I

FACTORS AFFECTING INTERPRETATIVE RESPONSES TO POETRY BY LITERATURE STUDENTS AT THE TERTIARY LEVEL IN THE NIGERIAN EDUCATIONAL SYSTEM

By

FELICIA AFOLASADE OLUBUNMI BAMGBALA

A Research Thesis Submitted to the Postgraduate School, Ahmadu Bello University, in Partial Fulfilment of the Requirements for the Degree of: MASTER OF EDUCATION in the Teaching of English as a Second Language (TESL)

DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA.

1983

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

The undersigned certify that they have read and recommend to the Faculty Board of Education for acceptance, a research thesis entitled "Factors Affecting Interpretative Responses to Poetry by Literature Students at the Tertiary Level of Nigerian Educational System" submitted by FELICIA AFOLASADE OLUBUNMI BAMGBALA in partial fulfilment of the requirements for the degree of MASTER OF EDUCATION in the Teaching of English as a Second Language (TESL)

Supervisor

24th June 1982
Date

External Examiner

DEDICATION

TO MY DAUGHTER,
OLUWAKEMI SOETAN;
AND IN LOVING MEMORY
OF MY LATE DAD,
CHIEF FELIX ATOYEBI BAMGBALA.

ACKNOWLEDGEMENT

The researcher expresses sincere gratitude to various persons and institutions who contributed in various way, to the successful completion of this research thesis. I am especially grateful to the following people:

Dr. David Williams, my supervisor, for his general assistance and advice throughout the writing of the thesis; Dr. Olu Aina and Dr. A. Sambo of the Department of Education, Ahmadu Bello University, Zaria, for their assistance with the statistical aspect of the study; Mr. S.A. Olorunju, who gave priority to the computer analysis of the data, the Principal of the School of Basic Studies, Ahmadu Bello University, Zaria, for the financial assistance; Mr. O.Ofuokwu, Mrs. F. A. Gambari, Mr. Francis Onaiyekan and Dr. John Haynes for their assistance with data collection and poetry analyses and Dr. T.K. Adeyanju for his invaluable suggestions and for providing useful materials.

EXCERPTS

"Poetry is no foreign importation ..... Poetry is and has always been part of the lives of our people and ..... far from being a tedious undertaking, the reading and studying of poetry can be a pleasant and instructive experience".

Senanu and Vincent (1981:3)

"In the act of appreciation, we must look not only for comprehension, for awareness of the part that words play in the process, for the awakening of emotion, but also for some imaginative activities; and we must expect to find the closest co-ordination of these into an indivisible and unified whole".

Gurrey (1968:11)

ABSTRACT

This study was undertaken to find out the relationship of pre-degree Nigerian students' reponses on two types of poems (African and Foreign) to language capability, literary background, cultural information, sex, attitude towards reading and attitude towards poetry. It also sought to find out the relationship between the students' pre-entry grades in English Language and their pre-entry grades in literature.

It was hypothesized that such factors as students' level of linguistic competence, literary experience, sex, attitude to reading, attitude to poetry and the cultural content of a given poem might affect the students' performance in poetry interpretation.

The subjects of the study were two hundred and twenty-seven pre-university students from the School of Basic Studies, A.B.U., Zaria; the School of Preliminary Studies, Kano; and the School of General Studies, Bayero University Kano. Seventeen lecturers of Literature, of the three institutions were also included in the study.

The results from the analyses of data showed that students' pre-entry grades in both English Language and Literature were highly significantly related. Language competence, and literary information influenced students' performance in poetry interpretation. Sex, as a factor affected students' attitude to poetry. Students' attitude to reading and attitude to poetry were related to students• performance in poetry interpretation. Furthermore, the students performed significantly better in the poem with an African background than the poem with a foreign background. Finally, the majority of students and lecturers thought poetry is the most difficult and recorded the least interest in poetry compared to the other two areas of literature: the play and the novel.

TABLE OF CONTENTS

CONTENT		PAGE
Title page	.....	I
Approval page	.....	II
Dedication	.....	III
Acknowledgement	.....	IV
Excerpts	.....	VI
Abstract	.....	VII
Table of Contents	.....	VIII
List of Figures	.....	XII
Lists of Tables	.....	XII
List of Appendixes	.....	XIV

CHAPTER I:

1.0	THE PROBLEM	1
1.1	Introduction	1
1.2	The Values of Poetry	3
1.3	Need for the Study	9
1.4	Statement of the Problem	12
1.5	Hypotheses	12
1.6	Significance of the study	13
1.7.0	Scope and Limitations	15
1.7.1	Sample size and nature	16
1.7.2	Poetry Selected	16
1.8	Definition of Terms	17

CONTENT PAGE

CHAPTER 2:

2.0 REVIEW OF RELATED LITERATURE 20

2.1 The L_1 Situation 20

2.2 The Nature of Response to Literature ... 21

2.3 The Reader 22

2.4.0 Major Skills of Interpretation 21

2.4.1 Comprehension 24

2.4.2 Reaction 25

2.4.3 Assimilation 25

2.5 Content Analyses Approach 26

2.6 The ESL Situation 29

2.7 Summary 32

CHAPTER 3:

3.0 RESEARCH PROCEDURE 33

3.1 Subjects 33

3.2.0 Instrumentation 35

3.2.1 Students' Questionnaire 35

3.2.2 Items on Students' Questionnaire 37

3.2.3 Lecturers' Questionnaire 39

3.2.4 Test on Interpretation of Two Poems .. 40

3.2.5 The Two Poems 40

3.2.6 Test Questions 42

3.2.7 Procedure 43

3.3.0 Statistical Analyses 44

3.3.1 Tests on hypotheses 45

CONTENT

PAGE

CHAPTER 4:

4.0 RESULTS 47

4.1 Introduction 47

4.2 Students' Questionnaire and Poetry test . 47

4.3 Lecturer' Questionnaire 48

4.4 Results on Hypothesis I 52

4.5 Results on Hypothesis 2 54

4.6 Results on Hypothesis 3 59

4.7 Results on Hypothesis 4 61

4.8 Results on Hypothesis 5 63

4.9 Results on Hypothesis 6 67

4.10 Results on Hypothesis 7 71

4.11 Summary on Results 79

CHAPTER 5:

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 82

5.1 Introduction 82

5.2 Summary 82

5.3 Conclusions 86

5.4.0 Recommendations 90

5.4.1 Criteria for Material Selection 90

CONTENT PAGE

CHAPTER (contd.)

5.4.2.	Teaching Approach	93
5.4.3	Activities for Poetry Interest Promotion	95
5.5	Suggestions for Further Research .	96
	References	98
	Appendixes	104

LIST OF FIGURES AND TABLES

			PAGE
1.	Figure 1	Number of students from each state	34
2.	Figure 2	Minimum '0' level literature score for students' admission.	48
3.	Figure 3	Causes of students' difficulties with poetry interpretation.	51
4.	Table 1	Students' questionnaire	47
5.	Table 2	Cross-tabulation of '0' level Language by '0' level Literature	53
6.	Table 3a	Cross-tabulation of T_I104 by English Language	55
7.	Table 3b	Cross-tabulation of T_I112 by English Language	56
8.	Table 3c	Cross-tabulation of T_I120 by English Language.	57
9.	Table 3d	Cross-tabulation of T_I204 by English Language.	58
10.	Table 4a	Cross-tabulation of T_I111 by '0' Level Literature	59
11.	Table 4b	Cross-tabulation of T_I211 by '0' Level Literature.	60
12.	Table 5a	T-Test on the poetry tests scores	61
13.	Table 5b	Analysis of variance for poetry tests scores	62

			PAGE
14.	Table 6a	Cross-tabulation of sex by Q_4 (difficulty of poetry)	64
15.	Table 6b	Cross-tabulation of sex by Q_5 (Leisure reading type)	65
16.	Table 6c	Cross-tabulation of sex by Q_7 (poetry interest rank)	66
17.	Table 7a	Cross-tabulation of T_I115 by Q_5 (leisure reading type)	67
18.	Table 7b	Cross-tabulation of T_I201 by Q_5 (leisure reading type)	68
19.	Table 7c	Cross-tabulation of T_I116 by Q_9 (Leisure reading frequency)	69
20.	Table 7d	Cross-tabulation of T_I121 by Q_9 (leisure reading frequency)	70
21.	Table 8a	Cross-tabulation of T_I115 by Q_4 (difficulty of poetry)	72
22.	Table 8b	(Cross-tabulation of T_I202 by Q_4 (difficulty of poetry)	73
23.	Table 8c	Cross-tabulation of T-204 by Q_4 (difficulty of poetry)	74
24.	Table 8d	Cross-tabulation of T_I205 by Q_4 (difficulty of poetry)	75
25.	Table 8e	Cross-tabulation of T_I215 by Q_4 (difficulty of poetry).	76

PAGE

26. Table 8f Cross-tabulation of $T_I 203$ by Q_7 (poetry interest rank) 77

27. Table 8g Cross-tabulation of $T_I 103$ by Q_7 (poetry interest rank) 78

LIST OF APPENDIXES

1. Appendix Ia: Students' Questionnaire
2. Appendix Ib: Lecturers' Questionnaire
3. Appendix Ic: Poem 1
4. Appendix Id: Poem 2
5. Appendix Ie: Test questions on Poem 1
6. Appendix If: Test questions on Poem 2
7. Appendix Ig: Marking Scheme, Poem 1
8. Appendix Ih: Marking Scheme, Poem 2
9. Appendix IIa: Schools sampled
10. Appendix IIb: Sex of respondents
11. Appendix IIc: Religion
12. Appendix IId: More interesting type of poem
13. Appendix IIe: Easier to understand poem
14. Appendix IIf: Difficulty of Literature area
15. Appendix IIg: Leisure reading type
16. Appendix IIh: Leisure reading frequency
17. Appendix IIi: Literal meaning understanding
18. Appendix IIj: Implied meaning understanding
19. Appendix IIIa: Students' % scores on poem 1 and poem 2
20. Appendix IIIb: Some typical wrong responses by students.

Chapter 1

1.0 THE PROBLEM

1.1 Introduction

Literature in English is one of the major subjects offered in post-primary schools, pre-degree institutions, and universities in the Nigerian educational system. Students at the post post-primary level are exposed to the three areas of literature:- fiction, drama and poetry. Some schools nevertheless, do not offer any form of literature in English at all. Products from post-primary schools, some who have never been taught literature and those who were mis-taught literature, end up in various institutions at the tertiary level where they are required to study literature. This study is concerned with the tertiary level of Nigerian education. The School of Basic Studies, Ahmadu Bello University, Zaria; the School of Preliminary Studies, Kano; and the School of General Studies, Bayero University, Kano are considered as representatives. There are altogether thirteen of such institutions at the tertiary or pre-degree level of education in Nigeria. To the best of my knowledge, all these institutions offer literature in English as one of the major subjects examined by the Interim Joint Matriculation Board (IJMB).

Observation through teaching experience at the tertiary level reveals the fact that literature students have problems in responding to poetry. Of the three areas of literature, poetry seems to be the least liked and most avoided. It is considered as sheer academic drudgery by most students. Many lecturers both at this level and at the university level have at one time or the other commented on similar observation. For instance, Vincent (1975:255) asserted that "poetry seems the most difficult and appeals less to a majority of readers". Also, Dodsworth (1975:85), and Egudu (1976:110), both noted that poetry is distrusted by a good number of students, simply because they do not know what it is. While Dodsworth, a lecturer in English, commented on a first language (L_1) situation, Egudu, Professor of English, based his comment on his observation in a second language (ESL) situation. This distrust is more apparent in an ESL situation where the foreignness of the language is an added set-back. Egudu (op.cit:110) claimed that "the university literature students do not only distrust poetry, but actually run away from poetry courses as much as they can get away with". They take the poetry course "grudgingly" only because it is a compulsory part of the whole literature course.

The attitude of teachers to poetry is none the better, since the students discussed earlier, end up as literature teachers in the post-primary and post-secondary institutions and even in the universities. One would expect those who teach poetry to show some interest in and be able to interpret poetry, but in most cases the reverse is the case. For instance, Maher (1982:17) concluded from complaints at a recent workshop on literature: "The teaching of poetry presents difficulties, and many teachers are inclined to avoid it as long as they can". Williams (1982:1) came to a similar conclusion based on his experience with Language Arts undergraduates majoring in English. "They have difficulty with some of the poems they would be expected to teach at the post-primary level". Therefore, one can rightly assume that their handling of poetry classes when they graduate would be marked with lack of confidence and interest.

1.2 The Values of Poetry

The values of literature in general, and poetry in particular, in education and in the development of individuals cannot be over emphasised. Many individuals, writers, poets, critics, linguists and educationists alike have expressed this view in forceful language. Literature and of course poetry, "has claimed to be both a superior form of knowledge and a form also of ethical and social action", observed Wellek and Warren (1956:240).

Aliyu and Rammopo (1976:76-77) illustrated the therapeutic quality of poetry, especially with reference to the effect of rhymes, by citing the example of children at the early years of schooling. They (Aliyu and Rommopo) claimed that the shy introverts could be found to voluntarily join in choral chanting of recitation after a little while despite their initial reluctance. The great nineteen century philosopher and political scientist, John Stuart Mill is one other example of individual who discovered the therapeutic nature of poetry during moments of psychological crisis in his life. According to Abbs (1974:60-71), the discovery of poetry, particulary the poetry of Wordsworth and Coleridge, helped John Stuart Mill out of contemplated suicide. Similarly, the poetry of John Milton had very great poetic influence on the emotions of Apolo Obote in his younger days. His special liking for the English poet was such that he later became known as Apolo Milton Obote, Brown and Hiskett (1975:433).

It is the belief of McGregor (1971:165) and Moody (1971:6-8) that poetry can help achieve two aims: to develop the language skills in students and to produce responsible and mature adults from such students. According to McGregor, (op.cit):

> Poetry is language used most skilfully.
> In poetry, men and women have expressed
> the fullest maturity of the human spirit.
> op.cit p.165

Also, in his discussions on the objectives for teaching literature, Adeyanju (1978:134), considered "long-term and short-term" objectives. Some of the values of literature he identified are similar to those by McGregor and Moody. "The formation of a civilized character" through the development of ability to think intelligently, maturely and responsibly can be achieved in students through the teaching of literature and the development of its appreciation. Furthermore, the teaching of literature can provide the reinforcement of language learning. Indeed, the systematic teaching of poetry can promote the learning of some aspects of language such as structural and syntactic patterns, stylistic variations, idioms, lexis and rhythm.

Still on the relationship between language and poetry, Bright and McGregor (1970:223) stressed the point that poetry is primarily an exploration of the possibilities of language. A poet's peculiar use of language and his exploration of its possibilities manifests itself in many ways. He (the poet) explores the different

shades of meaning of words and the various structural patterns, including those that contravene the basic structural principles. Poetry consists of words "in their denotative and connotative meanings, used figuratively or ironically, patterned and sequenced to bring out the quintessence of an author's meaning" as Williams (1982:3) put it. In agreement with Vincent (1975:255), it is therefore no wonder that a high level of competence in English language, including a knowledge of its deviational usage is considered an asset in the understanding and interpretation of poetry.

Bright and McGregor (1970:223) and numerous others, mostly L_1 speakers of English believe that poetry is for pleasure, but also that:

> enjoyment is not possible without understanding, and unless there is a very good chance of a poem being enjoyed as well as understood, we do not teach it.

Aliyu and Rammopo (1976:64) while arguing on the role and possibilities of poetry in Nigeria, asserted that the poetry lesson could be made to provide L_2 learners with an avenue for language skills acquisition. They also

pointed out the training of the faculties, and the training of character as other important aims for teaching poetry. They finally concluded that poetry teaching in an L_2 situation should be made to first serve the 'practical' purpose of language skills acquisition, and then the 'aesthetic or cultural purpose'. In a similar argument, Egudu (1976:115), supported the contention that the essence of literature is in the use of language. He further stated that the fundamental structure of whatever subjects we choose to teach should be made central in teaching, and that: "the first object of any act of learning, over and beyond the pleasure it may give is that it should serve us in the future". The above statement rightly contradicts the claim by writers like Moody, (1971), Grieve (1964) and many others, that the teaching of poetry is purely for pleasure or enjoyment Poetry, no doubt, should be enjoyed. But the researcher feels that poetry, like any other literary genre, has many values which should be explored maximally in teaching. Therefore, to insist on which is primary and which is secondary is immaterial. In the L_1 situation, the linguistic quality of poetry probably need not be as highlighted as in L_2 situation. Poetry nevertheless,

can consciously be made to serve a practical purpose of language skills acquisition, even though the literature lesson should never degenerate into a rigid language lesson, (Pattison, 1972:198). In agreement, Povey (1972:187), stated that literature, and of course poetry, will increase all language skills because by "giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax", poetry will extend linguistic knowledge. Service, whether now or in the future, and pleasure, in an act of learning are interrelated and interdependent. It is a fundamental fact that what one finds pleasurable and useful will always remain appealing. Pleasure and service can therefore serve as joint motivating factors to improve students' attitude towards poetry. To reconcile the arguments concerning the values of poetry it will be right to conclude that poetry begins in delight and ends in wisdom.

Richards (1929:11) and Reeves (1958:88) voiced the opinion of many when they asserted that poetry itself is a mode of communication. It is made up of language, which is the medium for expressing man's everyday thoughts and experiences. Still on why we teach poetry, Willey (1974:44) contributed thus:

> We teach poetry because it provides students with a medium through which their thoughts and emotions can be explored. We teach it because it helps to make language more meaningful. Poetry is a great motivational factor in the development of linguistic ability, and literary appreciation.

1.3. Need for the Study

A subject of such aesthetic, moral and linguistic importance, and one offered as a major subject in Nigerian schools and universities deserves more attention, especially at the tertiary level. The motivation for the present study stems partly from this realisation, and partly from the need for research in second language reading and interpretation. This is in answer to the numerous calls by those concerned with the teaching of reading to intermediate and advanced learners of English as a second language (ESL); such as Kreidler (1975:177), Norris (1963:203), and Williams (1973:85) to mention a few. The study seeks to identify the important factors influencing the interpretative responses of pre-university students to poetry in a second language situation - Nigeria.

The School of Basic Studies (SBS) Ahmadu Bello University, Zaria; the School of Preliminary Studies (SPS) Kano; and the School of General Studies (SGS) Bayero University, Kano, are at the tertiary level. This is the level between the post-primary school and the university in the Nigerian educational system. They offer pre-university courses like the Higher School Certificate (HSC) schools in Nigeria.

One is tempted to agree with Egudu (1976:110), among many others, that poor responses to poetry could be traced back to poor educational background resulting from poor handling of the subject at the post-primary level. The poor pre-entry educational background of students may also be attributed to the wrong approach to teaching reading as a whole. Since the major goal of many ESL students is to be able to read other subject matter in English, it goes without saying that reading skills will be transferred to a subject like poetry.

The aspect of reading which helps to discover "an author's ideas" should always be the purpose of teaching reading, as Pett (1982:17) put it. He, nevertheless, observed that in a typical advanced reading class one finds the teacher doing one of two things. He may be

explaining the ideas in a text with the hope of facilitating the reading. Using this method, the teacher is more or less putting the cart before the horse. In the second approach, the teacher attempts to explain individual passages. The students are then asked to read and answer questions on the passage. None of the two approaches really teaches students the needed skill. At best the students may be able to cope with the particular text and not any other. It follows that the knowledge acquired through reading one passage may not be transferred to another passage.

Previous studies such as those of Egudu (op.cit:109-111) and Olaofe (1973:1-2) showed among other things that poetry lessons are mishandled in most Nigerian post-primary schools. They are conducted mostly by unqualified teachers who use inadequate methods and materials. Rather than lead the students into understanding the content of a poem and enjoying what there is to enjoy, a typical poetry lesson goes through a rigid method and ends in tedious memorization of the lines. Nevertheless, if the interest in and ability to interpret poetry is not acquired at the tertiary level, the students' performance at the university level will be poor too.

1.4 Statement of the problem

The problem for this study is to determine and analyse the factors that affect interpretative responses to poetry in English by students in pre-university institutions in Nigeria. The problem is stated in the form of the following questions:

1. Is there any relationship between the students' pre-entry performance in language and their pre-entry performance in literature?
2. To what extent are students' problems with interpretation of poetry caused by language difficulty?
3. To what extent are students' problems with interpretation due to literary inexperience?
4. To what extent are the students' difficulties caused by the cultural content of the poem?
5. Does such a factor as sex of the students influence their attitude towards poetry?
6. Does such a factor as attitude towards reading influence students' performance in poetry?
7. Does such a factor as attitude towards poetry influence students' performance in poetry interpretation?

1.5. Hypotheses

In order to answer the questions raised by this study, the following null-hypotheses will be tested:

1. There is no significant relationship between the students' pre-entry performance in language and their pre-entry performance in literature.
2. There is no significant relationship between students' ability to interpret poetry and their language capability.
3. There is no significant relationship between students' ability to interpret poetry and the extent of their literary experience.
4. There is no significant relationship between students' ability to interpret poetry and the cultural content of the poem.
5. There is no significant relationship between the attitude of students to poetry and their sex.
6. There is no significant relationship between the attitude of students towards reading and their performance in poetry.
7. There is no significant relationship between students' attitude towards poetry and their performance in poetry interpretation.

1.6. Significance of the Study

This study is significant in that it seeks to highlight the major factors that affect students' interpretation of poetry at the tertiary level.

Detailed information is required as to the precise nature and the extent of the effect of these factors on students' ability to comprehend and respond meaningfully to poetry in English in an L_2 context. If factors affecting students' attitude and interpretative responses to poetry are identified, and strategies for their possible elimination are planned as this study intends, it will become possible to attempt to make poetry more meaningful, functional and enjoyable to students, and appreciation or interpretation a less tedious exercise to both students and teachers. For, as Senanu and Vincent (1981:3) rightly stated, poetry is no foreign subject, though the language may be:

> Poetry is and has always been part of the lives and culture of our people and far from being a tedious undertaking, the reading and studying of poetry can be a pleasant and instructive experience. (Excerpt p.III).

The study seeks to provide useful information and suggestions to teachers of poetry at the pre-university as well as the first-year university level in Nigeria. It will also be useful in similar English-as-a-second-language situations where students use the language of

another culture to interpret their own culture and other cultures. The findings of the study will provide a basis for further investigation on this subject, since similar studies of this nature are not yet many in the country.

1.7.0 Scope and Limitations

This study involved two hundred and twenty-seven students, offering Literature in English, in Three institutions at the tertiary level of the Nigerian educational system. The questionnaire and poetry tests on two poems were administered to one hundred and seventy-seven students of the School of Basic Studies, Ahmadu Bello University, Zaria; forty-three students of the School of Preliminary Studies, Kano; and nine literature students of the School of General Studies, Bayero University, Kano. The conclusions from the findings of this study therefore, refer to the three institutions as representatives of other institutions at this level, since each of the nineteen states is represented in the population, page 34. The researcher is aware of certain limitations with reference to the sample, the poetry selected, the

instruments and procedures for data collection.

1.7.1 Sample size and Nature

The researcher used three institutions instead of all the thirteen institutions in the country. The level of education is the tertiary, and not the other levels of education.

1,7.2 Poetry Selected

Two poems were tested. The two were selected from the IJMB syllabus, in order to reduce the problem of comparability. The attempt to represent a poem with African background and another with foreign background has not covered all types. The findings are therefore, to be interpreted with reference to the two types chosen. The researcher is also aware of the fact that no tests can elicit all information on a given poem, and also that interpretation involves many skills and variables. Attempts were, nevertheless, made to standardise the questions and marking for reliability.

1.7.3 Instruments and Procedure

The researcher acknowledges the limitations of using questionnaire for securing adequate and accurate information on attitude. The number of sample of subjects,

institutions and poems can allow for certain statistical analyses only. Despite the limitations indicated above, the researcher believes that useful conclusions can be obtained from an examination of possible relationships existing between interpretative responses and the factors considered by this study.

1.8.0 Definition of Terms

Some of the terms used in this study have been assigned special meanings. The terms and their operational meanings are as follow :

1. L_1: English as a first language, mother tongue, native speaker;
2. L_2: Second or target language, that is, English in this case;
3. ESL: English as a second language;
4. HSC: Higher School Certificate, this is a level of education between the West African school certificate year and the University;
5. Tertiary level: The level of the Nigerian educational system between the secondary and the University. It is the pre-degree level. SBS/SPS/SGS/HSC/(p.t) Preliminary institutions fall under the tertiary level of education;
6. IJMB: Interim Joint Martriculation Board, an arm of the Institute of Education, Ahmadu Bello

University, Zaria. It is responsible for the syllabi in art and science courses as well as the conduct of final examinations for all the SBS/SPS/SGS and Colleges of Arts, Science and Technology institutions affiliated to the IJMB;

7. CRE/MER: Credit/Merit, that is credit in WASC or MERIT in Teachers' Grade Two;
8. T_I101-T_I124: Test Identification poem one, question one to question twenty-four;
9. T_I201-T_I215: Test Identification poem two, question one to question fifteen;
10. Comprehension: Understanding of both the literal and implied meanings of the component parts of a poem or the whole poem;
11. Cultural Information: Knowledge of "the central metaphors of a culture upon which literature bases itself" - Purves (1971: 706-707). It includes mythology, religion, the bible, major archetypes of which the myths are manifestations, the seasons of the year, various psychological fantasies, societal norms, values, practices, views and attitudes;
12. Attitude: Posture, feelings, disposition towards (reading and poetry) during leisure and as compared to the novel and the play. It is measured by ranking interest in and difficulty of poetry above average, average or below average;

comparing poetry with the novel and the play in terms of difficulty and how frequently read at leisure.

13. Language Code: Requiring the knowledge and experience of language;

14. Literary Code: requiring the knowledge and experience of literary or poetic theory;

16. Cultural Code: requiring the knowledge and experience of cultural information and references.

17. Pre-entry performance: Measured by O-level grades in English Language and in Literature

Chapter 2

2.0 REVIEW OF RELATED LITERATURE

There is a vast literature dealing with interpretation in reading English as a first language (L_1). But in contrast, to the best of my knowledge and in agreement with Kreidler (1975:177) interpretation in reading English as a second language (ESL) is a neglected area of research and discussion. Nevertheless, in the seventies, according to Lim (1976:8), interest in second language reading has been renewed with emphasis on reading at the tertiary level of education rather than the elementary level. Lim backed up this assertion by referring to the increasing number of articles on second-language (L_2) reading instruction which appear in journals; such as - English Teaching Forum, TESOL Quarterly, and English Language Teaching Journals etc.

2.1 The L_1 Situation

Various studies, mostly on reading in the first language context reveal some important information: the nature of response to Literature; the reader; and the major skills of interpretation.

2.2 The Nature of Response to Literature

Various researches and discussions have shown that response to Literature is affected by a combination of elements within the reader himself, his mental capacity, and his experiential environment, portraying individualistic tendencies. Richards (1929:13) noted that in judging and deciding upon the worth of a poem: "Our own inmost nature and the nature of the world in which we live decide it for us". Squire (1964:221), Pett (1982:17), and Richards (op.cit.) attributed many of the errors in interpretation by readers, to the fact that they were unable to grasp the most obvious meanings or ideas of the author. Kobayashi (1975:192) believed that the sources of readers' difficulties usually is either linguistic (complex syntactic structures, elaborate use of words etc) or cultural - (unfamiliar cultural patterns expressed by the foreign language) or a combination of these. This assertion is of particular interest to the present study. The researcher is of the opinion that the L_1 reader has an advantage over the L_2 reader in this respect. For as Pett (1982:18) put it, the L_2 reader

lacks the "intrinsic store of linguistic background knowledge of the native language" of the L_1 reader. This constitutes an added setback in grasping the ideas of the author and predicting what is coming in his reading.

2.3 The Reader

The available studies reveal the existence of differences in interpretational ability attributable to personal factors. According to Squire (1964:292), personal qualities and experiences appear to influence the reader's responses in unique individual way. Like Kobayashi, Karlin (1969:386-390) cited studies which showed that differences in reading performance can be accounted for by language development, among other factors. In a review of studies relating characteristics of the reader to responses to literature, Russell (1965:314) concluded that sex, age and intelligence seem to be influential on the response to any literary piece. Burton (1952:436-439) in his study sought to clarify the nature of literary appreciation by discovering its relationships to verbal and non-verbal intelligence, silent reading ability, and socio-economic status. He

administered a series of tests and arrived at some conclusions among which are that:- (a) verbal intelligence and silent reading ability are important factors in the appreciation of literature; (b) the language factor seems the most important in literary appreciation and (c) Socio-Economic background determines to some extent, a student's ability to appreciate literature. Hypotheses 1, 2, 3, and 4 of this study seek to determine the extent to which a reader's linguistic, literary, and cultural background affect his responses to poetry interpretation in an L_2 situation at the tertiary level of the Nigerian educational system.

2.4.0 Major Skills of Interpretation

Robinson (1966:236-238) and Gray (1960:8-24) analysed the steps involved in reading. Gray examined the studies designed to determine the "component skills, abilities and attitudes essential to mature reading". From these was developed a model in which he outlined and described four major aspects of reading. They are:- first, perception of words, which includes both recognition and understanding of the meanings of each word;

second, the grasping of the meaning of continuous discourse, which implies both the literal and extended meanings; third, insightful reaction, which includes making intellectual judgements and emotional responses; fourth, assimilation. These basic skills of interpretation could be re-grouped into three, that is, (a) Comprehension (b) Reaction and (c) Assimilation.

2.4.1 Comprehension

This basic factor in interpretation, includes reading the lines, reading between the lines, and reading beyond the lines. Niles (1972:228-231) too, recognized three basic skills in comprehension. According to him, they are:

> The ability to find, understand and use the varied relationships of ideas in single sentences, in paragraphs and in selections of varying lengths; the ability to read with adjustment to conscious purpose; and the ability to make full use of the previous learning.

In a review of Davis (1968), Carrol (1969:8), argued that the three basic skills identified in Davis' study could be classified into two:

> The comprehension of the literal sense of what is read; and the inferring of deeper meanings that are not explicitly stated.

This model had been successfully used by Squire (1964) in his analysis of responses of adolescents to four short stories, and also by Wilson (1966).

2.4.2 Reaction.

This includes; intellectual judgement, often referred to as "critical thinking" and emotional responses of various kinds and intensities.

2.4.3 Assimilation

This aspect of interpretation involves the fusion of the new ideas with those already acquired. Assimilation could be seen as "creative thinking". This phase in the process of interpretation is not a clearly differentiated aspect from that called "reaction".

Many writers and researchers had found the Gray-Robinson model very useful and had been guided by same whenever responses to literature were to be measured. They sometimes differ in the terms used, but they all, nevertheless, are in agreement that comprehension is a basic factor in interpretation. Carthedge (1949:185) had earlier expressed this view in the statement:

> To form a critical estimate of a poem, thorough comprehension of the work is indispensable, a point which requires more attention than some teachers imagine.

2.5. Content Analyses Approach

There has been a series of studies and attempts to measure appreciation using different methods. Some of the studies which used the content analysis approach will be considered, due to their relevance to the present study. This is a means through which the quality of interpretation in literature can be assessed. It involves the analysis of the oral or written responses of subjects being studied. The response can be free or it can be structured in reply to a set of given questions. This method of measurement has been in use for a long time, but has only been recently formalized as a research tool.

Richard's study (1929, 1956: 13-18) is the classic analysis of the reading difficulties of critics of poetry. Over a number of years, Richard made his students write down their responses to poems of varied quality. His book, Practical Criticism, is a detailed report on these responses, and it continues to influence

studies on interpretation and responses and on the teaching of literature. He examined the responses for errors in interpretation. He listed ten main difficulties that may be encountered by one reader or another in the presence of almost any poem. The difficulties, according to him are not unconnected with one another, hence they could be collected under more or fewer headings. Cooper (1971:18-21) for instance, put them under eight headings;

1. an inability to understand the poem as a statement or expression;
2. an inability to perceive the form of the poem and the movement;
3. an inability to respond fully to imagery;
4. a reliance on stock responses;
5. a tendency to be misled by erratic associations;
6. a proneness to sentimentality and inhibition;
7. an unwillingness to judge the worth of poetry alone apart from the views and beliefs about the world it contained; and
8. an unwillingness to judge a poem for its own merits.

In his review of attempts to measure appreciation, Cooper reported among many others those by Taba (1955),

Squire (1964), Wilson (1966) and Purves (1966). For all these studies of response to literature, they all devised categories with which they coded their subjects' responses.

Taba (1955), for example, devised four categories: 'Projections, generalizations, self-references, and irrelevancies'. These, she used to code the recorded class discussions of stories to find out the extent of sensitivity. A further development of the approach was Squire (1964). He studied the recorded responses of his students to four short stories. He devised seven categories by which he coded each student's responses. Similar categories were used as measuring instruments by Wilson (1966).

In his content-analysis study of responses to literature, Purves (1966) attempted to devise a much more detailed and exhaustive set of categories and sub-categories. His scheme consisted of one hundred and twenty elements grouped into four broad categories. The categories were devised primarily to indicate the attitude a responder can take towards a work. Looking in this way at the responder's relationship to the work

he identified four general relationships which became the categories of engagement: 'involvement, perception, interpretation and evaluation'. Of these, the one most directly relevant to assessing appreciation is 'evaluation'.

The findings from these studies have yielded insight into the type of errors students' responses show, and are as such of great help to the present study.

2.6 The ESL Situation

The literature dealing with interpretation in second language reading is mostly prescriptive in nature. For example, Haynes (1976:57), examined the question of the best way of introducing poetry-reading skills to students, "many of whom may not have acquired them before". According to him, the fundamental need is that of teaching students to be able to make sense of a poem witnout reliance on a 'ready-made' interpretation. Marquardt (1975:185-186) and Warner (1958:189-193) in their consideration for the difficulties that the "missing background" in ESL situation can add to the already difficult task of teaching literature, offered some suggestions concerning the choice of materials and the teaching approach.

One of the few empirical studies in an ESL context was that of Williams (1973). It sought to find out how far some specific factors affected the interpretative responses of pre-University Malay students to reading the short story in English. The study, is of particular relevance in that Williams' study and this study have many things in common. Some of these relate to the subjects, the level of education of the subjects and the variables tested. Williams' subjects - the Malay students, who use English as a second language, were faced with a similar language problem and 'missing-background' as the Nigerian students, who the present study examines. The level of education, the pre-university, examined by Williams is the same level of consideration of this study.

Among many other problems of concern of Williams' study was to find the types of relationships which existed between interpretative responses and the characteristics of the readers; such as (a) reading ability, (b) critical thinking, (c) language aptitude, (d) intelligence (non-verbal), (e) Socio-economic status, (f) sex and (g) personality traits, including intellectual disposition.

The over-all results of Williams' analyses showed that the three most important factors influencing the various dimensions of interpretative responses were reading ability, sex and critical thinking. While the readers' characteristics, taken in combination were important factors, language aptitude as a single factor, has been found to be significantly related with several aspects of the readers' interpretations.

Another recent research study in the ESL context and of some relevance to this, was that of Ameh (1982). He examined the influence of culture and environment as factors on students' comprehension of poetry. His subjects were Form IV, co-educational secondary school students of three separate schools. He administered two types of poems (one of an African background, the other of English background) as pre-teaching and post-teaching tests. Among other things, he discovered that culture and environment were major factors affecting students' attitude towards and comprehension of poetry. The group exposed to, and tested on the African background poem, showed more favourable attitudes, evidence of pleasurable learning, better understanding, than the second group. There, nevertheless, is no significant difference in the test scores of the two groups.

The present study is specially concerned with responses to poetry like that of Ameh, but as distinct from Williams' which examined responses to short stories. But, the subjects here, are the literature students of three pre-university institutions, all at the tertiary level of Nigerian education as against the post primary level looked at by Ameh.

2.7 Summary

From the research and background literature reviewed, it is clear that a host of factors, taken separately or in combination, are capable of affecting the interpretational responses of students to poetry. These factors include, intelligence, socio-economic status, level of linguistic competence, literary experience, sex, culture and environment.

This study seeks to highlight the major factors affecting students' responses to poetry. It is mainly concerned with ascertaining the relationships which exist between the interpretative responses of students and such factors as: (a) language capability (b) literary experience (c) cultural content of a poem (d) sex (e) attitude towards reading in general and (f) attitude towards poetry in particular. It also seeks to (g) establish the type of relationship between performance in literature and in language.

Chapter 3

3.0 RESEARCH PROCEDURE

The problem of this study is to identify some of the factors affecting the interpretational responses to poetry by literature students at the tertiary level of the Nigerian educational system.

This chapter describes the research procedure for the study. This involves the description of the techniques for collection and analyses of data. The major divisions and areas of discussions of the chapter are:

i) Subjects

ii) Instrumentation

iii) Data Analyses

3.1 Subjects

The population for this study is the entire literature students at the tertiary level of the Nigerian education. Nevertheless, all 1981/82 literature students of the School of Basic Studies, Ahmadu Bello University, Zaria; the literature students of the School of Preliminary Studies, Kano; and those of the School of General Studies, Bayero University, Kano; constituted the sample for the study. They numbered three hundred and twenty-five, but the actual responses used were those of two hundred and twenty-seven students.

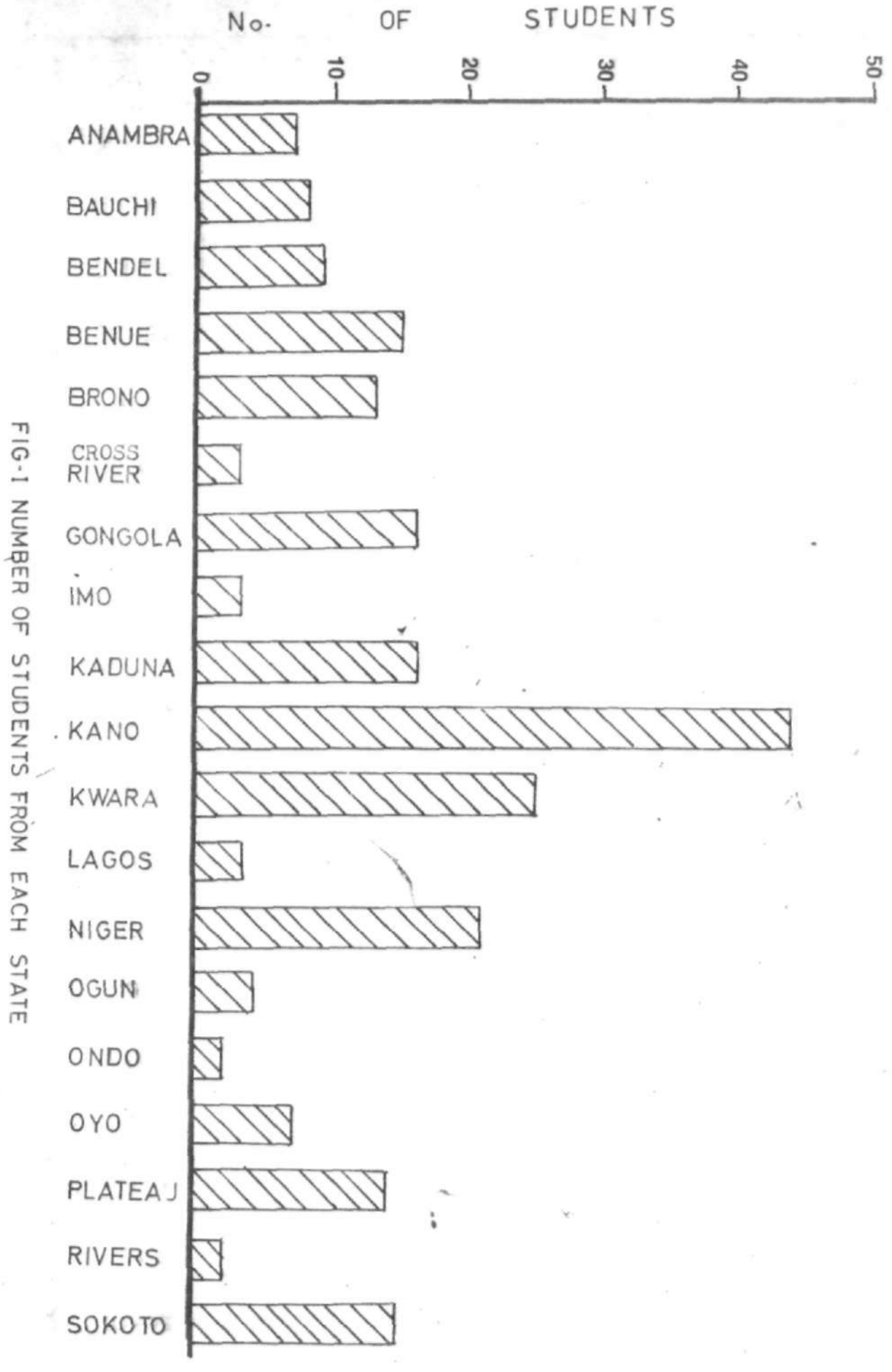


FIG-1 NUMBER OF STUDENTS FROM EACH STATE

Of this number were one hundred and thirty-three males, ninety females and four unindicated. They were considered good representatives of the students at the tertiary level of the Nigerian educational system. This is because everyone of the nineteen states of Nigeria was represented due to the quota system of admission operational in the three institutions. (Fig.1).

Also, lecturers involved in the teaching of literature in the three institutions were included in the study. The lecturers were nineteen in number.

3.2.0 Instrumentation

Three main instruments were used in this study for data collection:

i) Students' Questionnaire

ii) Lecturers' Questionnaire

iii) A Test of Interpretation of two poems.

3.2.1 Students' Questionnaire

A questionnaire comprising eighteen items was administered to the students, in order to secure background information pertaining to personal, cultural and academic variables about individual students. Each multiple choice question required either a choice from

two or more suggested answers, or ranking the suggested answers in order of preference. Questions 13 and 14 of the questionnaire (Appendix 1a), are reproduced as examples.

13. Of the three forms of Literature in English, which do you most enjoy reading at your leisure? (tick one)

Novel	1
Poetry	2
Play	3

14. How would you rank your interest in the following?

	3 Above Average	2 Average	1 Below Average
Novel			
Poetry			
Play			

The questions were structured to get such facts as the students' sex, pre-entry level of attainment in language and literature, literary background, areas of interest and preference in literature, areas of difficulty

in poetry interpretation, and general attitude to reading as a whole and to poetry in particular.

3.2.2 Items on Students' Questionnaire

Each item on the questionnaire can be simply described as follows:

i) The first item requested for each student's admission number, simply for identification purpose . Numbers, instead of names, were asked for, in order that students might give information freely and honestly without any fear of disclosed identity.

ii) Item two sought to know the sex of respondents. One of the questions raised by the hypotheses was whether sex as a factor, affects students' attitude to poetry interpretation.

iii) Students were to indicate their religion - Christian, Muslim any other; in item three.

iv) Item four, was on the states of origin of students. Information collected was to be used to confirm the assertion that the nineteen states were represented by the subjects' sample.

v) Items five and six requested for students' 'O' level entry grades in English language and literature respectively. A comparison of the two was to find out the

existence or otherwise of any relationship between the two, in answer to the question raised in hypothesis one.

vi) Questions seven, eight, ten and eleven were designed to elicit students' attitude to, and interest in materials written in mother tongue, poems with African background, and poems with foreign background. Here is question seven as an example:

7. Do you read materials written in your mother tongue? (e.g. books, magazines etc.)

Yes [1]

No [2]

vii) Items nine, twelve, thirteen and fourteen were meant to elicit from students, how often they listen to play, novel and poetry; which of the three areas they find most difficult; which they most enjoy reading and their level of interest in each.

viii) Item fifteen sought to know how often students read generally at leisure - often, not often or not at all? A comparison of students' response and performance in the poetry test could indicate any existing relationship between students' reading habit and performance in poetry.

ix) Items sixteen and seventeen, sought to know students' rating of their understanding of the literal, and then implied meaning of poems in general. In each case students should tick one of these:

I understand always	1
I understand most of the time	2
I understand only rarely	3
I understand half of the time	4
I do not understand	5

x) Finally, item eighteen was on students' views about the level of education when Literature should be introduced.

3.2.3 Lecturers' Questionnaire

The lecturers' questionnaire (Appendix 1b) was meant to elicit information about students' and lecturers' attitude to, and interest in poetry from the lecturers' point of view. This was to validate as well as supplement information which the students' questionnaire provided.

The lecturers' questionnaire comprised sixteen items designed to elicit information from the lecturers who were involved in the teaching of literature in the three pre-university institutions. Such information included the required qualification for students' enrolment to study literature at the tertiary level; whether or not high attainment in English language should be a criterion for enrolment in literature; the types of poems that students prefer; and the most frequently used method in teaching poetry interpretation.

3.2.4 Test on Interpretation of Two Poems

To ensure suitability for level of education and to be sure of comparability, the two poems given to students to interpret were taken from the IJMB syllabus.

3.2.5 The Two Poems

The first poem, "That Time of Year", is of foreign background (English). It is a Shakespearean sonnet, in which an ageing man compared his stage of life to a similar time of a year, a day and stage of a fire. He therefore, asked his loved one to make the best of what was left by loving more strongly. The second poem, "The Lazy Man", is of African background (Nigerian).

It is a translated Nigerian social satire. It describes and lists with contempt, the qualities of a lazy man his activities from dawn to dusk and his parasitic tendencies. The two poems were selected mainly on the criterion of manifested cultural content. Poem 1, for example is of foreign background from the subject matter, treatment and allusions. It is unlikely that the speaker, the poet, were he an African would be discussing love at that age. The extended image of the end of autumn or fall season and its effect on the surroundings and nature belong to a foreign culture. Poem 2, on the otherhand, makes references to the African set-up and background. The crowing of a cock, to herald a new day; the references to the different workers at their various places of work, all of them manual workers; refer to a culture very much African. "Sacrifice" and the free feasting that goes with it are familiar references in the African set-up. It has religious connotation.

Other criteria considered for selection were the level of difficulty in terms of use of diction, syntax, poetic devices and length. The initial difference in the two poems was in respect of the archaicspelling in poem one. To resolve this, the most modern

conservatively edited penguin version, Fowler (1975:94) and Moody (1971:16) were used; while the current usage of some words and phrases, were further given as footnote (Appendixes 1c and 1d).

3.2.6 Test Questions

Questions comprising both multiple choice as well as those requiring free responses were provided as test on the two poems. (Appendix 1(e) and 1(f). The questions were based on language code, cultural code and literary or poetic code. For instance: question 10 of poem falls under language code: "Re-write the first line in a simpler and more usual English word order". Question 2, poem 1 is of poetic code: "What figure of speech is used in line 8? (Simile, personification, sarcasm, irony, metaphor)". Question 5, fits into cultural code: "What time of the year is referred to in the first line?" In some cases a question falls within two or three categories: For example the answer to question 7 poem 2, What does the poet mean by 'free yam'? requires linguistic, poetic and cultural information. The questions on poem 1, were a refinement on the set of questions used by Moody (1971:17-18); while

those on poem 2 were framed to look like those on poem 1. The researcher sought the advice and opinion of six experienced lecturers of the School of Basic Studies, Ahmadu Bello University, Zaria; and two of the department of English of Ahmadu Bello University, Zaria before arriving at the final decisions on the poems and questions. The marking scheme for the two poems was also submitted to the judgement of colleagues in the School of Basic Studies, A.B.U., Zaria. The analyses aimed at finding out the extent to which students' responses were affected by the cultural content of the poem, literary interpretation experience and English language competence of students.

3.2.7 Procedure

The students' questionnaires and the poetry test were distributed at the same time, during the general lecture hour in each of the three schools. Students were told to complete the poetry test first, spending not more than twenty-five minutes on each poem, before filling-in the information required by the questionnaire. Answers to the tests were collected at the end of the

hour to avoid cheating, while the slow students were allowed to take away the questionnaire for completion and submission.

Lecturers' questionnaires were distributed to the lecturers of the School of Basic Studies, A.B.U., Zaria by the researcher; while the heads of section of English of the other two institutions distributed to the lecturers under them. The researcher marked all the scripts for uniformity. Each response on the two poems was marked on a 3 point scale. A completely correct answer scored 3 points and rated above average; an averagely correct answer scored 2 points; while a wrong answer, rated below average, scored 1 point. Each poem was marked out of a hundred.

3.3.0 Statistical Analyses

The Statistical Package of the Social Sciences (SPSS) was used to analyse the data. Each response on both the questionnaire and the poetry tests had been assigned numerical values for computer analyses. To answer the hypothetical questions raised in the study, tests of significance were performed. The main statistical tool used was chi-square test. This was

supplemented where necessary with T-test and analyses of variance. The relationships between the criterion variable (performance in poetry interpretation) and the independent variables (language competence, literary experience, cultural information, sex, attitude) were sought for.

3.3.1 Tests on hypotheses

i) Hypothesis one:- Tests of significance, utilising cross-tabulations were carried out on items 5 ('O' level language) and 6 ('O' level literature). The results of the tests will highlight the relationship between students' pre-entry performance in English language and their pre-entry performance in Literature.

ii) Hypothesis two:- Item 5 ('O' level language) on students' questionnaire was related to each response on the two poems. This was in order to find out the relationship between language capability and performance of students in poetry.

iii) Hypothesis three:- Chi-square tests on item 6 of students' questionnaire ('O' level literature) in relation to each response on the two poems were carried out. These were aimed at finding out whether or not

there was any significant relationship between students' literary background and their performance in poetry.

iv) Hypothesis four:- To find out whether the cultural content of a poem affected students' performance in poetry, T-test and analyses of variance were carried out to highlight the difference in the overall performance on poem 1 and poem 2.

v) Hypothesis five:- Item 2 on students' questionnaire, that is, sex, was related to each of items: 12 (Q_4, difficulty of poetry), 13(Q_5, leisure reading type), and 14(b) (Q_7, poetry interest rank). This was in order to find out whether sex as a factor, affected students' attitude to poetry.

vi) Hypothesis six:- The relationship between students' attitude towards reading and their performance in poetry was looked for through cross - tabulation of each of items: 13 (Q_5, leisure reading type), and 15(Q_9, pleasure reading frequency) by the responses on each of the two poems.

vii) Hypothesis seven:- Items 12 (Q_4; difficulty of poetry) and 14(b) (Q_7, poetry interest rank) were each related through cross-tabulation to each of the two poems. This was aimed at finding out the relationship between students' attitude towards poetry and their performance in poetry.

Chapter Four

4.0. RESULTS

4.1. Introduction

This chapter presents the results and findings from the analyses of responses to the two poems and items on the questionnaire as answers to the questions raised in this study. The statistical analyses carried out were:

(a) Cross-tabulations

(b) T - test and

(c) Analyses of variance.

4.2 Students' Questionnaire and Poetry test

Table 1 shows at a glance the details on students' questionnaire: the institutions involved in the study, the number of questionnaires sent out annd the number returned. Other relevant results on items of the questionnaire are shown as Appendixes IIa-j.

TABLE I

Students' Questionnaire

INSTITUTION	NO.SENT OUT	NO.RETURNED	%GRAND TOTAL
SBS/ABU,Zaria	245	175	77.1
SPS, Kano	50	43	18.9
SGS/BUK, Kano	23	9	4.0
TOTAL	318	227	100.0

4.3 Lecturers' Questionnaire

Twenty lecturers' questionnaires were sent out but seventeen were returned. Out of the seventeen respondents, five were males, eleven females and one was not indicated. Poetry teaching experience ranged from one to sixteen years and minimum qualification of respondents was a first degree. Details of responses follow:

Item one: What do you consider the minimum WASC/GCE 'O' level, literature score, for a student admitted to study literature at SBS/HSC/PRELIM? Figure 2 shows the results.

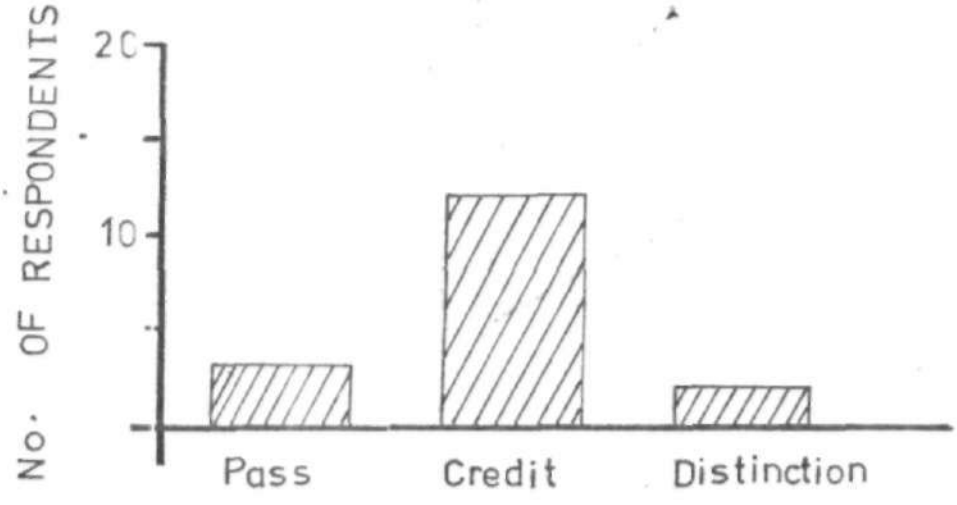


Fig. 2 MINIMUM 'O' LEVEL LITERATURE SCORE FOR ADMISSION

Fig. 2 Shows that only three respondents thought a pass in 'O' level literature should be the minimum

pre-requisite to study Literature at the SBS/HSC/PRELIM level. Twelve lecturers advocated for a credit and two insisted on a distinction.

Item two: Would you consider a high attainmmet in English Language a criterion for admission to study Literature? It is the opinion of fifteen lecturers, that is, 88.2% as against two or 11.8% of respondents that a high attainment in English language should be considered a criterion for admission to read 'A' level Literature.

Item three: What area of Literature (poetry, play, novel) do you think students find most difficult? In answer to item three, fifteen lecturers, or 88.2% thought that students find poetry the most difficult of the three areas of literature, the remaining two, that is, 11.8% thought students find play, the most difficult.

Item four: When you were a student, which of (poetry, novel, play) did you find most difficult? The result on item four, shows that six lecturers found the novel the most difficult. Only three found the play the most difficult while eight lecturers found poetry the most difficult.

Item five: Which of the three areas do you find most challenging (requiring more effort) to teach at SBS/HSC/

PRELIM level? Fourteen lecturers, claimed they found the teaching of poetry the most challenging and requiring more effort to teach at the SBS/HSC/PRELIM level as against three for play and zero for novel.

Item six: How would you rate your interest in teaching poetry (Below average, Average, Above average)? One lecturer rated interest in poetry as below average, while ten, rated as average, and seven, rated as above average.

Question seven: What kind of poems do you enjoy teaching more? Fourteen respondents indicated preference for poems written about Africa, two expressed no bias and one (a foreigner) preferred to teach foreign poems.

Item eight: When students are asked to interpret a poem, which of the following would you prefer? (a) Free response (i.e. without questions (b) Response to structured questions (c) both (a) and (b)? In response to item eight, two lecturers thought free response without questions is preferable, two supported the use of response to structured questions while thirteen thought the use of both free response and response to structured questions should be encouraged.

Question nine: What would you attribute students' difficulties in interpreting poetry to? (Rank in order of importance that is, 1 for least important, 5 for most

important). Figure 3 shows the pattern of response.

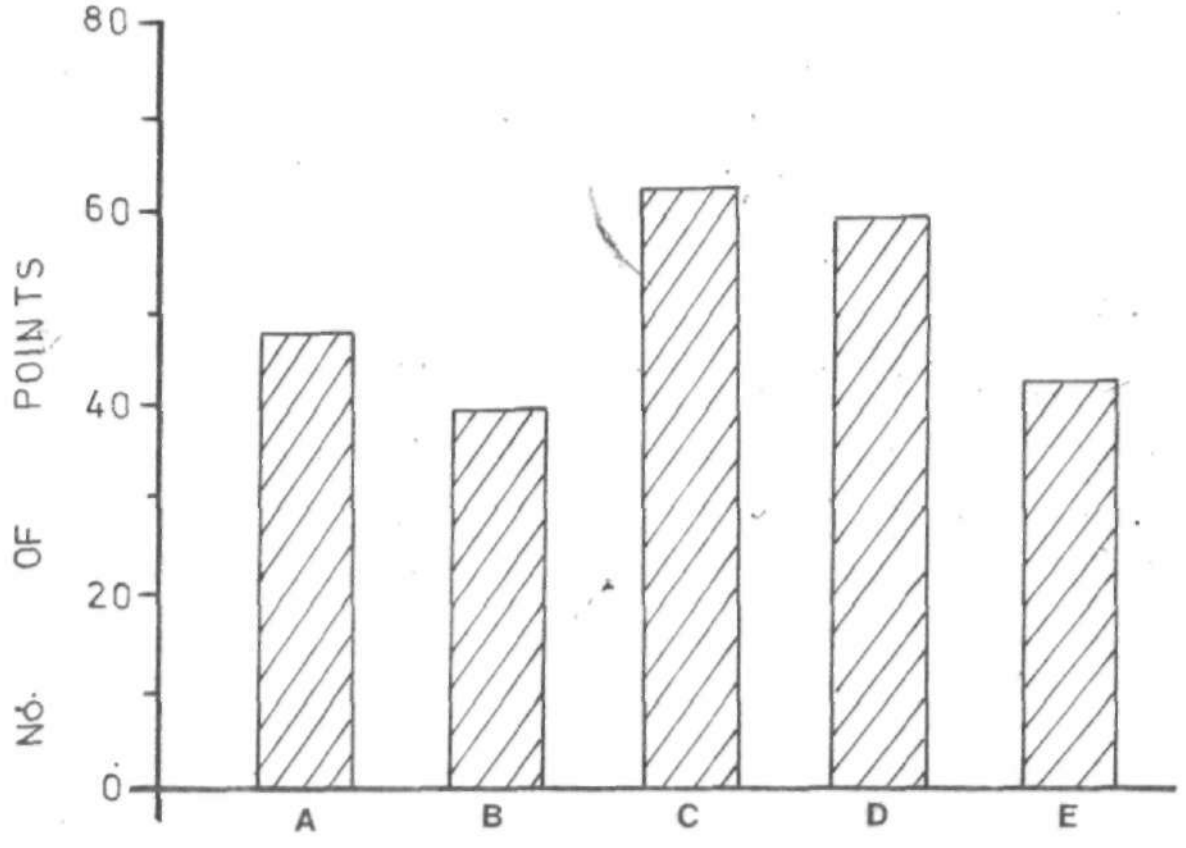


Fig. 3 CAUSES OF STUDENTS' DIFFICULTIES WITH POETRY INTERPRETATION.

KEY:
- A. Methods of teaching
- B. Types of materials selected
- C. Inadequate literary knowledge
- D. Language problem
- E. Teachers' attitude

Fig. 3 shows that inadequate literary knowledge on the part of the students rated highest with 62 points, language problems, came second with 59 points, methods

of teaching recorded 47 points while teachers' attitude and types of materials selected came fourth and fifth with 42 and 39 points respectively. The responses here show that adequate literary background and language competence are two very important factors in poetry interpretation. This lends support to the findings on hypotheses one, two and three of the study.

Item ten: Which type of poems do you think students would find easier to understand? Sixteen lecturers, that is, 94.1% opined that students would find poems with an African background easier to understand, one lecturer only, thought the background of the poem does not matter.

Question eleven: At what level do you think literature should be introduced in the Nigerian educational system? In response, two lecturers suggested the SBS/HSC/PRELIM level, one suggested the post-primary while (the majority), fourteen lecturers thought the primary school level was the ideal level.

4.4 Results on Hypothesis I:

Tests on hypothesis I sought to find out whether there was any relationship between students' pre-entry

performance in language and their performance in literature.

Table 2 presents the cross-tabulation of '0' level English language by '0' level literature, students' pre-entry performance in the two subjects.

TABLE 2

Cross-tabulation of '0' level language by '0' level literature

LANG. \ LIT.	FAIL	PASS	CRE/MER	DISTINCTION	TOTAL
FAIL	1	2	4	2	9
PASS	1	6	36	20	63
CRE/MER	0	4	36	12	52
DIS	1	4	14	46	65
TOTAL	3	16	90	80	189

Chi-square = 43.62, Df = 9

P < 0.00 (significant)

CRE/MER = Credit or Merit

Table 2 shows that 36 students, representing 59.2% of those who obtained credit/merit in '0' level language

also had credit/merit in 'O' level literature. Only 1 student failed both English language and literature out of a total of 9 language failures and 3 literature failures. Also, 46 students obtained distinction in both language and literature. This figure represents 70.8% of those who got distinction in language but 57.5% of those who got distinction in literature.

The null-hypothesis tested was that there is no significant relationship between students' pre-entry performance in English language and their pre-entry performance in literature. This was rejected, and the result shows an alternative, a high level of significance chi-square = 43.62 and $P < 0.00$. There is therefore sufficient evidence to uphold the hypothesis, that there is a significant relationship of dependence between a students' pre-entry performance in English language and the pre-entry performance in literature in English.

4.5 Results on Hypothesis 2

The question raised by hypothesis 2 was whether students' problems with interpretation of poetry is caused by language difficulties.

Table 3a, 3b, 3c, and 3d present the results of

cross-tabulation of 'O' level English language (item 5 on students' questionnaire) by each response on the two poems T_I101 to T_I215. Questions on Poem 1 are identified as T_I101 to T_I124 while questions on Poem 2 are identified as T_I201 to T_I215

TABLE 3(a)

Cross-tabulation of T_I104 by English Language

T_I104	LANG				
	FAIL	PASS	CRE-MER	DISTINCTION	TOTAL
BELOW AV.	5	33	21	40	99
ABOVE AV.	6	41	42	30	119
TOTAL	11	74	63	70	218

Chi-square = 7.61, Df = 3

P $<$ 0.05 (significant)

Table 3a shows that 119 students, scored above average in T_I104, the sum of (41,42,30) that is 113 students who scored above average in T_I104 also performed well in 'O' level English language, at average and above average levels.

There is evidence to show that the response on $T_I 104$ which is: Who is the speaker? is dependent on language performance. The relationship is significant at the 0.05 level.

TABLE 3(b)

Cross-tabulation of $T_I 112$ by English Language

$T_I 112$ \ LANG.	FAIL	PASS	CRE-MER	DISTINCTION	TOTAL
BELOW	8	52	31	40	131
AVERAGE	2	16	20	9	47
ABOVE	1	6	12	21	40
TOTAL	11	74	63	70	218

Chi-square = 18.40, Df = 6

P $<$ 0.01 (significant)

There is a relationship between the performance on $T_I 112$ - an item on vocabulary and English language performance. The level of dependence is significant with

chi-square = 18.40, Df = 6, P $<$ 0.01. This result was anticipated especially because question T_I112:What does the poet mean by "boughs"? falls under language code.

TABLE 3(c)

Cross-tabulation of T_I120 by English Language

T_I120 \ LANG.	FAIL	PASS	CRE-MER	DISTINCTION	TOTAL
BELOW	9	62	34	49	154
AVERAGE	2	9	19	10	40
ABOVE	0	3	10	11	24
TOTAL	11	74	63	70	210

Chi-square = 18.67, Df = 6

P $<$ 0.00 (significant)

Table 3(c) shows that all the 24 students who scored above average in T_I120 passed 'O' level English language. Also, none of the 11 failures in English language scored above average in T_I120. The result of

the analysis is shown by chi-square = 18.67, Df = 6. This is significant at the 0.01 level to show that there is a significant relationship between 'O' level English language performance and response on T_I120. It is however necessary to point out that question T_I120 was listed under language code being a vocabulary test: list all the words with similar meaning to the verb "to see".

TABLE 3(d)

Cross-tabulation of T_I204 by English language

E.LANG.

T_I204

	FAIL	PASS	CRE-MER	DISTINCTION	TOTAL
BELOW	8	72	61	64	205
AVERAGE	2	0	0	4	6
ABOVE	1	2	1	2	6
TOTAL	11	74	62	70	217

Chi-square = 10.09, Df = 6

P $<$ 0.01 (significant)

Table 3(d) shows that there is a relationship of dependence between performance in T_I204. What are the two types of repetition found in lines 7-10?, and 'O' level

English language performance. Chi-square = 10.09, Df = 6 shows a high value of 99% confidence level, or significant at P $\leq$ 0.01.

4.6 Results on Hypothesis 3

The null-hypothesis tested was that there is no significant relationship between students' ability to interpret poetry and their level of literary interpretation experience. Tables 4(a) and 4(b) present the results of chi-square tests on item 5 (students' 'O' level literature performance) in relation to responses on poem 1 and poem 2.

TABLE 4(a)

Cross-tabulation of T_I111 by 'O' level Literature

T_I111	'O' Lit.				
	FAIL	PASS	CRE-MER	DISTINCTION	TOTAL
BELOW	2	10	52	26	90
AVERAGE	0	0	0	1	1
ABOVE	1	6	39	54	100
TOTAL	3	16	91	81	191

Chi-square = 13.84, Df = 6

P $\leq$ 0.03 (significant)

The above table shows that the sum of 99 or 99% of the students who scored above average in T_I111 also had good pre-entry 'O' level literature grades. The chi-square calculation yields a high level of significance at P $<$ 0.05 level. There is enough evidence to show that response on T_I111 is dependent on students' literary background knowledge especially too as the poetry question T_I111 : What figure of speech is used in line 8? (simile, personification, sarcasm, Irony, metaphor) falls under poetic code.

TABLE 4(b)

Cross-tabulation of T_I211 by 'O' level literature

T_I211 \ 'O' Lit.	FAIL	PASS	CRE-MER	DISTINCTION	TOTAL
BELOW	2	10	76	55	143
AVERAGE	0	5	12	21	38
ABOVE	1	1	2	4	8
TOTAL	3	16	90	80	189

Chi-square = 14.09, Df = 6

P $<$ 0.03 (Significant)

Table 4(b) shows the cross-tabulation of T_I211: What does the poet mean by "breastbone will stick out"? by '0' level literature. The chi-square = 14.09, Df = 6. This is significant at P $\leq$ 0.05 level to show that performance on T_I211 and students '0' level literature performance are dependent. This result was expected since T_I211 falls under both linguistic code and literary code.

4.7 Results on Hypothesis 4

A T-test and Analysis of variance on the poetry tests scores were carried out to test the null-hypothesis: there is no significant difference between the performance in poem 1 and poem 2, i.e. $\bar{X}_1 - \bar{X}_2 = 0$ or $\bar{X}_1 = \bar{X}_2$. Tables 5(a) and 5(b) present the results of the two statistical analyses.

TABLE 5(a)

T-test on the poetry Tests scores

GROUP	MEAN	SD	-T VALUE	DF	2-TAIL PROB
FOREIGN	45.91	5.56	8.41	432	.000
AFRICAN	51.54	7.37			

Table 5a shows the mean of scores on poem 1 as 45.91, SD = 5.56, while the mean of scores on poem 2 is 51.54, SD = 7.37. The result of a T-test conducted gave a T value of 8.41. This is statistically significant at P ~~<~~ 0.01. This is enough evidence to show that the performance of students on poem 2 is substantially better than their performance on poem 1. Therefore the null-hypothesis is rejected.

TABLE 5(b)

Analysis of Variance for Poetry Tests Scores

Source of variation	sum of squares	DF	Mean Square	F	Signif. of F
Poem	3,440.747	1	3,440.747	70.636	.001
Residual	21,043.171	432	48.711		
Total	24,483.917	433	56.545		

N = 227

In table 5(b), the result of analysis of variance is shown. The factors analysed were the two poems.

The result shows that F = 70.636 is significant at P 0.01. This result is the same as that from the T-test. The two statistical analyses show that a significant difference exists between the means of tests scores for poem 1 (foreign poem) and poem 2 (African poem). Therefore $\bar{X}_1 = \bar{X}_2 \neq 0$ or $\bar{X}_1 \neq \bar{X}_2$. One will be justified to conclude that the cultural content of a poem does affect students' performance in poetry interpretation.

4.8 Results on Hypothesis 5

The null-hypothesis tested was that there is no significant relationship between the attitude of students towards poetry and their sex. Table 6(a), 6(b) and 6(c) present the results of cross-tabulation of sex (item 2) by each of Q4 (poetry difficulty), Q5 (leisure reading type) and Q7 (poetry interest rank) which sought to help make a decision on hypothesis 5.

TABLE 6 (a)

Cross-tabulation of Sex by Q4 (difficulty of poetry)

Q4 / SEX	NOVEL	POETRY	PLAY	TOTAL
MALE	7	113	11	131
FEMALE	1	80	9	90
TOTAL	8	193	20	221

Chi-square = 2.83, Df = 2

P = 0.24 (not significant)

The result of cross-tabulation of Q4 poetry difficulty by sex though not significant, table 6(a) with chi-square = 2.83, P = 0.05 shows that both males and females found poetry most difficult.

A total of 113, or 86.3% of males found poetry most difficult as against 7, 6.3% and 11, 8.4% who found novel and play respectively most difficult. Similarly, 80 females, or 88.9% found poetry most difficult as against 1, that is, 1.11% and 9, or 10% who found the novel and then the play most difficult. On the whole 193, which is the highest percentage, that is, 87.3% of the students found poetry.

most difficult, followed by play 20 or 9% and then novel the lowest 8 or 3.6%.

TABLE 6(b)

Cross-tabulation of Sex by Q5 (Leisure reading type)

SEX \ Q5	NOVEL	POETRY	PLAY	TOTAL
MALE	88	11	33	132
FEMALE	68	1	20	89
TOTAL	156	12	53	221

Chi-square = 9.94, Df = 2

P $<$ 0.05 (significant)

Table 6(b) shows that lesser number of females than males read poetry during leisure, while 11 or 8.3% males read poetry during leisure, only 1 or 1.1% females do. Novel reading at leisure is more popular among both males anf females, while poetry is the least

popular. 68 females or 76.4% as against 88, or 66.7% of males read novel. Reading of play ranks second. From the result, with chi-square = 9.94 which is significant at $P < 0.05$ level, there is evidence to show that the type of literature read during leisure is dependent on sex.

TABLE 6(c)

Cross-tabulation of Sex by Q7 (poetry interest rank)

SEX \ Q7	BELOW	AVERAGE	ABOVE	TOTAL
MALE	26	82	19	127
FEMALE	33	48	4	85
TOTAL	59	130	23	212

Chi-square = 11.64, Df = 2

P < 0.00 (significant)

Table 6(c) shows that only 4 or 4.7% females as against 19 or 14.9% males ranked interest in poetry above average. Also, 82 or 64.6% males unlike 48 or 56.5% females ranked interest in poetry as average. It therefore follows that more females than males ranked interest in poetry below average. The cross-tabulation result with chi-square = 110.64 is highly

significant at P $\leq$ 0.01 level. From the above result one can infer that poetry interest rank is sex dependent. Therefore, it follows that hypothesis 5 is upheld, that is, sex as a factor affects students' attitude to poetry.

4.9 Results on Hypothesis 6

The null-hypothesis here is that there is no significant relationship between the students' attitude towards reading and their performance in poetry.

To find an answer to the above, are cross-tabulation analyses of each of items Q5 (leisure reading type) and Q9 (frequency of leisure reading) by each response on T_I101 to T_I215. Table 7(a), 7(b), 7(c), and 7(d) present the results.

TABLE 7(a)

Cross-tabulation of T_I115 by Q5 (leisure reading type)

T_I115 \ Q5	NOVEL	POETRY	PLAY	TOTAL
BELOW	141	9	47	197
AVERAGE	6	2	0	8
ABOVE	11	2	7	20
TOTAL	158	13	54	225

Chi-square = 9.90. Df = 4

P $\leq$ 0.04, (significant)

Table 7(a) shows that a total of 197 students representing 87.6% of the 225 respondents failed $T_I 115$. Out of the failures, 141, or 71.6% and 47, or 23.9% read the novel and the play respectively during leisure as against only 9, or 4.6% poetry readers. As suspected, more of those who read poetry during leisure passed the poetry question: What does the poet mean by "ash of his youth"? While the sum of 4, or 30.8% poetry readers scored average and above; the sum of 17, or 10.8% novel readers scored average and above; and the sum of 7, or 13% play readers scored average and above . The result of cross-tabulation is shown as chi-square = 9.90, Df = 4 and P $<$ 0.05 level which is significant.

TABLE 7(b)

Cross-tabulation of $T_I 201$ by Q5 (leisure reading type)

$T_I 201$ \ Q5	NOVEL	POETRY	PLAY	TOTAL
BELOW	27	7	11	45
AVERAGE	8	1	7	16
ABOVE	123	5	36	164
TOTAL	158	13	54	225

Chi-square = 14.59, Df = 4

P $<$ 0.01 (significant)

Table 7(b) displays the result that out of the 225 respondents, the sum of 180 or 80% performed averagely and above. The result of cross-tabulation is significant: Chi-square = 14.59, Df = 4 with $P < 0.01$. This shows that general leisure reading habit, be it of novel, poetry or play contributed to favourable performance in $T_I 201$.

The cross-tabulation results on other poetry responses mostly follow the above patterns (tables 7(a) and (b)) even though their levels of significance are unacceptable at the 0.05 level.

TABLE 7(c)

Cross-tabulation of $T_I 116$ by Q9 (leisure reading freq.)

$T_I 116$ \ Q9	NOT AT ALL	NOT OFTEN	OFTEN	TOTAL
BELOW	1	82	128	211
AVERAGE	1	4	4	9
ABOVE	0	2	4	6
TOTAL	2	88	136	226

Chi-square = 11.63, Df = 4

P < 0.02 (significant)

Table 7(c) shows that only 6 students scored above average in T_I116. All of them read at leisure, 2 or 33.3%, not often and 4 of them, or 66.7%, read often. The result gives chi-square = 11.63, significant at P < 0.05 level. The researcher anticipated that language competence is needed to answer T_I116: What does the poet mean by "death bed"? correctly. Since leisure reading helps to build vocabulary, it follows as expected that those who performed averagely and above, all read during leisure.

TABLE 7(d)

Cross-tabulation of T_I121 by Q9 (leisure reading freq)

T_I121 \ Q9	NOT AT ALL	NOT OFTEN	OFTEN	TOTAL
BELOW	2	85	133	220
AVERAGE	0	3	1	4
ABOVE	0	0	2	2
TOTAL	2	88	136	226

Chi-square = 3.53, Df = 4

P < 0.47 (not significant)

The result of cross-tabulation of T_I121 'What types of repetition are in this poem? by Q9 (leisure reading frequency), Table 7(d) is not significant at the 0.05 level, but the table shows a feature common in many of the other results. The 2 students, or 100%, who did not read at all during leisure scored below average. Similarly, the only 2 respondents who scored above average read often at leisure.

It is right therefore, to say that general attitude to reading at leisure is to some extent capable of affecting students' performance in poetry interpretation.

4.10 Results on Hypothesis 7

The question raised by hypothesis 7 is whether attitude to poetry affects students' performance in poetry interpretation. Tables 8a, 8b, 8c, 8d, 8e, 8f and 8g present the results of cross-tabulation of each of Q4 (difficulty of poetry) and Q7 (poetry interest rank) by each of the responses on poem 1 and poem 2.

TABLE 8(a)

Cross-tabulation of $T_I 115$ by Q_4 (difficulty of poetry)

$T_I 115$ / Q_4	NOVEL	POETRY	PLAY	TOTAL
BELOW	7	172	17	196
AVERAGE	2	5	1	8
ABOVE	0	19	2	21
TOTAL	9	196	20	225

Chi-square = 10.48, Df = 4

P < 0.03 (significant)

Table 8(a) shows that 196, representing 87.1% of respondents failed $T_I 115$. Out of this number, 173 or 87.8% found poetry most difficult, hence the high rate of failure. The result of cross-tabulation is shown to be significant, with chi-square = 10.48, Df = 4, P < 0.05 level.

TABLE 8(b)

Cross-tabulation of $T_I 202$ by Q4 (difficulty of poetry)

$T_I 202$ \ Q4	NOVEL	POETRY	PLAY	TOTAL
BELOW	1	102	10	113
AVERAGE	3	39	1	43
ABOVE	5	55	9	69
TOTAL	9	196	20	225

Chi-square = 9.55, Df = 4

P $<$ 0.05 (significant)

Table 8(b) shows that 102, representing 90.3% of those who scored below average on $T_I 202$ found poetry most difficult as against 1 representing 0.9% and 10; that is, 8.8% of students who found the movel and the play respectively difficult. Also, only 55 or 28.1% of respondents who found poetry most difficult, scored above average. Chi-square = 9.55 with P $<$ 0.05 level.

TABLE 8(c)

Cross-tabulation of T_I204 by Q4 (difficulty of poetry)

T_I204 \ Q4	NOVEL	POETRY	PLAY	TOTAL
BELOW	7	187	19	213
AVERAGE	0	5	0	5
ABOVE	2	3	1	6
TOTAL	9	195	20	224

Chi-square = 15.22, Df = 4

P < 0.00 (significant)

Table 8(c) shows that 187 out of the 213, that is, 87.8% who failed T_I204, found poetry most difficult. This same number, that is, 187, is 95.9% of the respondents who found poetry most difficult. The result of cross-tabulation with chi-square = 15.22, Df = 4, is significant at P < 0.01 level.

TABLE 8(d)

Cross-tabulation of T_I205 by Q4 (difficulty of poetry)

T_I205 \ Q4	NOVEL	POETRY	PLAY	TOTAL
BELOW	7	171	14	192
AVERAGE	2	2	1	5
ABOVE	0	22	5	27
TOTAL	9	195	20	224

Chi-square = 22.76, Df = 4

P $<$ 0.00 (significant)

Table 8(d) shows that 171, or 89.1% of the students who failed T_I205 indicated that they found poetry most difficult. The figure 171, is also 87.7% of the total respondents who found poetry most difficult. The result of the cross-tabulation shows that chi-square = 22.76, which is significant at P $<$ 0.01 level.

There is therefore, sufficient evidence to show that attitude towards poetry by ranking it as the most

difficult and poor performance in $T_I 205$: "What poetic technique is used in line 15?" are dependent.

TABLE 8(e)

Cross-tabulation of $T_I 215$ by Q4 (difficulty of poetry)

$T_I 215$ \ Q4	NOVEL	POETRY	PLAY	TOTAL
BELOW	8	193	20	221
AVERAGE	1	1	0	2
TOTAL	9	194	20	223

Chi-square = 11.06, Df = 2

P $<$ 0.01 (significant)

Table 8(e) shows that out of the 194 students who found poetry most difficult, 193 representing 99.5% failed $T_I 215$. Also, no student scored above average. The cross-tabulation result shows chi-square as 11.06 with P $<$ 0.01 level. There is evidence to show that finding poetry difficult, is related to the actual

performance pattern as earlier predicted.

Even though the cross-tabulation results on the other poetry questions and Q4 are not significant, the tables reveal a similar trend as the ones already discussed.

TABLE 8(f)

Cross-tabulation of T_I203 by Q7 (poetry interest rank)

T_I203 \ Q7	BELOW	AVERAGE	ABOVE	TOTAL
BELOW	21	75	15	111
AVERAGE	11	9	0	20
ABOVE	28	48	9	85
TOTAL	60	132	24	216

Chi-square = 14.01, Df = 4

P $\leq$ 0.01 (significant)

Table 8(f) shows that a sum of 57 students, representing 67.1% of those who performed above average on T_I203 ranked interest in poetry average and above.

The result of the analysis shows that chi-square = 14.1 and a high level of significance at P $\leq$ 0.01 level. Therefore there is evidence to show that the performance on $T_I 203$ and interest in poetry ranks by students are related.

TABLE 8(G)

Cross-tabulation of $T_I 103$ by Q7 (poetry interest rank)

$T_I 103$ \ Q7	BELOW	AVERAGE	ABOVE	TOTAL
BELOW	60	128	23	211
AVERAGE	0	2	0	2
ABOVE	0	2	1	3
TOTAL	60	132	24	216

Chi-square = 3.50, DF = 4

P $\leq$ 0.48 (not significant)

The result presented in table 8(g) though not significant at the 0.05 level, the table represents a common but outstanding pattern found in many of the

other numbers. It reveals the fact that a high percentage of students who rated interest in poetry as below average performed below average. The table shows that all the 60 students (table 8g) or 100% of those who ranked interest in poetry below average, failed poetry question T_I103. The same trend occurs in T_I105, 107, 109, 110, 121, 124 and 215.

From the overall results from the cross-tabulations of Q4, Q7 by T_I101 to T_I215, there is sufficient evidence to show that hypothesis 7 is as predicted, that is, students' attitude to poetry and actual performance in poetry are related. A high percentage of those who found poetry most difficult or rated interest in poetry below average, invariably represents the high percentage who failed most of the poetry questions. This result also goes to comfirm assumptions from observations and discussions on the general dislike for and distrust of poetry by many literature students and even lecturers.

4.11 Summary on Results:

The results from the analyses of students' questionnaire, and responses on the two poetry test are briefly summed up as follow :

There is evidence of a relationship of dependence between students' performance in language and their performance in literature. While a reader's level of linguistic competence is shown to affect his level of performance in poetry interpretation, literary experience similarly influences performance in poetry interpretation.

The results show that performance of students in poetry interpretation is found to be affected by the cultural content of the poem. For, there is a significant difference between the means of test scores for the African and Foreign poems. While the mean of test scores on the poem with African background was 51.54, the mean on the poem with foreign background was 45.91. This can be interpreted to mean that students performed significantly better on the poem with African background than on the foreign poem.

There is also evidence to show that the sex of a reader affects the attitude towards poetry. Even though most male and female students found poetry the most difficult, the least interesting and the least read at leisure, fewer females than males read poetry at leisure.

Students' attitude towards reading in general, that is leisure reading type and the frequency of leisure reading, affects their performance in poetry interpretation. The results indicated that fewer students read poetry during leisure, but students who often read at leisure, whether poetry, novel or play, performed better in poetry interpretation than students who do not read during leisure.

Finally, there is some basis for believing that a reader's attitude to poetry is significantly related to his performance in poetry. Most students who claimed they found poetry most difficult as well as the students who ranked interest in poetry as low, did not perform well in the two poetry tests.

Chapter 5

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study was undertaken in order to find answers to a number of questions about interpretation of poetry in an ESL situation. This chapter summarises the techniques and procedures for collecting and analysing the data. It also summarises the results and findings of the study. Finally it presents the conclusions, implications and recommendations based on the results.

5.2 Summary

The major problems of concern of this study were stated in the form of seven questions:

1. Is there any relationship between students' pre-entry performance in language and their pre-entry performance in literature?
2. To what extent are students' problems with interpretation of poetry caused by language difficulties?
3. To what extent are students' problems with interpretation due to literary inexperience?

4. To what extent are the students' difficulties caused by the cultural content of poetry?
5. Does such a factor as sex of the students influence their attitude towards poetry?
6. Does such a factor as attitude towards reading influence students' performance in poetry?
7. Does such a factor as attitude towards poetry influence students' performance in poetry interpretation?

Data were collected from two hundred and twenty-seven students and seventeen lecturers from three pre-degree institutions in Nigeria. The data consisted of a students' questionnaire comprising eighteen items, tests on two poems and a lecturers' questionnaire comprising sixteen items. The responses to the two poems were marked on a three-point scale and the percentage scores on each poem were also shown. The statistical tools were cross-tabulation, T-test and analyses of variance.

The major findings can be summarised thus:

1. Results of analyses have substantially upheld the hypothesis of a positive and significant relationship between a student's pre-entry

performance in English language and the pre-entry performance in literature in English. The result of the chi-square test showed a high level of significance at the 0.01 level.

2. The prediction that language difficulties might affect students' performance in poetry interpretation was to a large extent upheld. Linguistic competence, as a single factor has been found to be significantly related with several aspects of the students' interpretations. Even though the results of some of the chi-square tests were not totally consistent, a good number of the poetry test items coded under language were however, found to be significantly dependent on language.

3. The level of students' literary experience was found to be related to the level of performance in poetry interpretation.

4. The results showed a significant difference in students' performance between the foreign poem and the African poem. Students performed significantly better on poem 2 (African) than on poem 1 (foreign).

5. Results also showed that there is a significant relationship between students' attitude towards poetry and their sex. More males than females read poetry during leisure, more females than males found poetry most difficult and the least interesting of the three areas of literature. Of particular interest is the finding which indicated that the highest percentage of both males and females found poetry the most difficult, the least interesting and the least read during leisure of the three areas of literature.

6. Students' attitudes to reading were found to be related to their performance in poetry. Most of the students who read during leisure, no matter the area of literature, performed better in poetry interpretation than students who do not read during leisure.

7. There is evidence to show that students' attitude to poetry is significantly related to students' performance in poetry interpretation. A high percentage of students claimed that they

found poetry the most difficult, the least interesting and the least read during leisure. This correspondingly high percentage of students did not perform well in most of the test items on the two poems.

5.3 Conclusions

On the basis of the results obtained in this study certain conclusions can be drawn. The overall results of the prediction analyses have shown that students' sex, the level of linguistic competence, literary information, attitude to reading, attitude of poetry and the cultural content of poetry are some of the important factors affecting the interpretative responses of students to poetry.

Most of the findings of this study uphold those of Williams (1973) and Ameh (1982). The conclusion of this study and Ameh (op. cit.) on the relationship between students' attitudes and performance in poetry interpretation do not tally. While Ameh arrived at a non-relationship result for attitude and comprehension of the poems, this study found that students' attitudes and their actual performance were related. This can be explained by the fact that the two studies used different attitudinal measures. Ameh measured students' attitudes from the observed non-verbal behaviours of

students during the poetry lessons. Such attitudes were: smiling, eye brows up, laughing, nodding of the head, frowning, hissing, head on the desk, and so on, This study measured attitude from students' responses to some items on the questionnaire with respect to attitude towards poetry in general (p.18:13). One may conclude that Ameh's suggestion that "the students dissembled throughout" (p.79) is more likely to be true of students' attitudes in his case but more unlikely in the types of attitudes considered in the present study.

The assumption that poetry seems the most difficult, the least liked and the most distrusted area of literature by most students and lecturers was upheld by the majority of lecturers and students. The majority of lecturers, for instance, claimed that they found poetry the most difficult when they were students and they believe that the students they now teach also find poetry the most difficult area of literature. The lecturers also said they find poetry the most challenging, requiring more effort to teach at the pre-degree level compared to the play and the novel. Leisure reading type and leisure reading frequency among students also show that poetry is the least read during leisure unlike the novel which is the most read, and the play which is read on the average. This can be interpreted to be an indication of a lack of interest in poetry on the part of the students.

One can also infer from the results, from both the standpoint of the lecturers and the students, that a high attainment in English language is a desirable pre-requisite for the study of literature. A high level of competence in English language makes the study of literature in English easier, for it not only helps the reader comprehend the plain sense of a poet's ideas, it is needed for meaningful interpretation and evaluation, both oral and written. A close study of the students' responses shows that many errors occur as a result of misinterpretation of either the poet's idea or the questions; and the lack of clarity of responses arising from language difficulties (appendix IIb).

The majority opinion expressed by lecturers on the ideal level of the Nigerian educational system for the introduction of literature including poetry was the primary school level. This agrees with that expressed by McGregor. The researcher, too. believes that the teaching of poetry should ideally start in the early primary school years as a follow-up to the nursery rhymes of the nursery school days.

The lecturers' responses on item ten of lecturers' questionnaire validate the responses of students on a similar question. They both agree that students find poems with an African background easier to understand. And, since comprehension is an important aspect of interpretation; it follows that students would perform better while interpreting poetry with an African

background, than foreign poetry. The results of the t-test and analyses of variance on students' percentage scores on the two types of poems (foreign and African) are evidences to support this point. Students scored significantly higher marks on poem 2, African, than on poem 1, foreign.

Finally, the lecturers believed that the poor attitude to, and performance in poetry interpretation could be attributed to: Inadequate literary knowledge, language problems, methods of teaching, teachers' attitude and types of materials selected. All the above factors, taken separately or in combination are capable of making poetry interpretation a tedious exercise. In total agreement with Vincent (1975:255), it is obvious that the study of poetry is a sophisticated art form and it makes "the greatest aesthetic demands on the reader, calling for far more experiential involvement than most people have the capacity for or care to work themselves into".

The researcher acknowledges the fact that the above conclusions are affected by certain

limitations mentioned earlier (chapter 1, PP.15-17). A student's ability to appreciate poetry may not be reliably judged by a single test. Also, in agreement with Williams (1973:263), even though quantitative analyses provide useful statistical information about interpretation in poetry, qualitative analyses are necessary in order to probe hidden sources of difficulty in interpretation.

5.4.0 Recommendations

The findings of this study have several implications for the teaching of poetry in a second language situation. Recommendations aimed at promoting poetry as a subject include; the criteria for material selection, teaching approach and various activities capable of making poetry reading an interesting and pleasurable experience.

5.4.1 Criteria for material selection

There is a general agreement on the need for a careful selection of reading material in poetry. Marquardt (1975:186) and Kobayashi (1975:189-192) for instance, advocated for two sets of criteria by which teachers might select and sequence the

poems to be taught. They are, language criteria and cultural criteria with varying degrees of difficulty and in order of ascending hierarchy of difficulty for the students.

The consideration for the level of language mastery must come first as there can be no other basis for comprehension. This is more obvious in the L_2 case, for his "limitation of comprehension will be sharply defined since he will not be able to draw upon that common pool of instinctive language recognition which is available to native speakers", Povey (1972:188). Furthermore, choosing poetry materials that are within the range of developed linguistic skills of students is necessary so that no elaborate explanation of structures is called for.

Sequencing of poems chosen by culture criteria should be based on the extent to which the students can identify themselves with the situations or characters portrayed in the poems. Poems with African background readily recommend themselves, especially for familiarity of material and rele-

vance. African poems should therefore come first. This is not to say that all African poems are suitable and all foreign poems are unsuitable. For, while some African poems may be difficult to teach to African students, some foreign poems make pleasant reading for their simplicity, universal appeal and relevance. Maher (1982:19) supported this view on teaching both African and foreign poems. He argued that although the teacher will feel more comfortable with the works of the local culture, a genuine attempt must be made to choose materials from the international community since poetry is "a global phenomenon". The researcher contends that at the tertiary level of education students should be exposed to a variety of poetry materials both African and foreign, especially poems with universal themes.

Even though it would be rather presumptuous to make any hard and fast rules about selection criteria, the following consideration for the choice of reading material could serve as a guide: Poems dealing with subjects that fall within the students' range of developed linguistic capacities,

cultural information or general experience, intellectual range and those that have some appeal to their interest, must be taken into account. Students should be led gently from the known to unknown, that is, from the most familiar, the less complex, the most readily comprehensible ideas relating to their environment and experiences into those beliefs of other cultures which will be most foreign to them.

5.4.2 Teaching approach

Many writers complain that poetry lessens are mostly mishandled. They are sometimes turned into rigid language or statistics lessons with the mechanical listing of themes, similes, metaphors, alliterations and so on, and finally ending up in painfull memorization of meaningless lines. However, Williams (1982:11) rightly suggested that in developing ability to interpret and appreciate literature, "the path should be from comprehension to analysis". Egudu (1976:109-113) too, in his consideration for an improvement in the handling of poetry lesson, listed four activities:

1. Understanding the content, that is, getting the literal meaning of the poem, looking for the deeper or implied meaning if any, carrying out the necessary association of ideas until the statement of the theme of the poem is arrived at;
2. discovering the way in which the poet has put across his subject by looking at diction, imagery, rhythm, sound and any other devices that may be present in the poem;
3. evaluation of the theme and the art; and
4. enjoyment of what there is to enjoy in the poem.

The four activities discussed by Egudu could take place in the three steps of a literature lesson proposed by Pattison (1972:197-198). The steps are as follow : First step: presentation in which the entire poem is looked at as an indivisible unified whole. Second step: discussion of details of the poem. Third step; final reading, that is, looking at the entire poem again as a

whole. The three steps pre-supose that a good reader presents the poem and that in the process of the lesson, the poem is read over and over again, for to read a poem through once is hardly ever sufficient. Pattison acknowledged the fact that since each work is unique, poetry lessons should never be stereo-typed, they should vary. Nevertheless, the general principles of treatment are fairly constant because they are derived from the nature of literature itself.

The role of the teacher in the teaching of poetry should be that of a catalyst between students and poet in order to lead students to find the fuller clearer meaning from their reading experience. The teacher should therefore, adopt a non-directive role. After all, practical criticism at its best ensures that instead of repeating the opinions of his teachers, a student should be able to make personal judgements of poems he has never seen before.

5.4.3 Activities for Poetry Interest Promotion

These activities are suggested for stimulating interest in and developing a love for poetry

reading in students and teachers:

i Teaching poetry by getting students to read and write it;

ii Encouraging active participation of students in class discussions;

iii Organising poetry recitals;

iv Providing students with the opportunities to listen to good readers read poems or to taped readings;

v Building poems through brainstorming exercises;

vi Building in students the habit of creative writing;

vii Drawing and interpreting poem cartoons,

viii Organising poetry reading and writing competitions;

ix Dramatising and

x Translating local poems into English

5.5. Suggestions for Further Research

Some areas of further research in L_2 interpretation as suggested by the findings, conclusions and recommendations of this study are as follow :

1. Replication of this study using other samples at the same level of education.
2. Similar studies at other levels of education.
3. Similar studies on other areas of literature.
4. Studies experimenting with different teaching techniques and their effect on the quality of interpretative responses of students.

REFERENCES

Abbs, P. (1974), Autobiography in Education. London: Heinemann Educational Books, 182 pp.

Adeyanju, T.K. (1978), "Teaching Literature and Human Values in ESL: Objectives and Selection", ELT Journal. Vol. XXXII, No.2: 133-138.

Aliyu, J.S. and Rammopo, I.M., (1976), "Poetry in L_2 Situation: Its Role and Possibilities in Nigeria", Journal of the Nigeria English Studies Association, Vol. 8, No.2: 63-80.

Ameh, E. "Culture and Environment As Factors Influencing Students' Comprehension of Poetry: With Implications for the Teaching of Poetry in Secondary Schools in Nigeria". Master of Education (TESL) thesis. Faculty of Education, Ahmadu Bello University, Zaria.

Best, J. (1970), Research in Education. New Jersey: Prentice-Hall, INC. 394 pp.

Bloom, B.S. et al. (1971), Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill book company, 923 pp.

Bright, J.A. and McGregor, G.P. (1970), Teaching English as a Second Language. London: Longman Group Ltd, 283 pp.

Brown, N.G. and Hiskett ed. (1975), Conflict and Harmony in Education in Tropical Africa. London: George Allen and Unwin Ltd. 496 pp.

Burton, D.L. (1952), "The Relationship of literary Appreciation to certain Measurable Factors". Journal of Educational Psychology, 43:436-439

Carroll, H.A. (1934), "Appreciation of Literature and Abstract Intelligence", Journal of Educational Psychology. 25:54-59.

Carroll, J.B. (1969), From Comprehension to Inference. Princeton, New Jersey. Educational Testing Service 8.

Carteledge, H.A. (1949), "Comprehension and Appreciation," in W.R. Lee ed (1970) ELT Selections 2: Articles from English Language Teaching, London: Oxford University Press, 185-188.

Cook, L.B. ed. (1964), English for Today. Book Six; Literature in English. U.S.A. McGraw-Hill book company, 276 pp.

Cooper, C.R. (1971), "Measuring Growth in Appreciation of Literature". Research in the Teaching of English, UDC, 5:5-25.

Cox, C.B. and Dyson, A. (1963), Modern Poetry Studies in Practical Criticism. London: Arnold Publishers Ltd. 168 pp.

Dodsworth, M. (1975), "On Teaching Modern Poetry". English Vol. XXIV, No. 120. Oxford University Press: 85-91.

Egudu, R.N. (1976), "The Art of Teaching Poetry". Nigeria Educational Forum. Vol. 2, No. 2:109-133.

Egudu, R.N. (1976), "What to Teach in Modern African Literature". Journal of the Nigeria English Studies Association, Vol. 8, No.2: 112-120.

Fowler, R. (1975), "Language and the Reader" in R. Fowler, ed. (1975), Style and Structure in Literature: Essays in the New Stylistics, Oxford : Basil Blackwell, 262 pp.

Graw, W. (1960), "The Major Aspects of Reading: Sequential Development of Reading Abilities". Supplementary Educational Monographs, No. 90, Chicago, University of Chicago Press: 8-24

Gurrey, P. (1968), The Appreciation of Poetry. London: Oxford University Press, 120 pp.

Haynes, J. (1976) "Polysemy and Association in Poetry". ELT Journal, Vol. XXXI, No. 1: 56-63

Karlin, R. (1969), "What does Research in Reading Reveal About Reading and the High School Students?" English Journal. 58: 386-395.

Kobayashi, Y.A. (1975), "A new look at Reading in the College Programs". The Art of TESOL: Selected Articles from the English Reading Forum, Part Two. Washington D.C. 20547: 188-195.

Kreidler, C.W. (1975), "Reading as Skill, Structure & Communication". The Art of TESOL: Selected Articles From the English Teaching Forum, Part Two. Wshington D.C. 20547: 177-181.

Leopold, K.B. (1933), "The Effect of Creative Work on Aesthetic Appreciation; An Experiment in Teaching of Poetry". British Journal of Educational Psychology, 3: 42-63.

291524

Lim, K.B. (1976), "A look at the Teaching of Reading in ESL". RELC Journal, Vol. 7, No.1: 8-12.

Maher, J.C., (1982), "Poetry for Instructional Purpose: Authenticity and Aspects of Performance". English Teaching Forum. Vol. XX, No.1: 17-21.

Marquardt, W.F. (1975), "Literature and Cross-culture Communication". Art of TESOL: Selected Articles from the English Teaching Forum, Part Two. Washington D.C. 20547: 185-187.

McGregor, G.P. (1971), English in Africa. London: Heinemann, UNESCO. 214 pp.

Moody, H.L. (1971), The Teaching of Literature in Developing Countries. London: Longman. 112 pp.

Nie, N.H. et al. (1975), Statistical Package for the Social Sciences. New York: McGraw-Hill. 675 pp.

Niles, O.S., (1963), "Comprehension Skills" in A. Melnik and J. Merritt ed. (1963), The Reading Curriculum. University of London Press Ltd. in Association with the Open University Press, 543 pp.

Olaofe, I.A. (1973), "A Survey of the Teaching of English in the HSC Schools of North Central State, Nigeria" A research project. Department of Education of Ahmadu Bello University, Zaria. 104 pp.

Pattison, B. (1972), "The Literature Lesson". in Allen and Campell, ed. (1972), Teaching English as a Second Language. McGraw-Hill, 449 pp.

Pett, J. (1982), "Reading: An ESL Skill at the University." English Teaching Forum. Vol. XX No. 3: 17-19.

Povey, J. (1972), "Literature in TESL Programs: The Language and the Culture", in Allen and Campell ed. (1972), Teaching English as a Second Language. McGraw-Hill, 449 pp.

Purves, A.C. (1971), "Evaluation of Learning in Literature", in Bloom, B.S. et al ed. (1971), Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill Book Company, 699-766.

Reeves, J.(1958), Teaching Poetry. London: Heinemann, 104 pp.

Richards, I.A. (1929), Practical Criticism. London: Routledge and Kagan Paul Ltd. 364 pp.

Robinson, H.M. (1966), "Developing Critical Reading" in A. Melnik and J. Merritt ed. (1966). The Reading Curriculum. University of London Press Ltd. In association with the Open University Press. 543 pp.

Russell, D.H. (1965), "Some Research on the Impact of Reading", in W.R. Barbe, ed. (1965), Teaching Reading: Selected Materials. New York, OUP 444 pp.

Sanders, P.I. "An Investigation of the Effects of Instruction in the Interpretation of Literature on the Responses of Adolescents to selected short Stories". Unpublished Doctoral Desertation. Syracuse University, (1970).

Senanu, K. and Vincent, T. (1981), A Selection of African Poetry. U.K: Longman Ltd. 225 pp.

Squire, J. (1964), "The responses of Adolescents while Reading Four Stories". Urbana Illinois: National Council of Teachers of English. 65 pp.

Trivedi, H.C. January (1978), "Culture in Language Learning". ELT Journal. Vol.XXXII, No.2: 92-97.

Vincent, T. (1975), "The Teaching of Modern African Poetry in Schools and Colleges". West African Journal of Education. Vol. XIX No. 2: 255-267.

Walpole, R.E. (1974), Introduction to Statistics. New York: Macmillan Co. INC. 340 pp.

Warner, A. (1958), "African Students and the English Background", in W.R. Lee, ed (1958), ELT Selections 2: Articles from English Language Teaching, London: Oxford University Press, 189-193.

Wellek, R. and Warren A. (1956), Theory of Literature. New York: Harcourt Brace and World Inc. 375 pp.

Williams, D. (1973), "The Influence of Specific Factors on Interpretive Responses of Pre-University Malay Students to Reading the short story in English". Doctoral thesis. University of Malaya. 338 pp.

Williams, D. (1978) " "Reading as Interpretation: An ESL Perspective," RELC Journal, Vol.9, No. 2:78 - 96

Williams, D. (1982), "Teaching literature in English: A Student-Centred Approach," Nigeria Educational Forum. Vol. 5. No. 2:217-224.

Williams, D. "How do Language Arts Students Interpret Poetry?", A Paper presented at the thirteenth Annual Conference of the Nigerian English Studies Association. University of Calabar. 1982.

Willey, R.R. (1974), "Poetry for Pleasure". Nigeria Educational Forum, Vol. 1 No. 1:44-50

Wilson, J.R. (1966), "Responses of College Freshmen to Three Novels". Urbana, Illinois: National Council of Teavhers of English. 42 pp

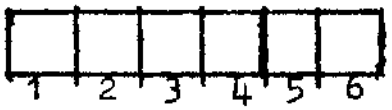
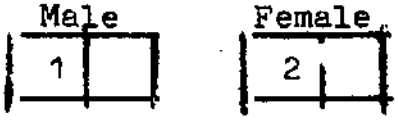
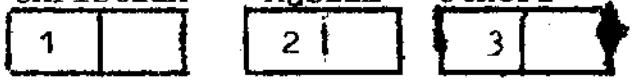
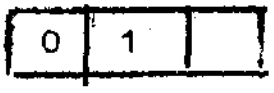
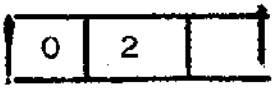
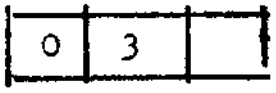
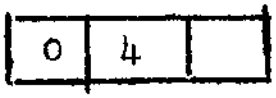
Woods, J.M. et al. (1938), "Tests of Literary Appreciation". British Journal of Educational Psychology. 8: 269 - 284.

Youngman, M.B. (1979), Analysing Social and Educational Research Data. U.K. McGraw-Hill Book Company, Ltd. 230 pp.

APPENDIX 1(a)

STUDENTS' QUESTIONNAIRE

Please answer the following questions by ticking the boxes that express your honest opinion on each question

		Column
1.	Your Admission Number 	1-6
2.	Sex 	7
3.	Religion 	8
4.	State of Origin	
	Anambra 	9-10
	Bauchi 	
	Bendel 	
	Benue 	

Borno	0 5	(9-10)
Cross River	0 6	
Gongola	0 7	
Imo	0 8	
Kaduna	0 9	
Kano	1 0	
Kwara	1 1	
Lagos	1 2	
Niger	1 3	
Ogun	1 4	
Ondo	1 5	

Oyo	1 6	(9-10)
Plateau	1 7	
Rivers	1 8	
Sokoto	1 9	
Foreign	2 0	

5. What was your grade in WASC/GCE 'O'L/GRADE II ENGLISH LANGUAGE (Use your best result)

11

Distinction/Credit	4	WASC	GCE O'L	GRADE II
Credit/Merit	3			
Pass	2			
Fail	1			

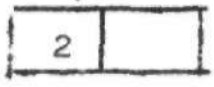
6. What was your grade in WASC/GCE 'O'L/or Grade II ENGLISH LITERATURE (Use your best result)

12

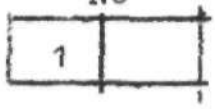
		WASC	GCE 'O'L	GRADE II
Distinction/credit	4			
Credit/Merit	3			
Pass	2			
Fail	1			

7. Do you read materials written in your mother tongue? (e.g. books, magazines etc)

Yes



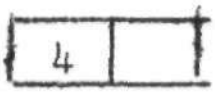
No



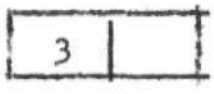
13

8. How would you compare your understanding of poems written in your mother tongue with those written in English?

The same

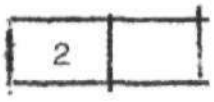


Less difficult

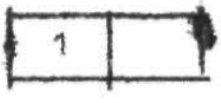


14

More difficult



Have never read poems in mother tongue



9. How frequently have you heard (plays, novels, poems) produced on tapes, or records or radio?

	Very often	Fairly often	Never
	3	2	1
a. Plays			
b. Novels			
c. POEMS			

15
16
17

10. In general which type of poems do you find more interesting?

Poems written about Africa [2] [ ]

18

Foreign Poems [1] [ ]

11. Which type of poems do you find easier to understand?

a. Poems written about Africa [2] [ ]

19

b. Foreign poems [1] [ ]

12. Which area of Literature in English do you find most difficult? (tick one)

a) Novel [3] [ ]

b) Poetry [2] [ ]

20

c) Play [1] [ ]

13. Of the three forms of Literature in English which do you most enjoy reading at your leisure (tick one)

a)	Novel	3
b)	Poetry	2
c)	Play	1

21

14. How would you rank your interest in the following?

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	
	3	2	1	
Novel				22
Poetry				23
Play				24

15. How often do you generally read for pleasure outside class hours? (tick one)

Often	3	
Not often	2	
Not at all	1	

25

16. How would you rate your understanding of the Literal meaning (surface meaning) of poems in general? (tick one)

I understand always 5 ☐

I understand most of the time 4 ☐ 26

I understand only rarely 3 ☐

I understand half of the time 2 ☐

I do not understand 1 ☐

17. How would you rate your understanding of the <u>implied meaning</u> (deep meaning) of poems in general (tick one).

I understand always 5 ☐ 27

I understand most of the time 4 ☐

I understand only rarely 3 ☐

I understand half of the time 2 ☐

I do not understand 1 ☐

18. At what level do you think Literature in English should be introduced? (tick one)

a) Primary [5]

b) Secondary and otherpost-primary schools [4]

c) SBS/HSC/Pre-degree) [3]

d) University [2]

e) Not to be introduced [1]

28

Your Admission Number [ ][ ][ ][ ][ ][ ]
1 2 3 4 5 6

TEST IDENTIFICATION I

THAT TIME OF YEAR

	Mark	Column
1.		29
2.		30
3.		31
4.		32
5.		33
6.		34
7.		35
8.		36

	Mark	Column
9.		37
10.		38
11.		39
12a.		40
b.		41
c.		42
d.		43
e.		44
f.		45
13.		46
14.		47
15.		48
16.		49
17.		50
18.		51
19.		52

TEST IDENTIFICATION 2

THE LAZY MAN

1.		53
2.		54
3.		55

115

		Mark	Column
4.			56
5.			57
6.			58
7a.			59
b.			60
c.			61
d.			62
e.			63
f.			64
g.			65
h.			66
8.			67

APPENDIX 1(b)

LECTURERS' QUESTIONNAIRE

This is a questionnaire aimed at finding out both students' and lecturers' attitude to Literature in English at the SBS/HSC/PRELIMINARY Institutions.

Please answer the following questions by ticking the boxes that express your honest opinion on each question. Rank in order of preference, where necessary, your first, second, third etc. choices.

If you want to give more information on a particular question, do so on the blank sheet provided at the back.

1. What do you consider the minimum WASC/GCE 'O' Level (literature) score for a student admitted to study Literature in English at SBS/HSC/PRELIM? (Tick one).

None at all	1		
Pass	2		1
Credit	3		
Distinction	4		

2a. Would you consider high attainment in English Language a criterion for admission to study Literature?

NO.	1	
Yes	2	

2

b. State reason: _____

_____

_____

3. What area of Literature (poetry, play, novel) do you think students find most difficult? (tick one)

a) Poetry	1	
b) Play	2	
c) Novel	3	

3

4. When you were a student, which did you find most difficult? (tick one)

a) Poetry	1	
b) Play	2	
c) Novel	3	

4

5. Which of these three do you find most challenging (requiring more effort) to teach at SBS/HSC/ PRELIM Level? (tick one)

a	Poetry	1
b)	Play	2
c)	Novel	3

5

6. How would you rate your interest in teaching poetry? (tick one)

a)	Below average	1
b)	Average	2
c)	Above average	3

6

7. What kind of poems do you enjoy teaching more? (tick one)

(a)	Foreign poems	1
(b)	Poems written about Africa	2

7

8. When students are asked to interpret a poem, which of the following would you prefer? (tick one)

a) Free response (i.e. without questions) | 1 | | 8

b) Response to structured questions | 2 |

c) Both (a) and (b) | 3 |

9. What would you attribute students' difficulties in interpreting poetry to? (rank in order of importance i.e. (1) for least important, (5) for most important)

a)	Methods of teaching	
b)	Types of materials selected	
c)	Inadequate literary knowledge	
d)	Language problem	
e)	Teachers' attitude	

f) Any other? (specify) .....

10. Which type of poems do you think students would find easier to understand?

a) Poems with a foreign background | 1 | | 10

b) Poems with an African background | 2 |

11. At what level do you think Literature in English should be introduced in the Nigerian educational system?

a) Not to be introduced [1]

b) University [2]

c) SBS/HSC/PRELIM [3]

d) Post Primary [4]

e) Primary [5]

11

12. Sex (Please indicate)

Male [1]

Female [2]

12

13. What are your educational qualifications?

a) _____

b) _____

c) _____

d) _____

e) _____

13

14. State how much of your qualification is related to poetry (tick one)

10%	1	
25%	2	
50%	3	
75%	4	
100%	5	

14

15. For how long have you been teaching poetry at this level?

State in years _____

15

16. What ~~..~~ methodology do you use for teaching poetry at this level?

_____

_____

_____

_____

_____

_____

16

Thank you.

APPENDIX 1(c)

POEM 1

THAT TIME OF YEAR (Shakespeare)

That time of year thou mayst in me behold
When yellow leaves, or none, or few do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.
In me thou seest the twilight of such day,
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self that seals up all in rest.
In me thou seest the glowing of such fire,
That on the ashes of his youth doth lie,
As the death-bed, where-in it must expire,
Consum'd with that which it was nourished by.

This thou perceiv'st which makes thy love more strong,
To love that well, which thou must leave ere long.

Twilight	-	faint light
Late	-	not long age
Fadeth	-	fades
Doth	-	does (doth take - takes)
Whereon	-	on which
ere	-	before
Thus thou perceiv'st	-	you perceive this
Thy	-	your
Line 12	-	choked by the ashes of that which nourished its flame

APPENDIX 1(d)

POEM 2

THE LAZY MAN (Anonymous)

When the cock crows
~~the~~ lazy man ~~smack~~s his lips and says:
So it is daylight ~~again~~, is it?
And before he turns over heavily,
Before he even stretches himself,
before he even yawns -
the farmer has reached the farm,
the water carriers arrived at the river,
the spinners are spinning their cotton,
the weaver works on his cloth,
and the fire blazes in the blacksmith's hut.
The lazy one knows where the soup is sweet
he goes from house to house.
If there is no sacrifice today,
his breastbone will stick out:
But when he sees the free yam,
he starts to unbotton his shirt,
he moves close to the celebrant.
Yet his troubles are not few.
When his wives reach puberty
rich men will help him to marry them.

YORUBA/BEIER

APPENDIX 1(e)

TEST QUESTIONS: POEM 1

THAT TIME OF YEAR (Shakespeare)

1. Who is the speaker?
2. Who is being spoken to?
3. What is his message?
4. What type of poem is this (Elegy, ballad, sonnet, lyric)?
5. What time of year is referred to in the first four lines?
6. What time of day is referred to in lines 5-8?
7. What stage of fire is referred to in lines 9-12?
8. What do the three images in the three quatrains have in common?
9. What does the poet compare to the three images?
10. Re-write the first line in a simpler and more usual English word order.
11. What figure of speech is used in line 8? (Simile, personification, sarcasm, irony, metaphor).
12. What does the poet mean by the following?
    a) boughs
    b) bare ruin'd choirs
    c) death's second self
    d) ash of his youth
    e) death-bed
    f) expire

13. What colours or suggestions of colours do you find in the poem?

14. What other senses besides sight are appealed to?

15. List all the words with similar meaning to the verb "to see".

16. What types of repetition are in this poem?

17. What is the tone and attitude of the speaker? (happy, melancholic, of regret, disgust, hope)

18. List six of the words or phrases that point to the mood of the speaker.

19. What is the rhyme-scheme of the poem?

APPENDIX 1(f)

TEST QUESTIONS: POEM 2

THE LAZY MAN

1. What type of poem is this? (sonnet, social satire, lyric, dirge).
2. What has happened before the lazy man gets up?
3. Each of lines 4-6 expresses a similar idea. What is the idea?
4. What are the two types of repetition found in lines 7-10?
5. What poetic technique is used in line 15?
6. What does the poet imply in lines 17 and 18?
7. What does the poet mean by the following?
   a) When the cock crows
   b) fire blazes
   c) from house to house
   d) sacrifice
   e) breastbone will stick out.
   f) free yam
   g) are not few
   h) puberty
8. What makes this different from an essay on laziness.

APPENDIX 1g

Marking Scheme: Poem 1

THAT TIME OF YEAR

1. The speaker is an ageing lover.
2. The person loved
3. Make the best of the time left, you can see that I am ageing and this increase your love, for soon, you will miss me, I may die.
4. Sonnet
5. Just before end of year/Autumn/fall season.
6. Just before end of day/twilight/dusk/evening.
7. Just before end of fire/embers/before total ashes.
8. All describe the near end of a process/transition/ imminent end of something.
9. The stage of his life.
10. You can see in me that time of year/You can see that time of year in me.
11. Personification.
12. (a) Branches of a tree
    (b) Leafless trees
    (c) Night
    (d) Remnant of his youth.
    (e) the bed in which one dies.
    (f) Die, or go out, or be extinguished.

13. Grey, black, yellow, red, orange.

14. Sense of touch, sense of hearing.

15. Behold, See'st, perceiv'st.

16. Parallel idea, rhythm, syntactic pattern, grammatical pattern.

17. Melancholic.

18. Cold, bare, ruin'd, ashes, expire death-bed, consum'd, black fadeth.

19. ab ab, cdcd, efef, gg.

APPENDIX 1.h

Marking Scheme: Poem 2

THE LAZY MAN

1. Social satire
2. Everyone else is at work
3. Laziness, lateness to wake.
4. Parallel lexical, grammatical, syntactic patterns and parallel ideas: all deal with a work process.
5. Exageration, hyperbole.
6. Greed
7a. Time to get up.
   b. Fire is hot, ready for work.
   c. All over the village.
   d. Free food, feasting:- animal to be killed in religious ritual.
   e. Will feel starved.
   f. Other peoples' Yam without payment. Yam given as part of the ceremony no charge.
   g. Are many
   h. Time of sexual maturity.
8. It is recited or sung in a special way. It has implied meaning. It follows linguistic norms typical of poetry not essay e.g. there are no connectives such as "therefore", no paragraphing, no introduction. The language is economical, and figurative as typical of poetry. It is rhythmical.

APPENDIX 11(a)

Schools Sampled

	FREQUENCY	REL. FR. %
SBS/ABU	175	97.1
SPS/KANO	43	18.9
SGS/BUK	9	4.0
TOTAL	227	100.0

APPENDIX 11(b)

Sex of Respondents

	FREQUENCY	REL. FR. %
MALE	133	58.6
FEMALE	90	39.6
NOT INDICATED	4	1.8
TOTAL	227	100.0

APPENDIX 11(c)

Religion

	FREQUENCY	REL. FR. %
CHRISTIAN	104	45.8
MUSLIM	119	52.4
OTHERS	1	0.4
NOT INDICATED	3	1.3
TOTAL	227	100.0

APPENDIX 11(d)

More Interesting Type of Poem

	FREQUENCY	REL. FR. %
AFRICAN	25	11.0
FOREIGN	202	89.0
TOTAL	227	100.0

APPENDIX 11(e)

Easier to Understand Poem

	FREQUENCY	REL. FR. %
FOREIGN	30	13.3
AFRICAN	196	86.3
NOT INDICATED	1	0.4
TOTAL	227	100.0

APPENDIX 11(f)

Difficulty of Literature Area

	FREQUENCY	REL. FR. %
NOVEL	9	4.0
POETRY	196	86.3
PLAY	20	8.8
NOT INDICATED	2	0.9
TOTAL	227	100.0

APPENDIX 11(g)

Leisure Reading Type

	FREQUENCY	REL. FR. %
NOVEL	158	69.6
POETRY	13	5.7
PLAY	54	23.8
NOT INDICATED	2	0.9
TOTAL	227	100.0

APPENDIX 11(h)

Leisure Reading Frequency

	FREQUENCY	REL. FR. %
NOT AT ALL	2	0.9
NOT OFTEN	88	38.8
OFTEN	136	57.9
NOT INDICATED	1	0.4
TOTAL	227	100.0

APPENDIX 11(i)

Literal Meaning Understanding

	FREQUENCY	REL. FR. %
NOT UNDERSTOOD	2	0.9
HALF OF THE TIME	23	10.1
RARELY	70	30.8
MOSTLY	122	53.7
ALWAYS	9	4.0
NOT INDICATED	1	0.4
TOTAL	227	100.0

APPENDIX 11(j)

Implied Meaning Understanding

	FREQUENCY	REL. FR. %
NOT UNDERSTOOD	4	1.8
HALF OF THE TIME	26	12.3
RARELY	100	44.1
MOSTLY	89	39.2
ALWAYS	2	0.3
NOT INDICATED	4	1.8
TOTAL	227	100.0

APPENDIX III (a)

Students' Percentage Scores on Poem 1 and Poem 2

Serial No.	Poem 1	Poem 2
1	51	56
2	42	40
3.	51	40
4	47	62
5	38	53
6	42	44
7	39	36
8	51	58
9	54	49
10	39	51
11	54	58
12	37	58
13	44	58
14	46	44
15	37	42
16	47	60
17	44	49
18	47	60
19	36	44
20	44	56
21	42	51
22	44	47
23	39	51
24	40	53
25	49	51
26	50	56
27	50	47
28	63	53
29	44	56
30	37	38

Serial No.	Poem 1	Poem 2
31	50	58
32	35	53
33	43	53
34	47	62
35	40	53
36	37	47
37	42	69
38	50	42
39	46	49
40	51	42
41	44	60
42	40	42
43	42	49
44	50	49
45	36	47
46	42	44
47	56	51
48	40	44
49	42	44
50	53	53
51	42	47
52	58	47
53	42	51
54	37	47
55	39	42
56	49	51
57	37	51
58	39	53
59	54	42
60	44	58
61	44	47

Serial No.	Poem 1	Poem 2
62	46	67
63	49	56
64	47	56
65	44	56
66	46	44
67	40	51
68	49	62
69	36	44
70	49	49
71	49	53
72	43	49
73	50	49
74	47	60
75	53	58
76	61	58
77	37	51
78	40	47
79	40	47
80	43	47
81	46	40
82	58	47
83	44	49
84	47	56
85	57	58
86	42	53
87	42	44
88	56	69
89	44	56
90	51	47
91	47	42

Serial No.	Poem 1	Poem 2
92	42	47
93	44	44
94	56	44
95	46	44
96	57	62
97	54	33
98	44	58
99	36	47
100	39	47
101	39	58
102	49	40
103	49	58
104	49	60
105	40	58
106	47	53
107	58	73
108	44	53
109	53	60
110	40	38
111	49	44
112	40	51
113	54	53
114	51	51
115	46	62
116	46	53
117	43	53
118	36	44
119	53	69
120	61	51
121	57	56

Serial No.	Poem 1	Poem 2
122	49	58
123	43	49
124	47	60
125	46	58
126	46	44
127	40	44
128	44	47
129	37	64
130	65	51
131	39	44
132	49	56
133	47	53
134	53	53
135	46	62
136	37	62
137	47	58
138	50	60
139	36	56
140	42	44
141	49	71
142	35	51
143	40	51
144	50	51
145	47	56
146	43	64
147	44	49
148	37	47
149	40	49
150	50	53
151	42	47

Serial No.	Poem 1	Poem 2
152	57	56
153	47	51
154	47	53
155	46	49
156	46	47
157	44	47
158	50	49
159	39	53
160	47	38
161	40	49
162	44	49
163	36	44
164	46	51
165	53	60
166	44	49
167	40	42
168	43	47
169	43	42
170	44	49
171	53	56
172	46	49
173	51	56
174	50	49
175	37	56
176	47	51
177	40	36
178	53	40
179	46	44
180	50	49
181	50	67
182	53	51

Serial No.	Poem 1	Poem 2
183	53	51
184	36	51
185	49	51
186	44	36
187	56	47
188	47	47
189	43	47
190	40	42
191	43	47
192	51	53
193	60	60
194	43	62
195	39	53
196	46	53
197	46	58
198	43	53
199	37	53
200	40	42
201	39	40
202	39	49
203	47	56
204	37	53
205	39	60
206	33	36
207	39	60
208	51	71
209	53	67
210	53	67
211	63	62
212	60	60

Serial No.	Poem 1	Poem 2
213	54	60
214	50	56
215	50	51
216	64	60
217	61	62

APPENDIX III(b)

Some Typical Wrong Responses by Students

Many of the students' wrong answers arise from language difficulty, missing cultural information and literary inexperience. Some of the language problems are those affecting the comprehension of the poems, understanding of the questions on the poems and clarity of responses to questions on the poems.

Some of the wrong responses are re-produced below, compare with model answers (appendix 1g and 1h)

1. Harmattan period, dry season (Poem 1, question 5).
2. Singers (Poem 1, question 12a)
3. Ears, hear, feel, feeling, sound (Poem 1, question 14).
4. All people have already done their morning work already. (Poem 2, question 2).
5. The lazy man wants to reap where he has not sown (Poem 2, question 6).
6. Because of hunger (Poem 2, question 12e).