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Title of Project Paper/Research Report:
TEACHING POETRY TO RELUCTANT LEARNERS
IN A FORM FOUR ESL CLASSROOM

Area of Specialisation: TESL

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TEACHING POETRY TO RELUCTANT LEARNERS

IN A FORM FOUR ESL CLASSROOM

Evelyn Sharminnie Vasuthavan

A Project paper Submitted To The Education Faculty,
University of Malaya In Partial Fulfillment Of The Requirement
For The Degree Of Master Of Education

2005
ABSTRACT

This study, rooted in the transactional theory of literary reading (Rosenblatt 1978), was embarked on to investigate issues on student reluctance in reading poetry that could be useful to teachers of poetry. A class of 39 form four students were selected for this study and it was evident throughout the study that the perceptions of reluctant learners when confronting the learning of poetry, stemmed from students' inability to make meaning out of a poem. Initial investigations showed that the choice of texts, pedagogy and teacher personality were the main cause of their negative perceptions towards poetry. To give the students an opportunity to reassess their perceptions of poetry, a six-week student-centred teaching and learning programme using suitable texts and reader-response approaches was carried out. The results yielded encouraging reactions from the students. Students' active, enthusiastic participation in the programme confirmed that appropriate pedagogy, text selection and teacher personality played a significant role in their perceptions of poetry.
ABSTRAK

MENGAJAR PUISI PADA PELAJAR YANG KURANG BERMINTAH DALAM TINGKATAN EMPAT KELAS BAHASA INGGERIS SEBAGAI BAHASA KEDUA

DEDICATED WITH LOVE TO

PAPPA

and

AMMA,

who persistently showered me with love, hope and encouragement to give my best.
ACKNOWLEDGEMENTS

First and foremost, I would like to thank God Almighty for his providence and guidance throughout the writing of this project paper. Indeed He has been my unfailing source of shelter, encouragement, mirth and inspiration.

I would also like to express my heartfelt gratitude to my supervisor, Prof. Madya Dr Saratha Sithamparam for pushing a very reluctant scholar who preferred not to write. Also, for her valuable insights, academic and moral support throughout the course of this project paper.

I am also truly honoured in being able to share this thesis with my beloved husband, James Kunaratnam, for ‘lifting me through’ my two years of study at UM. Thank you for your love and understanding, without which, I would have faltered. To my three lovely children, Shalisha, Sharleena and Samuel, thank you for your understanding and consideration, especially during the final stages of writing. Mummy will make it up to you.

My appreciation also goes to my parents for nurturing in me the ability and determination to persevere in life, and to my family members for their continued support and prayers.

Evelyn Sharminnie Vasuthavan
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