its limited context.</p>	
<p style="text-align: center;">Hands on</p> <p>Poetry appears as an available source for the students to play with the words in the target language.</p>	
<p style="text-align: center;">Rhythm</p> <p>The students might have chance to improve pronunciation and fluency after they experience the rhythm of poetry.</p>	

In this study, poetry is favoured to be organized in a way to create a communicative atmosphere in the language class, improving speaking skills and range of vocabulary of the students. It might be stated that poetry, especially at elementary level, might develop an overall appreciation of the target language to make the students feel that they are dealing with an original product of the language. Thus, the study probably provides “an opportunity to use the second or foreign language to compose and communicate in an original and imaginative way” (Preston

1982:489). In addition, the extended, organized and qualified meaning in poetry might be an effective source for speaking activities in the classroom. The perennial aim of such an integration of poetry in language teaching process is “to find a means of involving the learners in using their language skills in an active and creative way, and thus to contribute to the development of their communicative competence” rather than teaching the students how to appreciate poetry in the target language (Tomlinson 1986:33).

Poetry is more likely multifunctional source for “integrated series of language activities” (Maley and Duff 1989:14). Thus, it is possible to include poems into the language teaching process for various aims as reproductive materials. Such an activity also “enables the learner to experience the power of language outside the strait – jacket of more standard written sentence structure and lexis” (Collie and Slater 1986:226). This aspect is the thing that makes poetry different from other language teaching materials. It might be used in each sessions of the lesson. However, such activities should be organized with great care because the main focus of the lesson is to make the students acquire language skills thanks to the selective language structures and word choice in poems.

4.1.4. Poetry –Oriented Communicative Activities

With the increasing need for practical uses of the target language in most cases in recent years, there has been a general tendency to put the learners more than the teachers in the center of language learning. For this aim, extra materials to improve speaking ability of the students along with the course books in ELT classes are generally accepted to be effective. Moreover, rather than focusing merely on the activities in the course books, most teachers prefer integrating some alternative activities into the process. Poems might become one of the proper sources of these activities as long as the teacher acts selectively and creatively in the choice of poems. Additionally, it is significant to arrange activities to make the students realize the actual use of the language in a way that fosters active participation of most students (Campbell & Campbell & Dickonson 1999).

4.1.4.1. Warm – up Activities

During the warm - up session, the teacher aims to relate the subject with the aim of the students pointing to their experiences, interests or expectations. Poetry might be used as a proper material in advancing warm – up speaking activities. For this activity, short poems with rhymed and rhythmic structures should be introduced to the students. In order to steer the motivation of the students, the teacher should combine the poems with activities related with the development of the main subject of the poem.

There are many possible warm up activities to attract the interest of the students and motivate them for effective and memorable learning. One of these activities is called “immediate reactions” by Maley and Duff (1989:25). The main aim is to increase the interest of the students in parallel with the theme of the poem by showing pictures, dividing them into groups or asking them some questions.

In another activity the learners are given a questionnaire to determine their attitude towards the theme of the poem. “A pyramiding technique” which is designed in a way that each student fills individually and compares results with a partner is often useful with such kind of activity (Collie & Slater 1987: 221). Moreover, it might be regarded as a way for the students to express their own interpretations.

One of the other functional warm up activities aims at increasing the speaking skills of the learners with the help of the sounds in the poem. Thus, for this activity poems related with sound effects should be selected (Maley and Duff 1989:29). The teacher first should make a recording of a series of sound effects which correspond to the ones in the poem. The students are asked to listen and decide what is happening. They are divided into groups or pairs to compare their suppositions. After they listen to the poem, they are asked to talk about the rhyming words they are able to observe and they search for the words that are derived from sound like squash. In this way, the students might realize the flow of vocabulary to understand how the language is possibly organized with various word structures and syntax.

The students might also create a cluster map of words in accordance with the topic of the poem as an introductory part of a speaking lesson. The teacher brings an object to class in the light of the topic. Then a cluster map of words that describe this

object is designed. Such an activity is possible to be more effective with young learners than adults for it tends to be turned into a classroom game. (McClosky – Stack 1991:30).

4.1.4.2. Follow – up Activities

The main aim of follow – up activities in poetry study is to encourage a sort of productive exploration which feeds the confidence of the learners both to develop their own responses and to read and enjoy poetry in the target language on their own (Collie and Slater 1987:226). There are many ways of maintaining momentum in parallel with this purpose.

The first activity to be defined is called “Jigsaw Lines” by Bassnett and Grundy (1993:26). The students are asked to make stylistic judgments about alternative ordering of a set of words. The teacher writes each word of the poem on a separate small piece of paper. Each student or group chooses one paper. Then they circulate, exchanging their papers and trying to reconstruct the poem. Such kind of activity might also improve student – student and student – teacher interaction during the lesson.

“Building up from memory” is another activity appropriate for speaking classes on the base of poetry. Firstly, the class is divided into groups in parallel with the number of the stanzas, and then each group is guided to read the poem loudly and ask questions about the character or the event or the description in the poem. Meanwhile, the students are asked to call out any words or fragments of the poem they are able to remember. The teacher notes these words or fragments on the board. The students are called for a round-up session in which the whole class tries to build up the poem line-by-line orally. They combine their findings and compare them with the original one in the poem (Nilsen 2004: 33, Maley and Duff 1989: 43). This kind of activity quite likely steers up the motivation of the students and helps them to build a more self confident attitude. It might be also beneficial in terms of improving personal interpretation in a group study.

Another functional activity is called “chorally reading” by Collie and Slater (1987: 234). In this activity, the class is divided into four groups. Each group is given a stanza. They form chants and main stresses are marked in the group circle by the way they decide which word to stress while speaking. Then each chorus represents its part, with one member joining the group by drumming according the stressed words. Then all the groups present their stanzas in a concert. After the teacher reads the poem, the members reread it individually, giving a solo performance.

4.1.4.3. End – up Activities

Since end up activities are regarded as the assessment and evaluation of the studied structures or topics, poems possibly create an appropriate context to assess and evaluate the process indirectly. One of the possible activities is called “quick’s the word, and sharp’s the action” (Maley and Duff 1989:96). A poem including actions or objects that might be mimed or conveyed through hand or face movement is selected. While the teacher reads the poem, the students decide on a mimed action. Then the teacher reads the poem again and the students match the appropriate gestures to each line. When the reading part is completed, one of the students does the gestures and another student tries to utter the word.

“Ranking ladder” is another possible activity to assess the range of vocabulary (Lamie: 1997: 39, McCloskey and Stack 1996: 174). In this activity some words are blanked out of the poem. While the teacher reads the last word in each line, the students try to comment on the word in accordance with the rhyme. Then they are asked to list the words in a ranking ladder in pairs. They write the least important at the bottom and the most at the top. Each pair discusses their ladders, ask questions about it and give some reasons.

One of the effective ways of assessing speaking skills by means of poetry is to select a poem that gives chance to be rewritten into form of dialogue or originally includes dialogue. When such a poem is selected, the teacher asks the students to complete the thought bubbles in order to indicate the actual feelings or intentions of the speaker in the poem. Such an activity might also help them develop various responses to different contexts (Collie and Slater 1987:60). Rather than studying the

formalized dialogues in a course book, such an activity, in which they create their own dialogues simultaneously, might be effective since they are actively and creatively involved in the process.

5. METHODOLOGY

This chapter firstly reveals relevant research tools, their advantages and disadvantages, clarifying the reason why this study is directed towards a true – experimental research design. The pilot study is described before the introduction of the main study.

5.1. Quantitative and Qualitative Research Design

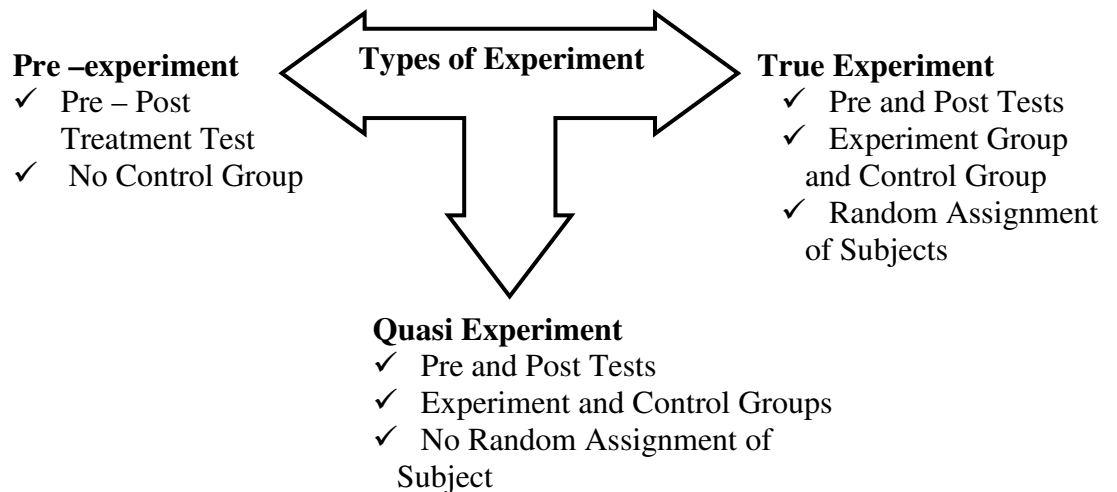
Qualitative data analysis leads to the explanation of discerning, examining, comparing and contrasting or interpreting meaningful theme patterns. Quantitative and qualitative analysis differ in terms of timing. Quantitative evaluation is more easily divided into stages of instrumental development, data collection, processing, and analysis. Nunan compares these two research designs as it is presented in the following table:

Advocates use of qualitative methods	Advocates use of quantitative methods
Concerned with the understanding human behaviour from the actor's own framework reference.	Seeks facts or causes of social phenomena without regard to the subjective states of individuals.
Naturalistic and uncontrolled observation	Obtrusive and controlled
Close to the data: "insider".	Removed from the data: the "outsider" perspective.
Grounded, discovery-oriented, explanatory, expansionist. Descriptive, and inductive.	Ungrounded, verification-oriented, confirmatory, reductionist, inferential, and hypothetical – deductive
Process –oriented Valid: "real", "rich", and "deep", data Ungeneralisable: single case studies Assumes a dynamic reality	Outcome-oriented Reliable: "hard" and replicable data Generalisable: multiple case studies Assumes a stable reality.

5.2. Types of Experiment

Quantitative method comprises mainly of three types of experiment. Nunan defines these groups as; pre –experimental, quasi experimental and true experimental types (1995:41). There are some deviations between these types. Figure 1 represents the differences between types of experiments based on the criteria defined by Nunan (1995:41).

Figure 1. Types of Experiments



In this study, true – experiment technique has been used. Accordingly, control and experiment groups’ studies have been conducted and pre and post tests have been administered. Sampling has not been designed at random. Pre–test has been supposed to refer to the participants’ current state of speaking ability and post–test to display the post–learning situation soon after the application of the study. In parallel with this aim, the gathered data has been compared using one tailed T- test so as to analyze the differences between control group and experiment group.

5.3. Pilot Study

Before the application of the poems in the main study, it is needed to have some important observations about the selected materials and methods. With the pilot study, it is aimed at finding out some relevant missing points in order to put light to the main study. Therefore, a pilot study is considered to be necessary for the applications in the main study.

5.3.1. Setting

The pilot study has been applied at sixth grade of İnönü Elementary School in February. This school has been selected because it is one of 60 schools of the Ministry of National Education that follow the pilot study of learner centered approach in English lessons since 2003.

5.3.2. Participants

In the process of the study, fifty eight students have participated. Their ages range from 11 to 13. It is not necessary to differentiate between the numbers of male and female students. For, the study does not aim at differentiating between the genders of the students as a variable.

Table 4. Participants in the Pilot Study

<u>Groups</u>	<u>The number of the students</u>
Experiment Group	29
Control Group	29
Total	58

5.3.3. Materials and Instruments

In this study, as materials, pre test and post test picture, worksheet and course book have been used. A poem by Tennyson is favoured for the process. The main reason for the selection of this poem is the subject itself. For, it is regarded as a stimulating topic to make the students speak and participate in the lesson more voluntarily. Moreover, the range of vocabulary is also taken into account at the end of the application.

THE EAGLE

He **clasps** the crag with crooked hands
Close to the sun in lonely lands
Ringed with the azure world, he **stands**.

The wrinkled sea beneath him **crawls**;
He **watches** from his mountain walls,
And like a thunderbolt he **falls**.

Alfred, Lord Tennyson

Lesson Plan for the Experimental Group

This plan is based on the poetry study suggested by Moody (1971:30-1-2-3)

Target Group: The students between 11 -13

Learning Medium: Classroom

Teaching Points: Verbs: clasp, stand, crawl, watch, and fall.

Materials: Poem worksheet, board

Preliminary assessment: Pre test

Practical decision: Analyzing of the poem and preparing the worksheet

Introduction: Brain Storming. Asking the students about the words they associate with eagle. (5 -7 minutes)

Presentation: Listening to the poem (10 minutes)

Discussion: Group discussion leading to exploring and pronouncing the new words

(8-10 minutes)

Reinforcement: Discussions in accordance with the thought bubbles in the worksheet. (8-10 minutes)

5.3.4. Procedure

a) Pre – Test

Participants have been given pre test. It is aimed to evaluate their speaking skill and specifically flow of vocabulary in speaking. The test has been applied by the examiner and two tutors.

b) While teaching

First of all, the worksheet has been given to the students. They are asked to fill in the thought bubbles to explain their ideas about the eagle and the words it recalls for them. Then, they are asked to listen to the teacher while reading it. The teacher reads the poem loudly and asks for the meaning of the bold typed words. They try to guess meaning with the help of the teacher. The students are divided into groups of four. Each group prepares a speech about the topics (freedom, flying, loneliness, in a remote place) in the light of the thought bubbles. Lastly, the students present their speeches on the board.

c) Post Test

Post test has been applied following the similar process as the pre test has required. The main aim is to obtain the results of the speaking assessment after they are thought to have acquired some fresh words.

Control group is given the same tests. The following lesson plan is applied with the control group.

Lesson Plan for Control Group

Target Group: The students between 11 -13

Learning Medium: Classroom

Teaching Points: Verbs: clasp, stand, crawl, watch, and fall.

Materials: course book, board

Preliminary assessment: Pre test

Practical decision: The dialogue in the course book is overviewed.

Introduction: Asking questions about their habits. (5-7 minutes)

Presentation: The teacher reads the dialogue aloud. Then the students are divided into pairs to read it. Then they act it on the board. The teacher gives the meaning of the unknown words, emphasizing the verbs.

(15 minutes)

Discussion: The students are asked to use the newly acquired words in their own dialogues. They are given time to develop their own dialogues and then act them on the board. (8-10 minutes)

Reinforcement: The students are asked to close their books. The teacher asks them to repeat the sentences in the dialogue. (5-7 minutes)

5.3.5. Procedure

a) Pre – Test

Participants have been given the same pre test as the one applied to the experimental group. The main target is to evaluate their speaking skill and specifically range of vocabulary in speaking. It has been applied by the examiner and two tutors.

b) While teaching

The following procedure has been applied with the control group in the pilot study. The teacher asks the students to open their course books (page 60). The teacher reads the following dialogue aloud and asks the students to put the sentences in the right order.

.....Mrs. Hunter: I want some green salad and steak.
...I...Waiter: Good evening, Mr. and Mrs. Hunter.
..... Mrs. Hunter: Yes, please. What about you Mike?
..... Waiter: Fine. Thanks, Mrs. Hunter. What can I get for you?
.....Mr. Hunter: I want some green salad but I don't want any steak.
I prefer fish and chips.
..... Mrs. Hunter: Good evening, John. How are you?
.....Waiter: Do you want any rice?
.....Mr. Hunter: Yes, I want some spaghetti and also we want some
rice pudding at the end of the meal.
.....Waiter: Mr. Hunter, you want some green salad and fish and
chips. Do you want anything else?

(Genç, Oruç, Şeremet 2004:60)

The students are asked to read the dialogue in the right order and underline the unknown words. The teacher explains the words, emphasizing the verbs. They are given five minutes to develop their own notes about the subject. Then they simultaneously create a dialogue about the same subject (in a restaurant) with a friend to act in front of the class.

c) Post Test

The same post test as that of the experimental group has been applied following the similar process to obtain the results after the students learn some new words through course book and activities based on it. The same criteria with that of the experimental group (speaking and range of vocabulary) are to be analyzed.

5.3.6. Results

It has been observed that the students have participated more actively and eagerly with poetry. The pilot study has guided the main study in the following points:

The selected poem does not have so many rhymes. Therefore, accuracy in reading has not been well anticipated. In parallel with this observation, the poems selected for the main study are generally composed of rhymed words. Moreover, the subject matter of the selected poem is not appropriate for the students so they have difficulty in commenting on the topic. In the light of this observation, the main study contains poems with topics appealing to the age and interest of the students.

The pre and post tests based on Harmer' scale for the assessment strategies (2001:330) are based on teacher–student interaction more than student–student interaction. This might create insufficient results in the main study. Thus, the pre and post tests in the main study are determined to be speaking test of IELTS (International English Language Testing System) by Cambridge University (Handbook, January 2002: 14-5) (See Appendix 1).

The school facilities and the number of participants are thought to be appropriate for the aim of the study so the main study is conducted in the same school with the same groups.

5.4. Main Study

Main study is conducted in the light of the findings after the process of the pilot study. Table 5 displays the lesson topics. They are arranged in parallel with the curricula designed by the Ministry of National Education. The study is conducted for eight weeks in the second term.

Table 5. Lesson Plans Topics

EXPERIMENT GROUP	CONTROL GROUP
<ul style="list-style-type: none"> ▪ The use of the simple present tense in daily speech, the use of verbs ▪ The use of the present continuous tense ▪ Some certain expressions (what...!) ▪ Adjectives ▪ There is/are ▪ Must/ Mustn't ▪ Future Plans 	<ul style="list-style-type: none"> ▪ The use of the simple present tense in daily speech, the use of verbs ▪ The use of the present continuous tense ▪ Some certain expressions (what...!) ▪ Adjectives ▪ There is/are ▪ Must/ Mustn't ▪ Future Plans

Although the same topics are applied, lesson plans of the two groups differ from each other. Lesson plans of the control group are designed in the light of the criteria for selection, application and activities recommended by Moody (1971:30-1-2-3), (Tomlinson 1986:37), (Maley and Duff 1989:95-111). The following schema represents the process.

Practical decision: A poem is selected by the teacher considering;

- ✓ The determined aim of the lesson in accordance with the curricula.
- ✓ The interest of the students.
- ✓ The language level of the students.
- ✓ The age of the students.

Introduction: Introduction of the poem.

Presentation: Communicative activities related to the poem.

Discussion: Group or pair works.

Reinforcement: Vocabulary Studies

(Moody 1971:30-1-2-3)

Most of the activities are designed in the framework of the learner centered approach. In addition, they are organized in accordance with the following alternative activities.

- ✓ Painting group interpretations of the poem
- ✓ Stimulations involving interviews with the poet or with characters from the poem
- ✓ Dramatizing the poem
- ✓ Producing mime or dance versions of the poem
- ✓ Turning the poem into a pop song
- ✓ Continuing the poem
- ✓ Reciting the poem in different ways to give it different interpretations

(Tomlinson 1986:37)

Moreover, it is also of great significance to connect the activity with the language level, background language experiences, psychology, interest and age of the students. Thus, it is significant to select poems and organize activities that mostly create opportunities to “read aloud – or even to read chorally” (Maley and Duff 1989:95). It helps to the betterment of the development of speaking skills of the learners.

5.4.1. Setting

The main study has been applied at sixth class of İnönü Elementary School from March 16, 2005 to May 4, 2005. This school has been favoured since it is one of the 60 schools in the Ministry of National Education that apply learner centered approach in English lessons as the pilot study since 2003.

5.4.2. Participants

Fifty eight students have participated in the process of the study. Their ages range from 11 to 13. The gender of the students is not one of the variations so it is not necessary to differentiate between the numbers of male and female students.

Table 6. Participants in the Main Study

<u>Groups</u>	<u>The number of the students</u>
Experiment Group	29
Control Group	29
Total	58

5.4.3. Materials and Instruments

The poems are selected in accordance with the age, interests and aims of the students. In parallel with this, some books such as Voices in Literature (by McCloskey, and Stack 1996), The Complete Book of Rhymes, Songs, Poems, Finger Plays and Chants (by Silberg 2002) are used as main sources of poems.

Table 7. The Poems Applied from March 16, 2005 to May 4, 2005 (Eight Weeks) in Speaking Sessions of the Curricula

Poems	Subject	Date
Cats (by Elanor Farjeon)	The Simple present tense in daily speech, verbs.	March 16, 2005
Five Little Snowmen (by Silberg&Schiller)	What a....day!	March 23, 2005
Seasons (by Silberg)	The present continuous tense	March 30, 2005
I Use My Brain (by Silberg, J.)	The Use of Verbs Related to Senses	April 6, 2005
Spring Is Coming (by Silberg&Schiller)	The present continuous tense	April 13, 2005
Dreams (by Langston Hughes)	Future Plans	April 20, 2005
Although I Conquer All The Earth (Anonymous, Ancient India)	There is/are. Words related to Mother's day.	April 27, 2005
Cakes For Tea (by Russ Shipton)	Revision	May 4, 2005

5.5. Data Analysis

1. Pre- test is applied to the groups by two teachers. The main aim is to analyze the overall speaking abilities of the students using SPSS software package, independent T- test. Table 8 displays the results of the analysis of the pre test. In accordance with the findings it might be stated that there is no significant difference between the speaking abilities of the two groups ($p > 0,005$).

Table 8. The Analysis of Independent T – Test Results between Pre Tests of the Groups in Terms of Total Speaking Ability.

Groups	N	X	Sd	Df	t	p
Experiment	29	6,62	2,16	46	0,256	0,799
Control	29	6,79	2,34	45,718		

2. The study also aims at finding the differences between the traditional methods and poetry study in terms of the range and use of vocabulary in communication. Thus, the lexical resource is analyzed in accordance with IELTS, as well. Table 9 represents the results of pre test for the analysis of the lexical resource of the students. Accordingly, there is not a significant difference between the lexical resource of the two groups ($p > 0,005$).

Table 9. The Analysis of Independent T – Test Results between Pre Tests of the Groups in Terms of Total Speaking Ability

Groups	N	X	sd	df	t	p
Experiment	29	1,5417	0,6580	46	0,421	0,675
Control	29	1,6250	0,7109	45,727		

After the application of the pre test, poems have been applied with the experiment group for eight weeks. The control group studies the speaking sessions of the course book (Quick Step 6 Genç, H. and Oruç, N. and Şeremet, C. 2004).

5.6. Findings

Research Questions: The study aims at finding answers to the following questions:

1. To what extent does poetry help to enhance the overall communicative abilities of the students at elementary level?
2. Do the students improve their range of vocabulary by means of poetry when compared with the activities based on traditional approach?

The first question is related to the general communicative abilities while the second one only deals with the range of vocabulary. After the study has been conducted, the same post test has been applied to the groups. Table 10 shows the results of the post test. In the light of the analysis, it might be stated that when the students participate in poetry – oriented learner centered activities, they might perform significantly better in communication ($P= 0.000$) when compared with course book studies. Hence, poetry might be considered as an effective means of enhancing communicative abilities of the students at elementary level.

Table 10. The Analysis of Post Test for Overall Communicative Abilities

Groups	N	X	sd	df	t	p
Experiment	29	11,4583	1,9106	46	-6,289	0,000
Control	29	8,0417	1,8528	45,957		

The second analysis is made to analyze the difference between the lexical resources of the students. Table 11 displays the results of the independent one tailed T – test. In accordance with the findings, it might be considered that the students might improve their range of vocabulary with the help of activities based on poetry more than the traditional course book activities (P= 0,000). Therefore, there is a significant difference between the overall speaking abilities and lexical resource of the students in to the advantage of poetry.

Table 11. The Analysis of Post Test in Terms of Lexical Resource

Groups	N	X	sd	df	t	p
Experiment	29	3,4167	0,7173	43,597	-6,708	0,000
Control	29	2,1667	0,5647	46		

It is quite likely that the use of poetry is contributive to the improvement of the communicative abilities and effective vocabulary learning of the students. Crowded classes, limited course hours or lack of source materials including poetry are to be regarded as significant factors that might prevent the use of poetry in ELT classes. However, as long as the teacher is creative and able to organize generally student centered activities through the use of poems, the students are automatically stimulated to use the language in communication and improve self confidence to speak in the target language.

6. CONCLUSION AND SUGGESTIONS

Poetry is possible to be regarded as a proper medium in language teaching to enhance the communicative competence and vocabulary range of the students in a way that fosters their active participation. In terms of language teaching material, poetry might be regarded as one of the multifunctional sources of numerous activities. It mostly reflects the flow of vocabulary and flexible language syntax in a dynamic way to provide the students with actual use of language. Moreover, since it generally deals with feelings such as love, fear, anger or happiness, it might also appeal to the heart of the learners rather than the mechanically organized language studies. For, they are humans and have feelings not machines to save all the information about the language.

Nevertheless, in parallel with the analysis in the study, it might be stated that poetry is given little scope in the analyzed course books for primary school students in general. Yet, it is better to be favoured as an influential treatment in ELT classes especially for young learners at lower level. Moreover, it possibly creates language learning awareness of the learners and helps the teacher to maintain momentum in a quintessential language context. As long as the teacher selects the appropriate poems and applies them considering the age, interest and needs of the learners, poetry as a source in ELT classes might be one of the functional materials to help the learners develop language skills.

It might be summed up that a poetry study combined with learner centered activities is quite likely an effective way of improving speaking abilities and range of vocabulary of the students at elementary level with the help of flexible language syntax and flow of vocabulary in poems.

REFERENCES

- AKDİKMEN, Rasuhi (2003) **Modern English Course for Turks 5**, Ders Kitapları Anonim Şirketi
- AKTUNA, DOGANCA Y, Seran (2005) “Intercultural Communication in English Language Teacher Education” **ELT Journal** Vol. 59 N.2 (p. 99-107)
- AKYEL, Ayşe and YALÇIN, Eileen (1990) “Literature in the EFL Class: A study of Goal Achievement Incongruence” **ELT Journal** Vol.44 N.3 (p.174-180)
- ALEXANDER, L.G. (1963) **Poetry and Prose Appreciation for Overseas Students** Longman London
- BANFI, Cristina S. (2003) “Portfolios: Integrating Advanced Language, Academic, and Professional Skills” **ELT Journal** Vol. 57 N.1 (p.34-43)
- BASSNETT, Susan and GRUNDY, Peter. (1993) **Language through Literature: Creative Language Teaching Through Literature** Longman, London
- BRUMFIT, C.J. and CARTER, R.A. (1986) **Literature and Language Teaching** Oxford university press, London
- CAMERON, Lynne (2003) “Challenges for ELT from the Expansion in Teaching Children” **ELT Journal** Vol.57 N. 2 (p.105-112)
- CAMPBELL, L. & CAMPBELL, B. & Dickinson, D. (1999) **Teaching and Learning through Multiple Intelligences** Allyn & Bacon
- CARTER, Robert. (1989) “Poetry and Conversation: An Essay in Discourse Analysis” In **Language, Discourse and Literature: An Introductory Reader in Discourse Stylistics**. Edited by Ronald Carter / Paul Simpson
- CARTER, R. and LONG, M.N. (1991) **Teaching Literature** Longman, London

- CARTER, Ronald (2003) "Language Awareness" **ELT Journal** Vol.57
N.1 (p.64-65)
- COLLIE, J. and SLATER, S. (1987) **Literature in the Language Classroom**
Cambridge University Press New York
- DANIELS, Harvey (1994) **Literature Circles Voice and Choice in the
Student Centered Classroom** Pembroke Publishers Limited
National – Louis University Canada
- DEDE, M. and EMRE, M. (2004) **Spotlight on English 1** Özgün Publications
Ankara
- DLUGOSZ, D.W. (2000) "Rethinking the role of reading in teaching a foreign
language to young learners." **ELT Journal** Vol. 54/3 (p.284-290)
- DOMAN, Evelyn (2005) "Grammatical Consciousness Raising" **Modern
English Teacher** Vol.14 N.1. (p. 24-32)
- FREEMAN, Margaret (2005) "The Poem as Complex Blend" **Language and
Literature: Journal of the Poetics and Linguistic Association** Vol.14
N.1 (p.25-41)
- GENÇ, H. and ORUÇ, N. and ŞEREMET, C. (2004) **Quick Step 6** Devlet Kitapları
Ankara
- GHOSN, Irma.K. (2002) "Four Good Reasons to Use Literature in Primary
School ELT" **ELT Journal** Vol.56 N.2 (p.172-179)
- GUARIENTO, William and MORLEY, John (2001) "Text and Task Authenticity
in the EFL Classroom" **ELT Journal** Vol.55/4 (p.347-353)
- HALL, Geoff (1999) "Talking about Literature" **Modern English Teacher**
Vol. 8 N.3 (p.11-15)
- HARMER, Jeremy (2001) **The Practice of English Language Teaching**
Longman, London
- HESS, Natalie (2003) "Real language through Poetry: A Formula for Meaning
Making" **ELT Journal** Vol.57 N. 1 (p. 19-25)
- HOELKER, Jane (2004) "Poetry and Brain Storming" **Modern English Teacher**
Vol. 13 N.2 (p.40-44)
- HOWATT, A.P.R., 1984 "Language teaching traditions: 1884 revisited" **ELT
Journal** Vol. 38/4 (p.279-282)

- JAKEMAN, Vanessa and MCDOWELL, Clare “Cambridge IELTS (International English Language Testing System) - Speaking Test” Cambridge University Press 1999 (p.96-108), January 2002 (p. 14-15), Handbook 2005 (11-12) www.ielts.org. (July 04, 2005)
- JARWIS, Matthew R. (2003) “Towards a Poetics of Pleasure” **English Studies: A Journal of English Language and Literature** Vol. 84 N. 3 (p.240-249)
- KIMBLE, G. A. AND GARMEZY, N. (1963) **Principles of General Psychology** The Ronald Press Company, New York
- LAMIE, Judith (1997) “Alternative Texts for the Language Classroom: Poems” **Modern English Teacher** Vol. 6 N.1 (p.38-39)
- LAZAR, Gillian (1993) **Literature and Language Teaching A Guide for Teacher and Trainers** Cambridge University Press, Cambridge
- LAZAR, Gillian (1994) “Using Literature at Lower Levels” **ELT Journal** Vol.48 N.2 (p.115-123)
- LAZAR, Gillian (1996) “Literature and Language Teaching” **TESOL Quarterly** Vol.30 N.4 (p.773-779)
- LEE, Brian (1984) “Poetry and the System” **ELT Journal** Vol.38 N.1 (p.63-67)
- LODGE, David and WOOD, N. (2000) **Modern Criticism and Theory** Longman London
- LONG, M.N., 1986 “A Feeling for Language: The Multiple Values of Teaching Literature” C.J. Brumfit and R.A. Carter (eds.): **Literature and Language Teaching**, Oxford University Press, London (p. 42 – 60)
- MALEY, Alan and DUFF, Alan. (1989) **The Inward Ear: Poetry in the Language Classroom.** Cambridge University Press, New York
- MARTIN, A. and HILL, R. (1991) **Modern Poetry** Cassell Publishers
- MCCLOSKEY, M.L. AND STACK, L. (1996) **Voices in Literature** Heinle & Heinle Publishers Boston, Massachusetts
- MCKAY Sandra Lee (2000) “Teaching English as an International Language: Implications for Cultural Materials in the Classroom” **TESOL Journal** Vol.9 N. 4 (p.7-11)

- MCKAY S.L. (2002) **Teaching English as International Language** Oxford University Press, England
- MCKAY, Sandra Lee (2004) “Teaching English as an International Language”
ELT Journal Vol. 58/1 (p.78-81)
- MICCOLI, Laura (2003) “English through Drama for Oral Skills Development”
ELT Journal Vol.57 N.2 (p.122-129)
- MİLLİ EĞİTİM BAKANLIĞI, 2003. **Milli Eğitim Sayısal Veriler 2002 – 2003**
MEB Araştırma ve Planlama Koordinasyon Kurulu İstatistik Dairesi
Başkanlığı Yayınlar Dairesi Ankara
- MILLROAD, Radisla (2001) “Unsuccessful Learners: In Search of a
Neglected Cornerstone” **ELT Journal** Vol. 55/4 (p.405-407)
- MOODY, H.L.B. (1971) **The Teaching of Literature** Longman, London
- NICHOLLS, Karen (2000) “Motivation –Can We Do Anything About It?”
Modern English Teacher Vol. 9 N.2 (p.53-59)
- NILSEN, Phoebe (2004) “Poems: Poetry in the EFL/ ESL Classroom”
Modern English Teacher Vol. 13 N.2 (p.31-38)
- NITTA, Ryo and GARDNER, Sheena (2005) “Consciousness –Raising and Practice in ELT
Course Books” **ELT Journal** Vol.59/1 (p.3-22)
- NUNAN, David (1988) **The Learner –Centered Curriculum** Cambridge
University Press Great Britain
- NUNAN, David (1995) **Research Methods in Language Learning** Cambridge
University Press Great Britain
- PARSONS, Jane (1999) “Appreciating Poetry in Class” **Modern English
Teacher** Vol. 8 N. 4 (p.41-45)
- PERRINE, L. AND ARP, T.R. (1991) **Sound and Sense** Harcourt College
Publishers
- PRESTON, William (1982) “Poetry Ideas in Teaching Literature and Writing to
Foreign Students” **TESOL Quarterly** Vol.16 N.4 (p.489-502)
- SAYER, P., 2005 “An Intensive Approach to Building Conversation Skills”
ELT Journal Vol. 59/1 (p.14-22)

- SCHMITT, Norbert and CARTER, Ronald (2000) "The Lexical Advantages of Narrow Reading for Second Language Learning" **TESOL Journal** Vol.9 N.1 (p.4-9)
- SENIOR, Rose M. (2002) "A Class –Centred Approach to Language Teaching" **ELT Journal** Vol.56 N.4 (p.397-403)
- SHERMAN, Jane (1992) "Classroom Ideas: Peter's Party" **Modern English Teacher** Vol. 1 N.1 (p.46-53)
- SHORT, M.H. and CANDLIN, C.N., 1986 "Teaching Study Skills For English Literature" C.J. Brumfit and R.A. Carter (eds.): **Literature and Language Teaching**, Oxford University Press, London (p. 89 –110)
- SHORT, M. (1989) **Reading, Analyzing & Teaching Literature** Longman, London
- SILBERG, J. (2002) **The Complete Book of Rhymes, Songs, Poems, Finger plays and Chants** Gryphon House Beltsville, MD
- TIMMIS, Ivor (2005) "Towards a Framework for Teaching Spoken Grammar" **ELT Journal** Vol. 59 N.2 (p.117-125)
- TOMLINSON, Brian (1986) "Using Poetry with Mixed Ability Language Classes" **ELT Journal** Vol.40 N. 1 (p.33-41)
- TUDOR, Ian (1993) "Teacher Roles in the Learner –Centred Classroom" **ELT Journal** Vol.47 N.1 (p.22-31)
- WESTON, Brendan N. (1998) "Classroom Ideas: Speaking through Literature" **Modern English Teacher** Vol. 7 N.4 (p. 31-33)
- YEH, Aiden (2005) "Poetry from the Heart" **English Today: The International Review of the English Language** Vol.21 N.1 (p. 45-51)
- YIJIE, Zhao (2000) "Daily Talk: Over to You!" **Modern English Teacher** Vol. 9 N.1 (p. 38-41)

APPENDIX

APPENDIX 1. Cambridge IELTS (International English Language Testing System) -
Speaking Test (By Vanessa Jakeman And Clare Mcdowell Cambridge
University Press 1999- Handbook January 2002, Handbook 2005)

APPENDIX 2. Lesson Plans For Experimental Group

APPENDIX 1. CAMBRIDGE IELTS (INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM) - SPEAKING TEST (by Vanessa Jakeman and Clare McDowell Cambridge University Press 1999- Handbook January 2002, Handbook 2005)

	Interaction
Part 1 Introduction and interview 4-5 minutes	Basic introductions. The examiner asks a number of questions to which the candidate should reply as fully as possible.
Part 2 Individual long turn 3-4 minutes	The candidate is asked to give a short talk for 1-2 minutes on a topic chosen by the examiner. The candidate has a minute to prepare and then speaks on the topic without stopping.
Part 3 Two-way discussion 4-5 minutes	The candidate is given a cue card which describes a situation or problem. They must ask the examiner to obtain information or give solution to the problem.
11-14 minutes	

Assessment Criteria	IELTS scale
<ul style="list-style-type: none"> ▪ Fluency and Coherence ▪ Lexical Resource ▪ Grammatical Range and Accuracy ▪ Pronunciation 	9 Expert user 8 Very good user 7 Good user 6 Competent user 5 Modest user 4 Limited user 3 Extremely limited user 2 Intermittent user 1 Non-user

Band Score	Definition
9 Expert User	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8 Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well.
7 Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies, and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6 Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language particularly in familiar situations.
5 Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4 Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3 Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2 Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae to meet immediate needs. Has great difficulty understanding spoken and written English.
1 Non-user	Essentially has no ability to use the language beyond possibly a few isolated words.

Assessment Criteria	Definition
Fluency and Coherence	Refers to the ability to talk with normal levels of continuity, rate and effort to link ideas and language together to form coherent and connected speech.
Lexical Resource	Refers to the range of vocabulary the candidate can use and the precision with which meanings and attitudes can be expressed.
Grammatical Range and Accuracy	Refers to the range and the accurate and appropriate use of candidate's grammatical resource.
Pronunciation	Refers to the ability to produce comprehensible speech to fulfill the speaking test.

CANDIDATE'S CUE CARD A

You are in a show as a competent. Describe your best friend: Describe your parents: Describe your best friend:

- You should describe them both physically and psychologically
- You should use adjectives
- You should speak accurately and fluently

CANDIDATE'S CUE CARD A

You are in a travel agent. You want to go for a holiday. You are the customer.

- You should ask about the hotel, food, weather etc.
- You should talk about your expectations
- You should speak accurately and fluently

CANDIDATE'S CUE CARD B

You are the speaker of the show. Ask questions to the competent.

- You should ask about the family, interests, hobbies etc.
- You should talk about your competition
- You should speak accurately and fluently

CANDIDATE'S CUE CARD B

You are in a travel agent. You want to go for a holiday. You are the travel agent.

- You should give information about the hotel, food, weather etc.
- You should use adjectives
- You should speak accurately and fluently

APPENDIX 2. LESSON PLANS FOR EXPERIMENTAL GROUP

CATS

Cats sleep, anywhere,
Any table, any chair
Top of piano, window-ledge,
In the middle, on the edge,
Open drawer, empty shoe,

Anybody's lap will do,
Fitted in a cardboard box,
In the cupboard, with your frocks-
Anywhere! They don't care!
Cats sleep anywhere.

Elanor Farjeon (1881-1965)

Lesson Plan 1 for the Experimental Group

This plan scheme is based on the poetry study suggested by Moody (1971:30-1-2-3)

Target Group: The students between 11 -13 Date: March 16, 2005

Learning Medium: Classroom

Teaching Points: The Simple present tense in daily speech, verbs.

Materials: A worksheet (Cats (by Elanor Farjeon), Flash Cards

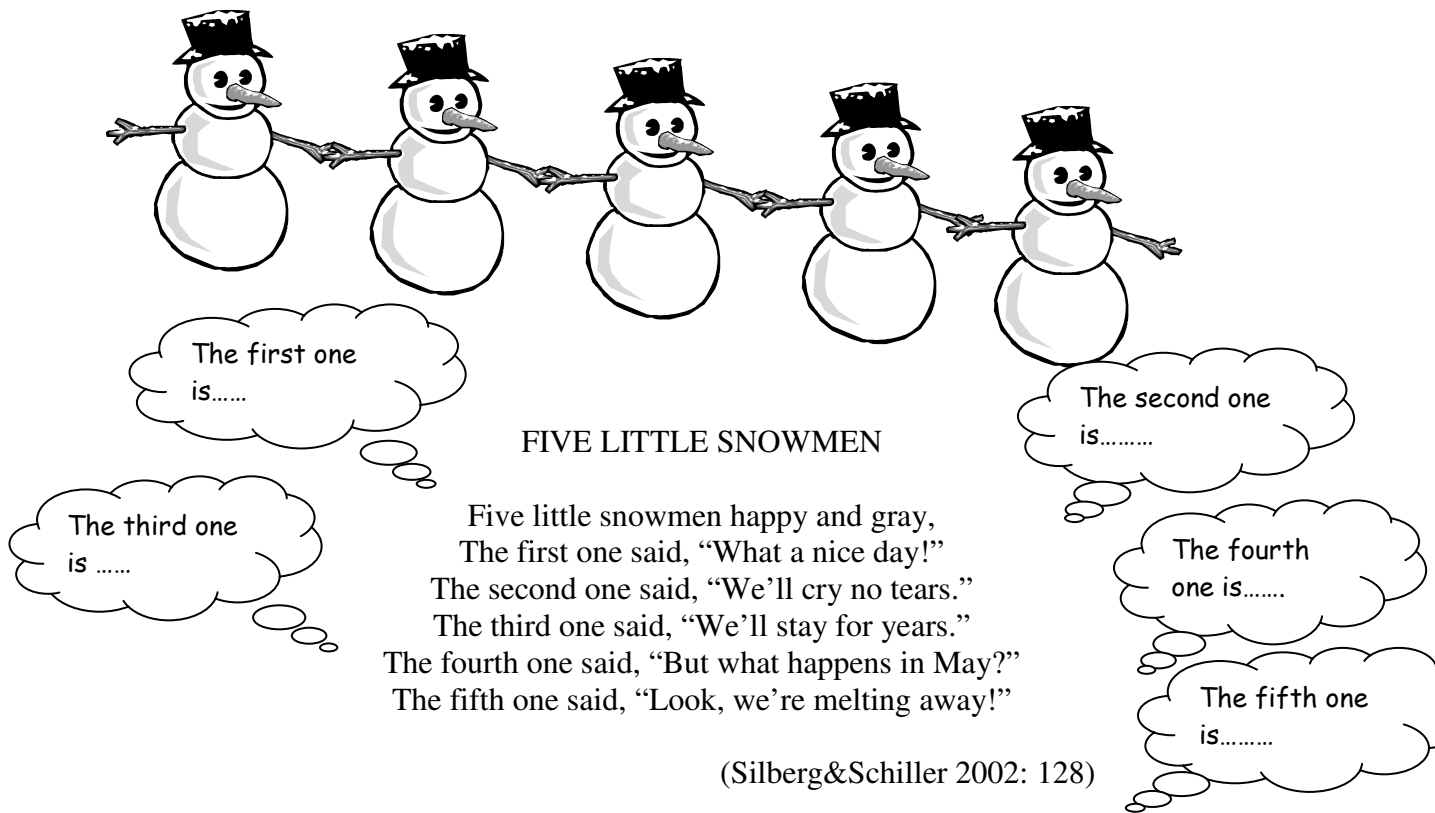
Introduction: Brain Storming. Discussion about cats. Reading the poem aloud. (7-8 minutes)

Presentation: Listening to the poem (10 minutes)

Discussion: Role play. Buzz group discussions. (10 minutes)

Reinforcement: Discussions in accordance with the thought bubbles in the worksheet.

(8-10 minutes)



Lesson Plan 2 for the Experimental Group

This plan scheme is based on the poetry study suggested by Moody (1971:30-1-2-3)

Target Group: The students between 11 -13 **Date:** March 23, 2005

Learning Medium: Classroom

Teaching Points: What a nice/bad/cold etc. day!

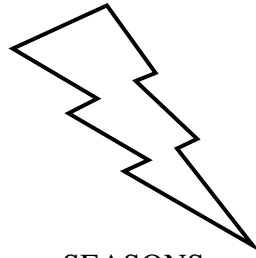
Materials: A worksheet (Five Little Snowmen by Silberg&Schiller)

Introduction: Do you like winter and snow? Why? (7-8 minutes)

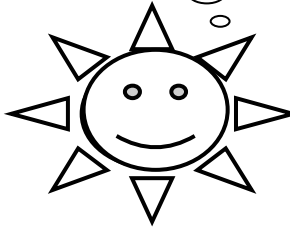
Presentation: Reading the poem chorally. The students are divided into groups. Each group reads a stanza loudly. (15 minutes)

Discussion: Role play. The students write their names in the thought bubbles in the worksheet. They are asked to act like the snowmen. (10 minutes)

Reinforcement: Read the poem again as a group presentation. Put the emphasis on the ordinal numbers. Each student is asked to read his/her part in a way that gives the impression in the sentence. (7-8 minutes)

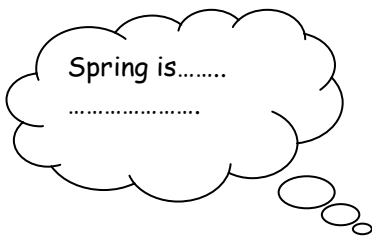


SEASONS



In the summer leaves are rustling,
Green, green leaves are rustling.
In the summer leaves are rustling,
Rustling in the trees.

In the autumn leaves are falling,
Brown, brown, leaves are falling.
In the autumn leaves are falling,
Falling from the trees.



In the winter leaves are sleeping,
Brown, brown leaves are sleeping.
In the winter leaves are sleeping,
Sleeping in the trees.



(Silberg 2002: 354)

Lesson Plan 3 for the Experimental Group

This plan scheme is based on the poetry study suggested by Moody (1971:30-1-2-3)

Target Group: The students between 11 -13 **Date:** March 30, 2005

Learning Medium: Classroom

Teaching Points: The present continuous tense

Materials: A worksheet (Seasons (by Silberg))

Introduction: Worksheet is handed out to the students and they are asked to complete the thought bubbles. (7-8 minutes)

Presentation: The class is divided into three groups. Each group reads a stanza and explains the season with actions not words. (15 minutes)

Discussion: Then the members in each group say a word about their season. The group which has found out the most words wins the game. (10 minutes)

Reinforcement: The students individually talk about their favourite seasons and ask questions to the other students about their favourite ones. (7-8 minutes)



I USE MY BRAIN

I use my brain to think, think, think.
I use my nose to smell.
I use my eyes to blink, blink, blink.
I use my throat to yell.
I use my mouth to giggle, giggle, giggle.
I use my hips to bump.
I use my toes to wiggle, wiggle, wiggle.
And I use my legs to jump.

(By Silberg, J. 2002:200)

Lesson Plan 4 for the Experimental Group

This plan scheme is based on the poetry study suggested by Moody (1971:30-1-2-3)

Target Group: The students between 11 -13 **Date:** April 6, 2005

Learning Medium: Classroom

Teaching Points: The Use of Verbs Related to Senses

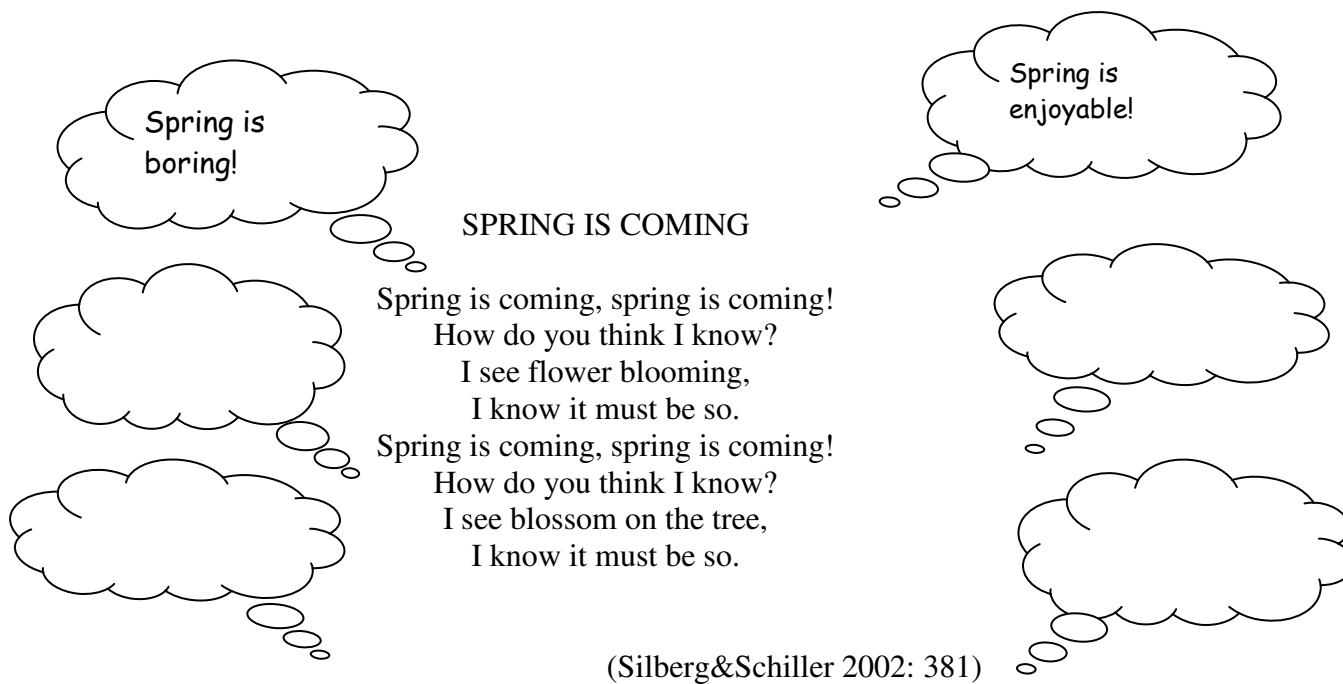
Materials: A worksheet (I Use My Brain (by Silberg, J.), cassette player, a cassette

Introduction: The teacher plays the cassette player. The students are asked some questions about the song. They are expected to give answers such as: I like it. I don't like it. It is interesting etc. (7-8 minutes)

Presentation: The worksheet is given. The students are asked to touch the paper and say what they feel. They can say: It is soft. It is cold etc. Then the teacher draws a star diagram on the board. The students are asked to fill in the star diagram with the verbs related to senses. The teacher reads the poem aloud and asks the students to underline the verbs written in the star diagram. (10 minutes)

Discussion: The students are asked to read the poem chorally. They are also asked to find some related gestures to the verbs. For example, when they read the word "blink", they can blink their eyes. (10 minutes)

Reinforcement: The class is divided into groups. A volunteer student comes to the board and tries to indicate a verb in the poem by mimics and the other groups try to give the right answer in a determined time. (10-15 minutes)



(Silberg&Schiller 2002: 381)

Lesson Plan 5 for the Experimental Group

This plan scheme is based on the poetry study suggested by Moody (1971:30-1-2-3)

Target Group: The students between 11 -13

Date: April 13, 2005

Learning Medium: Classroom

Teaching Points: The present continuous tense

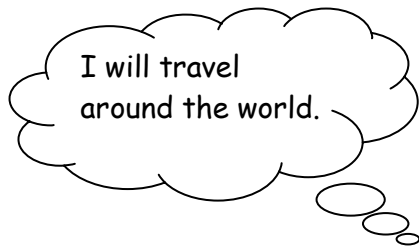
Materials: A worksheet (Spring Is Coming (by Silberg&Schiller), cards

Introduction: The students are asked to utter the words spring remind them. The teacher writes these words on the boards. Then the students put the words from the least important to the most important one as a ranking ladder. (8-10 minutes)

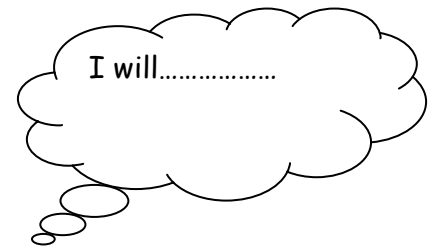
Presentation: Each student chooses a word to talk about. They are given time to take notes (2-3 minutes), and then they ask questions about that word in pairs. (15 minutes)

Discussion: The teacher asks the students to fill in the blanks; the ones in the right should include positive adjectives, but the ones on the left negative ones. Then they compare their sentences with the ones their partner has written. The teacher and the students read the poem. (10 minutes)

Reinforcement: The students prepare flash cards including some features of spring beforehand. The class is divided into two groups for a word game. One of the students comes to the board and asks a question about these flash cards. The one who gives the correct answer comes to the board. (8-10 minutes)



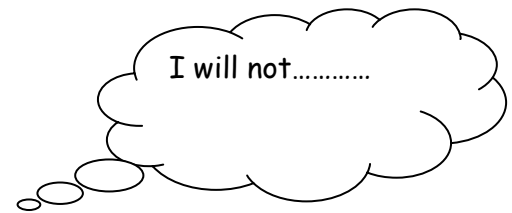
WORKSHEET 1



DREAMS



Hold fast to dreams
For if dreams die
Life is a broken – winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.



Langston Hughes

Lesson Plan 6 for the Experimental Group

This plan scheme is based on the poetry study suggested by Moody (1971:30-1-2-3)

Target Group: The students between 11 -13

Date: April 20, 2005

Learning Medium: Classroom

Teaching Points: Future Plans

Materials: Worksheet 1 (Dreams by Langston Hughes), worksheet 2

Introduction: Worksheet 1 is handed out. The students are asked to talk about their future. The teacher guides them with some questions. (7-8 minutes)

Presentation: The students share their dreams with each other in pairs. They ask questions related to their dreams and they talk on the board. (8-10 minutes)

Discussion: The teacher reads the poem. Then the students read it a few times. Worksheet 2 is handed out and the students are asked to fill in the blanks. They discuss their answers in pairs. (12-15 minutes)

Reinforcement: Talk about your own horoscope. (8-10 minutes)

WORKSHEET 2

In summer holiday,.....
.....
.....

Next weekend,.....
.....
.....
.....

FUTURE

Next year,.....
.....
.....
.....

In the next three days,
.....
.....
.....

ALTHOUGH I CONQUER ALL THE EARTH

Although I conquer all the earth
Yet for me there is only one city
In that city there is for me only one house;
And in that house, one room only;
And in that room, a bed.
And one woman sleeps there
The shining joy and jewel of all my kingdom

(Anonymous, Ancient

India:1996: 113)

Lesson Plan 7 for the Experimental Group

This plan scheme is based on the poetry study suggested by Moody (1971:30-1-2-3)

Target Group: The students between 11 -13 **Date:** April 27, 2005

Learning Medium: Classroom

Teaching Points: There is/are. Words related to Mother's day.

Materials: A worksheet (Although I Conquer All the Earth)

Introduction: Brain Storming. Who is the most important woman for you? (5-7 minutes)

Presentation: Reading the poem aloud. (10 minutes),

Discussion: Group discussions. The students talk about this woman. They try to describe this woman. They are divided into pairs for this discussion. (10 minutes)

Reinforcement: Each student is asked to talk about this woman. The other students ask questions to learn more. This activity is ended with a game. The students are asked to talk about the characteristics of one of the woman mentioned by a student. The other members of the group try to guess the student who speaks about her. (10-15 minutes)

Cakes For Tea

In a dirty part of town, in a concrete world
Miles from the nearest park, lives a young girl
With ten brothers and sisters, the cupboard's always bare
And her father's always drunk, and her mother doesn't care.

And she dreams of a cottage by the sea
Where all you hear are seagulls flying free
And she dreams of a cottage by the sea
A bedroom of her own and cakes for tea.

Next to the factory and near the railway line
In a flat on the sixteenth floor, a young girl is crying
She can always hear the wheels a – rumbling down below
And the planes fly over head, can't escape, no where to go.

It's another dark, gray morning, on the balcony she weeps
Then looks up to the sky, and through the air she leaps
Far from the city to her cottage by the sea
Just like the seagulls, now she's flying free.

Russ SHIPTON

Lesson Plan 8 for the Experimental Group

This plan scheme is based on the poetry study suggested by Moody (1971:30-1-2-3)

Target Group: The students between 11 -13 **Date:** May 4, 2005

Learning Medium: Classroom

Teaching Points: Revision

Materials: A worksheet (Cakes for Tea by Russ Shipton)

Introduction: The teacher writes each stanza of the poem on a card. Then the class is divided into four groups. Each group is given a card. One of the students read the card. They try to put them in order. The students decide but the teacher leads the class with some questions. (10-12 minutes)

Presentation: They reread the poem in the correct order. (5-6 minutes),

Discussion: The students are asked to talk about the feelings of the little girl. They are asked to prepare an interview with the little girl. One of them is the little girl, the other is the journalist. (12-15 minutes)

Reinforcement: The class is divided into groups. They are asked to utter the words they can remember from the poem. The teacher writes these words on the board. The group who remembers the most wins the game. (7-8 minutes)