

**EFFECTS OF USING ADVANCE ORGANIZERS ON PRIMARY SCHOOL
PUPILS' ACHIEVEMENT IN POETRY IN NAKURU
NORTH SUB-COUNTY, KENYA**

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the Award of the Degree of Master of Education (Curriculum and Instruction) of
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EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATIONS

DECLARATION

This Thesis is my original work and has not been presented for the award of any Diploma or conferment of Degree in this or any other University.

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DEDICATION

This study is dedicated first to my parents, Stanley Muiruri (late) and Loise Wanjiru for raising me to be who I am; secondly to my husband F.K. Njuguna and our children Leah, Loise, Fridah and David for their support and love.

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ABSTRACT

English language is an international language of communication in many areas such as business, sports and aviation. Teaching and learning of English language in Kenya is expected to produce pupils who can express themselves fluently and effectively both orally and in writing. Mastery of English language in primary schools is crucial since it is the language of instruction for all subjects in upper primary except Kiswahili. In spite of the importance of English language, its overall achievement in public primary schools in Kenya Certificate of Primary Education has been relatively low. This may be due the expository teaching methods used in the learning and teaching of poetry that make learners passive thus the low achievement. Furthermore poetry is integrated in the primary English language curriculum and not given enough emphasis. Poetry is an art that involves the use of all senses thus very important in acquisition and mastery of English language. In this study an attempt was made to overcome this problem using advance organizers as an intervention. The study investigated the effect of advance organizers on pupils' achievement in poetry in English language. Advance organizers are devices that teachers use to help learners to make connections between what they know and what is to be learnt. Quasi Experimental research was used where the Solomon-Four Non-Equivalent Control Group Design was adopted. The target population was all public primary schools in Nakuru County while the accessible population was all class 7 pupils in Nakuru North Sub-County. Four schools that were used in the study were selected purposively. Based on the class sizes, the sample size was therefore 163 class 7 pupils. Simple random sampling was then used to assign the four schools to experimental and control groups. Teachers of the experimental groups used advance organizers while those of the control groups used the conventional teaching methods. Data was collected using a Pupils' Poetry Achievement Test (PPAT). The instrument was validated by three experts in Educational Research two experienced teachers of English. The PPAT was pilot tested in primary schools in Subukia sub-county. The data collected was used to estimate the reliability coefficient using the Kuder Richardson 21 formula. A reliability coefficient of 0.76 was realized for the PPAT. The data collected was analyzed using inferential statistics, the t-test and ANOVA. The hypotheses were tested at $\alpha = 0.05$ level of significance. The results revealed that advance organizers had a significant effect on pupils' achievement in poetry. However, the effect of the treatment on achievement in poetry in regard to gender was not significant. The findings of this study are expected to assist teachers of English in using advance organizers to improve pupils' achievement in poetry in English. Teacher trainers may use these findings to sensitize in-service and pre-service teachers on the importance of advance organizers whereas the curriculum developers may use the information to improve teachers' guides for use in the teaching of poetry in English in primary schools.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION AND RECOMMENDATIONS	ii
RECOMMENDATION	ii
COPYRIGHT	iii
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background Information.....	1
1.2 Statement of the Problem.....	9
1.3 Purpose of the Study	9
1.4 Objectives of the Study.....	9
1.5 Hypotheses of the Study	10
1.6 Significance of the Study.....	10
1.7 Scope of the Study	10
1.8 Assumptions of the Study	10
1.9 Limitation of the Study	11
1.10 Definition of Terms	12
CHAPTER TWO	14
LITERATURE REVIEW	14
2.1 Introduction	14
2.2 The Aims of Teaching English Language in Primary Schools in Kenya	14
2.3 The Teaching and Learning of English Language as a Second Language	15
2.4 The Teaching of Poetry in English in Primary Schools	17
2.5 Achievement in English Language in KCPE.....	21
2.5.1 Achievement in English as a Second Language in Relation to Gender	24

2.6 Conventional Teaching Methods in Teaching of Poetry in English.....	27
2.6.1 Discussion Method in Teaching and Learning of Poetry in English	28
2.6.2 Demonstration Method in Teaching and Learning of Poetry	29
2.7 Advance Organizers and Learning of Poetry in English.	30
2.8 Types of Advance Organizers in English Language Teaching and Learning	33
2.8.1 Graphic Advance Organizers.....	34
2.8.2 Cues and Questions in Learning of Poetry in English.....	36
2.8.3 Skimming and Scanning in Learning of Poetry in English	37
2.9 Meaningful Learning	37
2.10 Theoretical Framework.....	40
2.11 Conceptual Frame work.....	42
CHAPTER THREE.....	44
RESEARCH METHODOLOGY	44
3.1 Introduction.....	44
3.2 Research Design	44
3.3 Location of the Study.....	45
3.4 Target and Accessible Population	45
3.5 Sampling Procedure and Sample Size	46
3.6 Instrumentation	46
3.6.1 Teachers’ Induction Manual	46
3.6.2 Implementation Guide	47
3.6.3 The PPAT	47
PPAT was constructed by the researcher and contained 15 objective type questions.....	47
3.7 Training of Teachers.....	47
3.8 Validity of Instruments	47
3.9 Reliability of the Instruments	48
3.10 Data Collection Procedure	49
3.11 Data Analysis.....	49
CHAPTER FOUR	51
RESULTS AND DISCUSSION	51
4.1 Introduction.....	51

4.2 Presentation of Results	51
4.2.1 Pre-test Scores on PPAT.....	51
4.2.2 Effects of Advance Organizers on Achievement in Poetry in English.....	53
4.3.2 Effects of Advance Organizers on Pupils’ Achievement in Poetry between Boys and Girls	59
CHAPTER FIVE	60
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	60
5.1 Introduction.....	60
5.2 Summary of Findings	60
5.3 Conclusions.....	60
5.4 Implications of the findings	61
5.5 Recommendations.....	61
5.6 Suggestions for Further Research.....	62
REFERENCES	63
APPENDIX A: TEACHERS’ INDUCTION MANUAL ON THE USE OF ADVANCE ORGANIZERS IN THE TEACHING OF POETRY.....	71
APPENDIX B: TEACHERS’ GUIDE ON IMPLEMENTATION OF ADVANCE ORGANIZERS IN THE TEACHING AND LEARNING OF POETRY IN ENGLISH LANGUAGE	75
APPENDIX C: PUPILS’ POETRY ACHIEVEMENT TEST	83
APPENDIX D:LETTER OF RESEARCH AUTHORIZATION.....	85
APPENDIX E:RESEARCH PERMIT	86

LIST OF TABLES

Table 1: Percentages of Popular Languages Learnt in the World	1
Table 2: Overall Candidates Performance by Subject from 2010 to 2016 in Percentages	5
Table 3: NNSC Public Primary School KCPE English Exam Analysis 2010 – 2016	6
Table 4: Overall Candidates Performance by Gender from 2009-2012 Nationally (%)	8
Table 5: KCPE English Exam Items Analysis Based on Facility Index	22
Table 6: The performance of English Section A & B from 2012-2015 Nationally	23
Table 8: Summary of Methods that were used to Analyze Data	50
Table 9: Comparison of Pre-test Means and SD on PPAT	52
Table 10: Independent Sample t-test of the Pre-test mean scores on PPAT	52
Table 11: PPAT Post-Test Mean Scores Obtained by pupils in the Four Groups	53
Table 12: Analysis of Variance (ANOVA) of the Post-Test Scores on PPAT	54
Table 13: Tukeys post hoc Comparisons of the Four Groups	55
Table 14: PPAT Post test Scores Obtained by Pupils by Gender	56
Table 15: Independent Sample t-test results of the Post Test Scores on PPAT for the Experimental Groups based on Gender	56

LIST OF FIGURES

Figure 1: Outline of a KWL Chart.....	35
Figure 2: Sample Venn diagram.....	31
Figure 3: The Rote-Meaningful Continuum Showing the Requirements for Meaningful Learning.....	
Figure 4: Conceptual Framework.....	42
Figure 5: The Solomon –Four Non –Equivalent Control Group Research Design.....	44

ABBREVIATIONS AND ACRONYMS

ANCOVA	Analysis of Covariance
ANOVA	Analysis of Variance
AO	Advance Organizer
CAO	Comparative Advance Organizers
CLT	Communicative Language Teaching
CTM	Conventional Teaching Methods
EAO	Expository Advance Organizers
FPE	Free Primary Education
GAO	Graphic Advance Organizer
ICT	Information Communication Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
L1	First Language
L2	Second Language
NNSC	Nakuru North Sub-County
PPAT	Pupil's Poetry Achievement Test
SRS	Simple Random Sampling
CSO	Curriculum Support Officer

CHAPTER ONE

INTRODUCTION

1.1 Background Information

English language is a living vibrant language spoken by over 2.1 billion people globally as their native language, therefore ranking second after Chinese. English language is the first language in Britain, America, Australia, Canada, New Zealand and Scotland and also used as the official language in 54 countries in the world hence referred to as a world language (Parimal, 2013). At the same time English language is a second language for most people of the world and has increasingly become the international language for business and commerce, science and technology and international relations and diplomacy (Muturi, 2006). Due to the importance of English language, it has become the most popular language for learning taking 53 % of common languages learnt in the world followed by French at 11%, German, Chinese, Japanese, Russian and all other languages in decreasing percentages respectively (Rhalmi, 2010).

Table1:

Percentages of Popular Languages Learnt in the World

Language	Percentages of learners in the world
English	53 %
French	11 %
German	9 %
Chinese	5 %
Japanese	3 %
Russian	3 %
All others	16 %
Total	100 %

Source: Rhalmi, 2010

Rhalmi, (2010) in his paper on 'The Role of English in the World Today' further asserts that many countries have realized the importance of teaching English to young children since they aspire to become major economic powers in coming decades. He contends that English communication skills are at the root of changing national economies due to the unstoppable globalization in all countries where the service sector will grow in terms of the employed workforce; English communication skills being the key requirement in this sector. This researcher further asserts that English is the diverse middle class portal to personal success. Urbanization and international migrations to major English speaking countries is changing the world's demographics and creating new constituencies of English users who look up to English as the gateway to success and better life. Therefore, mastery of English language in the primary school is important so as to prepare the children to cope with ease in this decade where English communication skills are very vital.

Khatib, (2011) asserts that despite the fact that many nations offer English as a learning subject in schools, the achievement in English language tests and in communicating is low in most countries. This research pointed out that in spite of the low achievement in English language, China was experiencing rapid globalization and a leaning towards an increasingly information driven economy thus the need to cultivate citizens who can communicate in English and compete in the global economy. As a result English is a required subject from elementary school to college. However in China students do not get many opportunities to use English in authentic settings and generally have low self-efficacy and poor attitudes towards English.

Verma (2013) in a study on learners' attitude towards second language learning and teachers' approach in a pre-designed curriculum found out that the knowledge to use English language by second language learners in India was miserable. This study asserts that learners do not get exposure to situations where they can use the language, or listen to how the language is used by others but are restricted to writing an examination of English language. Similarly in the USA, 3.4 million children aged between 5-17 years do not speak English or do not speak it well while 2.7 million live in linguistically isolated households; as a result, English language learners lag behind in academic English including the ability to read, write and engage in conversation about academic subjects (Snow, 2004).

Muturi (2006) asserts that today the world is a global village and the need to communicate locally and internationally has made English language very important. This study further points out that English is an international, business, technological, sport and aviation language. It also points out that English language is a passport to good jobs; better pay, advanced knowledge and communication with the entire world. Thus in this century of unstoppable globalization, countries need to use English language to enable them become major economic powers hence the need for good achievement in English in primary schools where the foundation for further learning is laid.

English language is learnt through the various genres of the language: stories, riddles comprehension passages, poetry, drama and puzzles (Chemwei, 2003). Poetry is an art in which language is presented in its most condensed form and a cultural composite. Thus, when a pupil is learning poetry, he or she is learning a culture in which people rely in communication with each other and this may help improve pupils' interest in English language (Zeyuan, 2010). Poetry helps in vocabulary building; enhances listening, reading, writing, grammar, builds cooperation, imparts values, builds self esteem and allows the learner to have fun (Elena, 2013). The knowledge acquired through learning poetry may be used to answer questions in English language at classroom level tests and at national exams. As such, if poetry is adequately and effectively taught, achievement in English language may improve as it covers all aspects of language. Using effective strategies in the teaching and learning of poetry in English language may improve achievement in national exams and may enhance a positive attitude towards poetry in English language (Jeruto, 2009).

In Kenyan primary schools, English language is mostly learnt as a second language since the children join class one at the age of six years when they have already acquired their mother tongues. English language is the medium of instruction and at the same time learnt as a subject in all lower primary classes while mother tongue of the catchment area supplements it for instruction. In the upper primary and subsequent stages in the education ladder, it's learnt as a subject and also used as the only medium of instruction (Kenya Institute of Education) (KIE) (2002). English language is therefore instrumental in the implementation of the education curriculum in Kenya and thus competence in the language is a prerequisite for educational and career success (Matheka, 2011). This is emphasized by the fact that in

the current 8-4-4 education system, English is a compulsory subject and examinable at KCPE and KCSE levels. The English language syllabus is designed to ensure that by the time pupils are through with the primary English course, they should have acquired sufficient command of English language both in spoken and written forms. Therefore instruction ought to be effective so as to result to cognition and hence good achievement in English language exams.

Poetry is one of the genres used in the teaching of English. However, the genre is neglected in Kenyan primary schools by individuals and institutions as evidenced by the fact that in children's literature only a few pages, barely 10% of the entire English language content is given to poetry (Muitung'u et al., 2015). Therefore children are not exposed to English language in its most alive form; that is the form in which language can be spoken, listened to, dramatized, recited and sang. Another reason why poetry is disadvantaged is because culturally poetry is seen as a minority art and only a few teachers of English are poets or enjoy or like poetry. This means that, poetry when taught, is not taught with passion but as a duty (Tobin 2004). An attempt to change the teaching strategies by use of devices more appropriate to the cognitive domains may help improve the achievement in English language. This is why the study investigated the effect of using advanced organizers (AO) in the teaching and learning of poetry. The pupils' ability to answer questions from the poems correctly was the measure of understanding.

Advance organizers are devices that help learners to link prior knowledge with new learning (Ausubel, 1960). Advance organizers direct a learner to relevant prior experience and points forward to new material to be taught (Joyce & Weil, 2004). Trevor (2010) notes that for readers to comprehend any passage, they not only need to possess the knowledge of words and how texts work but also the knowledge of the world and successfully use it to activate relevant schema. Activation of the relevant schemas and their efficient use in learning is the main principle in the use of advance organizers. The study investigated the effects of using advance organizers on achievement in poetry in English language in Nakuru North Sub-County (NNSC).

In the past, English language as a subject has been performed poorly in Kenyan national examinations in KCPE (KNEC, 2017). Table 1 shows the overall candidates performance by subject at KCPE from 2010 to 2016.

Table 2

Overall Candidates Performance by Subject from 2010 to 2016 in Percentages

Year	2010	2011	2012	2013	2015	2016
English	46.90	46.70	46.99	45.08	46.00	46.51
Kiswahili	51.53	49.57	50.68	47.01	46.34	46.70
Mathematics	53.80	52.18	56.30	43.96	38.59	44.70
Science	60.86	67.48	62.76	44.38	45.46	44.61
Social Studies	62.50	59.38	68.30	44.05	44.43	44.76

Source: Kenya National Examinations Council (KNEC) Report, 2017

Table 2 indicates that the mean scores of English are below the average mark of 50% from 2010 to 2016 whereas the rest from 2010 to 2012 are above average except Kiswahili lugha in 2011. The mean scores of other subjects have also dropped from 2013 -2016. This could be due to lack of mastery in English language which is the language of instruction and of assessment in KCPE. There was therefore need to investigate whether use of AO would improve the performance in the language through the use of poetry. Advance organizers are tools that help learners to activate prior knowledge and connect that knowledge to what is to be taught (Hill & Flynn, 2013). Once a learner's existing subsumers are mobilized to the learner's cognitive structures, the entrant concepts get optimal anchorage enhancing understanding (Ausubel, 1977).

Performance in English language in Nakuru North Sub-County has been poor as indicated in the 2010-2016 exam analysis. Table 3 shows public primary school pupils' performance in English language in NNSC at KCPE.

Table 3

NNSC Public Primary School KCPE English Exam Analysis 2010 – 2016

Year	Total score	Mean score %
2010	2954	46.90
2011	1868	46.70
2012	1879	46.99
2013	1893	45.08
2015	1793	46.00
2016	1907	46.51

Source: KNEC (2010-2016)

Table 3 shows that the mean scores of English exam in public primary schools are below 50%. Therefore, there is need to investigate new, interesting and effective ways of teaching poetry in English in public primary schools such as the use of advance organizers to improve the achievement in the subject.

The use of Poetry in teaching English language allows learners to ignore most of the rules of English language but allows them to communicate; rules are learnt later as learning progresses. The study investigated whether the use of advance organizers in teaching poetry improved the learning of English language and hence better pupils' performance in KCPE.

Academic achievement is the outcome of education showing the extent to which a student, a teacher or an institution has achieved their educational goals. Achievement in poetry is measured through homework, tests or essays to show if the learner is improving or how he or she has mastered English language. On the other hand, nations use standardized tests to monitor achievement of students and schools; for example KCPE and KCSE in Kenya. Poetry is not directly taught and measured at KCPE as is the case at KCSE, but it is taught in

an integrated form with other genres of English language (Chemwei, 2003). Despite the integrated mode of teaching poetry, good achievement in Section A (objective paper) and Section B (composition) of English Examination in KCPE is an indication of effective teaching and learning of all genres of English literature among them poetry, hence the reason why the study investigated the effects of using AO on achievement in poetry among primary school pupils in NNSC.

The study also investigated the effects of advance organizers in achievement in poetry between boys and girls. Theories in language learning have come up with different notions on gender and language. According to Oxford (2002), as cited in Aslan (2009), there are overgeneralizations that females are superior in verbal skills while males are superior in spatial ones. On the other hand Flotow (2004) argues that men dominate talk, use more interruptions and generally talk more than females. This study further asserts that sex or gender interacts with other variables such as age, ethnicity and social class in determining second language acquisition. The use of advance organizers enables learners to construct own knowledge and become active participants in the learning process thus strengthening their cognitive structures (Herron; Harley & Steven, 2011). Therefore the study investigated whether using advance organizers resulted to any gender difference in achievement in poetry in English among pupils in public primary schools in Nakuru North Sub-County.

According to KNEC (2013) the performance of the English objective paper was almost the same between boys and girls, but in English composition the girls mean was higher than the boys' mean. Table 3 shows the performance of pupils in the KCPE exam by gender.

Table 4

Overall Candidates Performance by Gender from 2009-2012 Nationally (%)

		2009	2010	2011	2012
English Objective:	F	45.66	49.5	46.67	48.46
	M	45.86	48.74	47.51	47.92
Standard Deviation		0.80	0.80	1.16	0.54
English Composition:	F	44.38	44.20	44.48	41.85
	M	40.58	40.80	41.08	39.32
Standard Deviation		3.80	3.40	3.40	2.62

Source: Kenya National Examination Council (KNEC) Report, (2013)

Table 4 shows that the performance in English objective paper is almost similar between boys and girls with a standard deviation of between 0.08 and 1.16. However, in English composition girls are higher in performance than the boys with the highest deviation being 3.80 and the lowest being 2.62. This implies that girls are better in continuous prose and creativity than the boys. The study thus investigated whether the use of AO would result to significant difference in achievement in poetry in English by gender which may positively affect the English exam results at KCPE.

This study investigated poetry, as one of the genres of children's literature because poetry is the most condensed form of language. The knowledge of what language is and does become deeper and more subtle through poetry than through any other form of literature. Through poetry, language is at its most alive form. This is because poetry is an art that calls for the use of all senses thus ensuring active learning rather than passive learning (Sloan, 2003). Due to the role poetry plays in language learning, the study investigated whether the use of AO enhanced achievement in poetry and hence improve English language learning and mastery in primary school where the foundation for further learning is laid.

1.2 Statement of the Problem

Good mastery of English Language is crucial since it is the language of instruction for all subjects from upper primary up to university level in Kenya except in Kiswahili. Poetry is one of the genres of teaching and learning English language. The knowledge acquired through learning poetry may be useful in answering questions in English at classroom level and in national exams. However, pupils' performance in English language in Kenya has been below average. This has been attributed to many factors among them teaching strategies used. It is the concern of all stake holders to improve pupils' general performance and achievement in English, the language of instruction and National Exams in Kenya. Emphasis should be among others the use of innovative devices such as the use of advance organizers. Although the use of advance organizers has been found to facilitate learning in areas such as sciences in secondary schools in Kenya, the effect of Advance Organizers on mastery of English in primary schools through poetry has not been investigated. This study therefore intended to investigate whether the use of Advance Organizers would facilitate pupils' achievement in poetry in English in public primary school pupils in Nakuru North Sub-County.

1.3 Purpose of the Study

The purpose of this study was to investigate the effects of using advance organizers on pupils' achievement in poetry in English in public primary schools in Nakuru North Sub-County.

1.4 Objectives of the Study

The study was guided by the following specific objectives.

- i. To compare the achievement in poetry between pupils taught using Advance Organizers and those taught using Conventional Teaching Methods
- ii. To compare the effects of using Advance Organizers on pupils' achievement in poetry in English between boys and girls.

1.5 Hypotheses of the Study

The study was guided by the following null hypotheses

H₀1: There is no statistically significant difference in pupils' achievement in poetry between pupils taught using Advance Organizers and those taught using Conventional Teaching Methods.

H₀2: There is no statistically significant gender difference in pupils' achievement in poetry when taught using Advance Organizers.

1.6 Significance of the Study

The findings of this study may boost the achievement in poetry thus improving the learning of English language as a whole. The findings may assist teachers in the teaching of poetry. Teacher training colleges and universities may find the findings of this study useful in their training of teachers of English thus enhancing teachers' competence. The curriculum developers may use the findings of this study to improve teachers' guides for use in the teaching of poetry in English in primary schools.

1.7 Scope of the Study

The study focused on class seven pupils drawn from four public primary schools in Nakuru North Sub-County, Kenya. The class was appropriate for the study because the pupils have already acquired adequate vocabulary to enable them read poetry for comprehension thus they could participate fully in the study. The poems used were those from class seven English course books and supplementary books. The study examined the effects of AO on achievement in poetry in English in Nakuru North Sub-county. The Sub-County was used because the performance in English language at KCPE in the public primary schools has been below average.

1.8 Assumptions of the Study

In this study it was assumed that:

- i. The learners involved in the study were of comparable academic ability.
- ii. The teachers involved in the study embraced the challenges of using AO and taught to the best of their ability.

1.9 Limitation of the Study

The study covered only mixed day public primary schools therefore the generalization of the findings were confined to mixed day public primary schools in Nakuru North Sub-County.

1.10 Definition of Terms

The following operational definitions of terms are pertinent to this study

Achievement: In this study it referred to pupils' ability to read and understand poetry; to be measured using a Pupils' Poetry Achievement Test.

Advance Organizer: It is a teaching strategy which takes the form of verbal or visual information that is presented to the learner in advance to unfold and reinforce or direct pupil's thinking (Shihusa & Keraro, (2009). This is the definition that was adopted in this study. Graphic advance organizers will be used in this study.

Conventional Teaching Methods: Refers to classroom instructional methods that employ verbal explanations, discussions demonstrations and lecture and in which teachers maintain control of the learners such that they are passive recipient and are not involved in the construction of the knowledge (Khatib, 2011). This is the meaning that was adopted in this study.

Facility Index: Refers to the relative measure of difficulty or ease of a question based on the percentage of candidates obtaining a correct response to a question (KNEC, 2013). This is the meaning that was adopted in this study.

Gender: Refers to differences between male and female in social-cultural aspects rather than physical difference Dictionary only. In this study it referred to boys and girls in class 7 in public primary schools.

Genre: A particular type of literature, painting, music or film which people consider as a class because it has special characteristics. In this study it referred to classes of literature used in the teaching and learning of English language for example poetry, drama, stories riddles

Graphic Organizers: These are visual aids for example charts, pictures Venn diagrams, video and realia (Crowell, 2013). This was the definition adopted in this study.

KWL Chart: It is a kind of graphic organizer where pupils fill in their prior knowledge in the first column (K) and what they would like to know in the (W) column and what they have learnt in the (L) column (Crowell,2013). It help learner to activate prior knowledge connect it to the new and reflect on what has been learnt. This was the definition adopted in this study.

Literature: In this study literature referred to good or classic works designed for use as children's literature to help in acquisition of English as a second language.

Poetry: Refers to collection of poems. In this study it referred to collections of poems meant to help learners' English language acquisition and mastery in primary schools.

Teaching method: A particular way of conducting instruction in a class (Snow, 2004). In this study teaching method meant the methodologies used in the teaching of poetry for example lecture, discussion and question and answer methods.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the teaching of English in primary schools and in particular teaching of English poetry; the methods used and the importance of poetry to the learners. It also looks at teaching methods and achievement in English, achievement and gender and use of advance organizers in teaching of poetry in English. Finally the theoretical and conceptual frameworks are discussed.

2.2 The Aims of Teaching English Language in Primary Schools in Kenya

English language is a compulsory and examinable subject at KCPE and KCSE levels. The general objectives of English in upper primary school (KIE, 2002) are; the learner should be able to acquire:

- i. Listening skills to be able to listen, understand and respond appropriately to information and instructions.
- ii. Speaking skills to be able to use correct pronunciation, stress and intonation so that their speech is understood, to express needs and feelings, convey information and relate experiences.
- iii. Reading skills to be able to read and understand instructions, to access information and to read widely for pleasure.
- iv. Writing skills to be able to express own ideas meaningfully and legibly in English to convey information and to communicate effectively

From these objectives it is clear that the teaching and learning of English is meant to help the learner to acquire and develop the four basic language skills. These skills are; listening, speaking, reading and writing. Poetry in English greatly helps in the acquisition and development of these skills since it is an art that calls for the use of all senses. The study thus investigated whether the use of AO would positively affect achievement in poetry in public primary schools.

2.3 The Teaching and Learning of English Language as a Second Language

According to Ramos, (2014) there are many differences between second language (L2) and first language (L1) acquisition. These are shown in comparison of the two as thus:

- Unless L2 begins in early childhood, its acquisition is not part of the learner's primary cognitive development.
- In most cases learners have much less time for L2 acquisition than they had for L1 acquisition.
- The later L2 acquisition begins, the more it is a necessarily conscious and intentional process.
- The later second L2 begins, the more it is influenced by conscious motivational factors.

These limitations on L2 makes its acquisition a challenge to the learners and hence the low achievement in English exams. Kim, (2008) contributing to Education Policy in Korea noted that university students got only one hour and fifty minutes per week to learn English. These students could hardly develop communication skills because they were not able to manage meaningful learning. This argument concurs with Ramos, (2014) who argues that L2 learners get less time than they had for L1. Despite the limited exposure to English, the Korean policy demands two languages, Korean and English, as from 3rd grade of elementary school. English is thus given high regard in Korea with the aim of passing University entrance exam and to promote national competency in an increasing globalizing economy (Flouser, 2011).

Many language experts believe that Communicative Language Teaching (C L T) is the most effective approach for L2 or foreign language learners. Richards & Rodgers, (2008) contend that the best approach to learn English is 'using English to learn English' as compared to 'learning to use English'. This implies that learners ought to be given a lot of exposure to listen to spoken English and to use it in authentic contexts as is offered through poetry. However, there are other challenges among L2 learners that inhibit its acquisition. These include:

- Negative attitude towards English
- Lack of motivation
- Lack of listening skill
- Inability to use words in sentences for meaningful interaction

To overcome these challenges, teachers ought to use innovative devices such as advance organizers so that a learner becomes an active participant in the learning process (Ramos, 2014).

Rhalmi, (2010) asserts that to facilitate L2 learning, tasks have to be designed in such a way that a learner gets autonomy and independence while learning. Hence the role of the teacher is to give clear and to the point instructions and provide appropriate environment for learners to interact and exchange information. The use of Advance Organizers allows the learner to interact with materials, link the known to the new knowledge, construct knowledge and reflect on the learnt knowledge. The role of the teacher is to present clear lesson objectives and facilitate the learning process (Ramos, 2014). This argument concurs with Richard, (2006) who argue that

“Students should participate in classroom activities that are based on a cooperative rather than individualistic approach to learning; they have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model; and, they are expected to take on a greater degree of responsibility for their own learning. While teachers have to assume the role of facilitator and monitor and they have to develop a different view of learners’ errors and of her/his own role in facilitating language learning, rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences.”

Shakouri, (2012) asserts that language acquisition is a complex process which involves several factors and that this process is highly influenced by the plasticity of the brain. Shakouri further argues that this plasticity of the brain ends at puberty before which language learning is easier and after which learning language becomes harder. This implies that teachers should take advantage of early years to facilitate and support learners’ L2

acquisition. This is because L2 acquisition is quite different from L1 acquisition which is an astonishingly rapid process, effortless and requires no formal training. On the other hand, L2 needs effort, training and plenty of practice. This can be done through friendly language lessons and use of innovative devices such as advance organizers. However Shakouri's research on the influence of age and gender on L2 acquisition also found out that those older learners (age 10 and above) have certain advantages over the younger ones:

- They are able to anchor the new learning on meaningful pegs (prior knowledge)
- They may be more experienced in handling the discourse of conversations
- They are likely to have acquired a wider range of strategies for learning
- They may have a clearer sense of why they are learning a second language

The implications for teachers is that even learners who are past the age in which language acquisition is optimal can easily learn language so long as they are motivated, well supported, have plenty of learning materials and have attached the learning to the affective domain; that is, they have realized the worth of learning the language (Novak, 2010). The study hence investigated whether using Advance Organizers could facilitate achievement in English through poetry.

2.4 The Teaching of Poetry in English in Primary Schools

Children's literature comprises many genres such as stories poems, comics, riddles and proverbs. Among these genres, poetry is the least attended to by both teachers and pupils as it is overshadowed by other genres and aspects of English language such as reading, writing and phonics. However, children in lower primary classes enjoy poetic rhyme and song, but further up the primary school, there is very little poetry in the English lessons. One of the causes of the limited poetry is the teacher's limited knowledge of poetry that makes instruction and marking of poetry very difficult (Lockwood, 2008; Beard, Myhill, Riley & Nystrand, 2009). It is further argued that due to poetry's vastness in craft and complexity, teaching the genre and awarding of marks to learners poses problems to teachers because there are no wrong or right answers since answers depend on one's interpretation of the

poem in question which is encouraged since this is the key philosophy towards gaining one's voice as a writer (Lynn, 2007).

Proper teaching of poetry must start with the employment of instructional strategies that make the pupils active participants in the learning process. Both teachers and pupils have fear of poetry; they view poetry as a difficult genre and as such, many ignore it. Jeruto, (2009) further asserts that poetry ought to be made appealing to pupils not only in content but also in the mode of delivery; the teaching strategies that teachers employ should make pupils love poetry as they do music. Ramos (2014) in a study on ranks of difficulty and frequency of learning attitude of non-English majors on lecture and discussion in a South Korean university also believes that with good material selection, L2 learning can be more flexible and learner friendly resulting to meaningful learning. Materials such as AO can assist in the instructional process to enhance mastery of English language in primary schools. Unfortunately the conventional methods of teaching used by teachers undermine poetry and also kill the enthusiasm that pupils could have towards the genre. This study investigated whether the use of AO in teaching and learning could improve achievement in poetry in English language in primary schools in Nakuru North Sub-County.

According to Lewis and Ellis (2006), the importance of poetry cannot be underrated because lessons in poetry in the English school curriculum help to enhance the teaching of phonics which is a crucial element in the English programs. Repeated experience with words result in phonetic recognition thus improving reading. Poetry can also be used to teach idiomatic expressions and grammatical constructions. When pupils recite poems, language concepts are fixed in their minds and the pupils would be able to use these constructions whenever necessary.

According to Jennifer et al. (2010)), lessons in poetry can also be used to improve pupils' pronunciation. Indeed correct reading of English poetry should not only improve pupils' pronunciation of individual words but should also help acquire the stress and rhythm patterns of English speech. The researchers further assert that poetry is part of the continuous growth of linguistic activity as a means of deepening and reinforcing the learning of various aspects of language such as phonology, syntax and semantics. At the same time

Van Weyhe, (2006) contend that reading, discussing and writing poetry will help pupils understand what texts mean and how they mean. The study of poetry consequently provide practice in reading for comprehension and can greatly enhance pupils vocabulary as well as their ability to synthesize and think critically about the material they read. These skills that pupils develop in the study of poetry, can be transferred to other kinds of texts, newspapers, magazines, reports and memos and thus should empower students to become more generally literate and in the long run, more articulate and productive members of the society.

Tobin (2004) asserts that the study of poetry is a good way of enhancing learners' creativity. The reason for this, he adds, is that poets tap into the unexplored portions of the mind more than most people. This concurs with Tobin, (2004)) who asserts that poetry may guide pupils towards their own creativity by example derived from reading successful writers as well as exposing pupils to the vast store house of cultural knowledge on which people rely in communication with one another and as such they become fully enfranchised members of that culture. Kincheloe (2005) also contributes to the role of poetry in transmission of cultural knowledge and asserts that nursery rhymes, songs, rap, greeting cards and even football chants have elements of rhyming couplets. Thus the use of poetry in popular society could bring a way of correcting the barrier between school, personal life and popular culture to make the learning experience meaningful to the learners.

Perry (2004) argues that poetry enables lateral thinking since each sentence is subjective to secondary experience or inquiry which promotes critical thinking, interpretation and response. According to Long (2000), most schools are focusing on vertical thinking which develops informatively intelligent individuals rather than creatively intelligent ones. This supports the statement that, 'although pupils are able to pass exams, they are not able to apply their knowledge independently to new contexts'. Through poetry, learners are able to acknowledge, express, understand and manage their feelings. Sloan (2003) refers to this as emotional literacy. Poems must be meaningful to the learners by drawing on experiences, thoughts and feelings which develop their skills as poets and subsequently as writers. This agrees with Blackburn (2008) who asserts that teachers' desires are to develop learners as independent proficient writers.

Contributing to the same debate on importance of poetry, Zeyuan (2010) contends that poetry helps in language acquisition; according to this research, poetry can improve the language learners' depth of perception and width and depth of vocabulary and can also be used to teach the phonetic, lexical, and syntactical and discourse aspects of the language. In the research it is asserted that poetry is a cultural composite thus when a pupil is learning poetry, he is learning a culture. Learning of the English culture may improve international insight and cultural qualities, hence improve pupils interest in English language as well.

Elena (2013) adds that poetry is a very important genre in a learner's live. First, poetry helps one to know self and others, build communities and describe experiences. The genre also opens venues for speaking and listening, much neglected domains of a robust English curriculum. Poetry too builds resilience in children and adults; offering social and emotional learning; as it allows people to talk about the difficult unexplainable things in life for example death and suffering and even profound joy and transformation. Hence due to the role poetry plays in the holistic growth of learners, its effective learning using devices such as advance organizers may be employed to reap the benefits.

Jennifer, Carmel and Patricia (2010) contributing to the importance of poetry argue that poetry has the power to elevate culture and also emphasize that it is the responsibility of schools to lead children to an appreciation of those works of literature that have been widely regarded as amongst the finest in the language. Such an appreciation can only be acquired if children enjoy and comprehend poetry. Appreciation of poetry can be achieved by using effective teaching devices where learners are active in the construction of knowledge rather than being passive. It is asserted that poetry offers the chance for pupils to believe that information is neither absolute nor extremely controlled; pupils are encouraged to have different perspectives on texts in an environment where everyone has a right to his own opinion. Gill (2007) argues that despite the fact that understanding poetry is important, enjoyment of this genre is an important precursor to understanding, thus, use of effective child centered devices such as the use of advance organizers should be employed; once

pupils enjoy poetry, understanding will follow and hence better performance in tests in poetry in English language.

In a research on the effects of advance organizers on achievement, perception and attitude towards learning narratives in secondary schools in Kilifi, Mshenga (2013) outlines the benefits of using advance organizers. Advance organizers caused an improvement of students' mean score, enhanced their perception of the classroom environment and provided a student-centered learning environment.

Therefore, considering how vital learning of poetry is, it was important to investigate a new, interesting and effective way of teaching the genre such as the use of advance organizers and thus the reason why the study investigated the effects of advance organizers on poetry in English in Nakuru North Sub-County.

2.5 Achievement in English Language in KCPE

KCPE is a standardized exam in Kenya done at the end of eight years of primary education. The pupils are measured and compared amongst themselves countywide while schools are compared and ranked. The results after the analysis of KCPE allow for curriculum change or change in training of teachers and instructional strategies. The KCPE English exam comprises of two sections. Section A is the objective paper while section B is the composition. The objective paper comprises of the cloze passage which has fill-in gaps from number 1-15. The cloze passage is followed by the grammar part made up of 10 questions from numbers 16- 25 and lastly the comprehension passage from numbers 26-50 where candidates read a passage and answer comprehension questions. The passage carries half of the marks of the objective paper and tests the ability to read and comprehend (KNEC, 2013). However analysis of the 2011 and 2012 KCPE English objective paper show that most of the candidates did not perform well in the comprehension part. The analysis is based on the percentage of the facility index. A good question is considered to be one that has a facility index of between 30 % and 80 %. Consequently a question with a facility index of below 30% is considered to have been difficult and one above 80% is considered to have been found easy by candidates. Sometimes questions with 40 % facility index are considered for

discussion in the KNEC Report. For example Table 4 shows the analysis of the objective paper in the years 2011 and 2012

Table 5

KCPE English Exam Items Analysis Based on Facility Index

Area Tested	Number of Items	Facility Index			
		Less than 30 %		Less than 50%	
Year		2011	2012	2011	2012
Cloze Passage	15	4	4	12	6
Grammar	10	1	1	2	4
Comprehension	25	3	4	12	16
Total	50	8	9	26	26

Source: Kenya National Examination Council (KNEC) Report, 2013.

Table 4 shows that in the comprehension area, 12 items in 2011 and 16 items in 2012 had a facility index of less than 50 % thus the section of comprehension was found to be difficult by the 2011 and 2012 KCPE candidates. Among the 50 items in the objective paper, 26 items had a facility index of less than 50%, so, only 24 of them had more than 50% of the candidates answering them correctly. This implies that in more than half of the question items, more than half of the candidates failed. KNEC (2013) argue that a possible reason for the poor performance was lack of adequate practice in comprehension and asserts that ability in this area comes out of practice not out of being taught in class.

From this analysis, it is evident pupils have a problem in comprehension thus teachers need to teach using effective techniques to improve the achievement.

Lockwood (2008) argues that low achievement in English language could be due to lack of exposure to a lot of English language through aspects such as poetry since some teachers deliberately avoid poetry whereas others apply poor teaching methods during instruction. In a research on factors affecting the teaching and learning of poetry in the integrated syllabus in secondary schools in Nandi North Sub-County, Kenya, Jeruto (2009) found out that the

teaching methods used contributed to the poor performance in English. The study cites the lack of interest in teaching poetry and the excessive use of discussion, and question and answer methods when teaching poetry as the main causes of poor performance in poetry in Secondary schools in Nandi Sub-County, Kenya. This was at the expense of methods like group-work and dramatization.

These problems cited by Jeruto (2009) could have been carried forward from the primary school where the English syllabus provides very little poetry as is evident in the class seven syllabuses which has only two poems. Two poems are too few to create interest in poetry among pupils and to assist in the learners English language acquisition and mastery and thus the reason why the study investigated whether use of advance organizers could positively influence achievement in poetry. Table 5 shows further analysis by KNEC, (2016) on the KCPE English papers alone.

Table 6

The performance of English Section A & B from 2012-2015 Nationally

Year	2012	2013	2014	2015	Average
Section A	45.76 %	49.12 %	47.1%	48.16 %	47.54%
Section B	32.40 %	42.70 %	42.45 %	42.43 %	37.74%

Source: Kenya National Examination Council (KNEC) Report, 2016.

The mean of the 4 years is 47.54 % in the objective paper while that of composition is 37.74 %. The performances of both papers are below average and therefore something needed to be done to try and improve it. KNEC (2016) argues that the drop from 49.12% in 2013 to 47.1% in 2014 was due to the abundant use of sheng which was very popular among the youth with even young teachers using it to communicate among themselves and even with pupils. The national election campaigns of the year 2012 were said to have further contributed to this drop where high profile politicians, radio stations and advertisements used sheng to connect to the youth the largest population group in the country. This implies that learners were not exposed to correct English literature but to local forms which negatively affected their academic English performance. May be exposure to a lot of poetry

taught using advance organizers may positively affect the pupils' achievement in English language exams. The study investigated the effects of advance organizers on achievement in poetry in public primary schools in Nakuru North Sub County.

Educational achievement refers to believing that one understands and sees things the way they were meant to be seen from any teaching. However achievement of any teaching is affected by the learner's ability, effort and motivation to learn. Grippins and Peters (2014) assert that achievement in English is affected by first, the study habits. Due to the diversity of the language, learning of English requires well organized study, reading a variety of books as well as ability to speak and write well in English. Peters also contend that learners require zeal and curiosity in order to do well in English language.

Trevor (2010) agrees with Grippins and Peters (2014) that good performance in English as a second language comes as a result of deep reading that enables the learner to grasp the richness of characterization, the mood and intent of the writer. Zaidi (2010) also asserts that language learning styles and strategies are among the most important variables affecting performance and says that programs for promoting second language learning are those that enable students to develop academic skills while still learning English. Advance organizers may help improve academic achievement in English language since they help the learner to link prior knowledge to what is to be learnt and also to show relationship between or among concepts. This is the reason why the study investigated effects of advance organizers on academic achievement in poetry in Nakuru North Sub-County.

2.5.1 Achievement in English as a Second Language in Relation to Gender

Gender inequality and disparity in Kenyan education system have been addressed since independence. For example it is noted that the girl-child education was less developed than that of the boys' (GOK, 1976). According to this report, this disparity was attributed to the traditional beliefs and prejudices held by people regarding the roles and occupations of women in the society. Mondoh (2001) in the study on the comparison of activities carried out by boys and girls in Eldoret Town found out that those girls are often given more chores in the house than the boys; thus, reducing the amount of time they spend on studying

compared to boys. This implies that the methods teachers use should therefore ensure that both boys and girls have equal chances in learning of English.

Commenting on the issue of gender, Stone (2004) asserts that teachers have to look for ways to teach that empowers both boys and girls to overcome stereotypical barriers and any future hurdles they may face. Stone argues that this can be done through friendly lesson designs which help students to understand how to acquire knowledge rather than merely receive it. Teaching using advance organizers help learners to construct own knowledge rather than being passive participants.

Theories in language learning have come up with several notions on gender and language. For example Xiufang, (2013) asserts that there are over-generalizations that females are superior in verbal skills while males are superior in spatial ones. This implies that girls are better in languages while boys are better in sciences. There is also the notion that females are more feeling oriented while males are more thinking oriented. However Oxford (2002) further assert that the human brain functioning is a complex process that is influenced by both nature and nurture and not simply by male or female differences (as cited in Aslan, 2009).

Contributing to the debate on language acquisition, Shakouri & Saligheh (2012) contend that language acquisition is a complex process that involves several factors and that is highly influenced by the plasticity of the brain. They also assert that the memory systems involved in males and females have a pivotal role that make the genders distinct and that males and females are equipped with some predetermined tendencies that would be helpful for them to acquire some aspects of language much faster and easier. However, Aslan (2009) asserts that females are seen as disadvantaged speakers and communicators since the speech of men is considered by the society as the accepted norm.

In First Language (L1) acquisition classrooms, boys tend to dominate interactions and educators reinforce this type of behavior by giving additional time and attention to males

whereas females' polite ways of participating in classroom talk means that they are disadvantaged in mixed-sex classes (Gascoigne, 2002).

Investigations on the effects of nature on human brain have too contributed to reasons attributing to the differences in male and female learning. According to Hartshorne & Ullman, (2006), females have a higher level of estrogen than males hence they are better at using declarative memory and in recalling facts and knowledge. Roost, (2012) in a study on exploring brain differences also asserts that the density of grey matter in the female brain makes females better processors and communicators than males.

However according to Shakouri and Saligeh, (2012) sex or gender interacts with other variables such as age, ethnicity, and social class in determining second language acquisition. Kimura, (2006) as cited in Piasecka, (2010) in a study in gender differences in L1 and L2 reading argues that males are good at tasks that involve throwing things at targets or catching objects while females have advantage in the so called subtle motor activities for instance performing movement sequences using fingers like weaving sewing and writing. He further adds that girls usually start speaking earlier than boys, use longer sentences and that their articulation and grammar are more correct. Girls too have a richer vocabulary, are better at spelling, reading and in tests in which they have to generate words according to a certain rule.

In a study on Brain Imaging Studies of Intelligence and Creativity, Haier and Jung, (2008) argue that despite of the extensive research in cognitive study, it is still not known why some people learn faster than others, or why some people have better memories or longer attention spans than others, or why some people are much better in mathematical reasoning than at spelling or why some people are more creative than others. This study asserts that males and females have different brains implying that not all brains think the same. Zaidi, (2010) concurs with Haier and Jung, (2008) that since the male and female brains are wired differently, they learn differently. This is in line with Aslan, (2009) who contend that gender influences learning strategy choice.

In a study to determine the factors which predict performance in physics in secondary school Onah and Ugwu, (2010) assert that sex is a very good predictor of performance in physics at secondary school level. Ogunley and Adepoju, (2011) in a study on the impact on male and female students' achievement, attitude and practical skills in physics education also observed that there is gender inequality in Science, Technology and Mathematics in Nigeria. However Shihusa and Keraro (2009) assert that advance organizer balance the achievement of male and female students in Biology Education in Kenya.

However some other studies have shown that gender is not a factor in determining learning and performance. For instance Ma, (2007) and Coley, (2010) in a study on gender differences in learning outcomes and a study in gender gap comparisons across racial ethnic groups in education and work, respectively report that gender has no effect on achievement of students. Wallentin, (2009) in study on putative sex differences in verbal abilities and language cortex argue that sex or gender is not a confounding factor in language proficiency. Kalawole and Popoola (2011), in a Four Process Dimension as a function of improving teaching and learning of basic Mathematics in Etiki Estate in Nigeria maintains that academic achievement is free of gender influence.

It was therefore necessary to investigate whether the use of AO could have differing effects on boys and girls exposed to the treatment in regard to poetry in English language learning. The study investigated whether using advance organizers would result to any statistically significant difference in achievement in poetry between boys and girls in public primary schools in Nakuru North Sub County.

2.6 Conventional Teaching Methods in Teaching of Poetry in English

Conventional methods of teaching are instructional methods in which the teacher controls the entire lesson and the learner's interaction and participation is minimal or entirely missing (Khatib, 2011). They include lecture, discussion and demonstration among others. Conventional English teaching methods do not build effective communication skills in young minds because they were designed for adults not children. These programs have their roots in English language as a second language instruction ,which , as part of a movement to

establish English as the world's business language focused on teaching English to adult business people. These adult designed methods result to fundamental problems in children. First they result to teacher-student gap; this is because the methods emphasize grammatical structures and logical reasoning which fail to interest young children who may not have enough knowledge to grasp these concepts. Secondly these methods teach complex grammar rules not putting in mind that children learn their mother tongue by hearing it, becoming familiar with it and then learning sounds needed to accomplish a needed task. Furthermore these programs are too vocabulary driven, with the false perception that volume equals proficiency, forgetting that a learner may possess thousands of English words but may verbally be unable to express a complete thought (Parimal, 2013).

The Hear and Say Method where the teacher says and the learner repeats is not effective since pupils need to hear expressions over and over again in a variety of contexts before they can reproduce them. Lastly conventional methods offer insufficient reading and writing readiness. Children need two hours a day to become proficient in a language so as to get enough exposure, review and practice how to use the 166 words that make up 75% of spoken English; most schools and parents cannot afford two hours of English class a day (Khatib 2011).

2.6.1 Discussion Method in Teaching and Learning of Poetry in English

According to Joyce and Wilen (2004), the discussion teaching method closely resembles people's natural way of communicating in every other social environment. This study asserts that each and every member of the group is given a chance to express oneself and also air their views on the subject matter under discussion. Van Weyhe (2007) adds that discussion helps students to make sense of literary texts, invites a deeper understanding of literature and improves reading comprehension. Teacher-led discussions are used by most teachers to present objectives, explain learning activities, demonstrate and invite questions from students before concluding the activity. During large groups discussions that are prevalently used, teachers ask students to instantly interpret a text allowing little time for students to experience the poem, but in small groups or in dialogue, students are likely to revise and reflect on their responses.

Jeruto, (2009) contends that cases where teachers leave students to discuss on their own and come up with ideas and conclusions are very rare. This, the researcher argues is because teachers fear they may not cover the syllabus adequately. This contradicts with Majani *et al.* (2003) who assert that the role of a teacher is to guide the discussion not to dominate it.

Teachers judge success of a discussion by the extent to which students talk but unfortunately most students are unable to express what they mean while others are intimidated by the dominant participants while some feel uncomfortable sharing their thoughts in large groups thus they remain passive. Even in instances when each and everyone participate, by the end of the discussion students may get confused as to which of the many contributions is true and which is false (Gillet, 2013). Another contribution adds that effective discussion needs a lot of planning and experience since there is always a likelihood of loss of class control; the class gets a bit noisy and disorganized and can get way-off track; and at the same time discussions are very difficult with more than 20 participants and takes much time than lecture (Kelly, 2013).

2.6.2 Demonstration Method in Teaching and Learning of Poetry

This is another conventional method used by teachers of poetry where the teacher or another person uses examples, experiments or other actual performances to illustrate something. The learner experiences real life situations and learns by doing. They learn physical or mental skills by actually performing those skills under supervision. This method requires careful planning on the part of the teacher. Demonstration also has an element of passive learning and some students may not observe all the necessary details require (Chemwei, 2003). Conventional teaching methods negatively affect achievement and attitude of learners due to lengthy narrations in lessons. Wiersema (2000) assert that conventional teaching methods may increase students learning in that they learn a lot, but they too may forget a lot quickly. Slavin (2000) contend that the demonstration method is unfriendly to learners and that teachers embrace it due to its conservativeness, necessity and convenience and individual choice. Chemwei, (2003) further argues that conventional teaching methods may seem adequate in enabling teachers to cover the syllabus, but covering is not synonymous to

learning. Teachers must therefore adapt new ways of instructions that will cater for the students' level of knowledge (prior knowledge), motivates them to learn, manages students' behavior and allow grouping students for instruction and testing and evaluating them (Slavin, 2000). There was therefore need to explore the use of advance organizers in the teaching and learning of poetry which have proven effective elsewhere.

2.7 Advance Organizers and Learning of Poetry in English.

AO are devices that teachers use to help students make connections between what they know and what is to be learnt (Ausubel, 1960). He asserts that they are frameworks for facilitating students' learning which are presented by teachers at a high level of abstraction, generality and inclusiveness than the material to be learnt. He contends that the learners' prior knowledge is the key determinant of learning. Joyce and Weil, (2004) assert that the use of AO calls for an example or image which directs the learner to relevant prior experience and points forward to new material. The study points out that there are three basic purposes of advance organizers; first, Advance Organizers direct students' attention to what is important in the coming lesson, secondly they highlight relationships among ideas that will be presented and lastly they remind students of important information they already have.

Herron, Harley and Steven (2011) argue that students are active constructors of knowledge and so the advance organizer is designed to strengthen the students' cognitive structures. As such they assert that if new material is to be presented effectively, the stability and clarity of students' structures must be increased. They contend that if students start with the right 'set' and if the material is solidly organized, then meaningful learning can occur. This concurs with Brown (2012) who asserts that when behavior stems from needs, wants, or desires within oneself; the behavior itself has the potential to be self-rewarding. The use of graphic advance organizers arouses curiosity, motivates and helps learners to reflect on the lesson.

Joyce and Weil (2004) assert that the advance organizer model has three phases: presentation of advance organizer, presentation of learning task and strengthening of cognitive structures. Advance organizers make learning more meaningful and by linking

new information to the old, the new can be remembered more easily. Their study adds that advance organizers provide anchors in the learning which are shared between the teacher and the learners, a reference point created together. This is in compliance with Plass & Jones (2005) who contend that effective opportunities to learn a L₂ with the cognitive approach can be divided into three: a comprehensive input, interaction and comprehensible output. The interaction stage of the cognitive approach includes information links that provide simplifications, elaboration, clarification and definitional support. They further assert that when considering how students interact with new material it is important that new information is linked to prior knowledge. The use of graphic advance organizers is therefore superior to the cognitive approach as viewed by Plass & Jones, (2005) since AO are presented to a learner at the beginning of a lesson before the new material is presented thus creating links between the prior and the new material enhancing the comprehensive output. This is because the new material is anchored to the prior knowledge strengthening a learner's cognitive structures. Atomatofa (2013) too asserts that the use of advance organizers links prior knowledge with new learning.

According to Mayer, (2003) AO use familiar terms and concepts to link what a learner knows to the new material that will be presented in the lesson which aids in the process of transforming knowledge and creatively applying it to new situations. This process helps to embed the new information into the long term memory. This concurs with Ausubel (1963) who assert that the mind is an information processing and storage system that provides anchorage and storage of information. Thus he explains that the learner must actively reflect on the new material, think through these linkages, reconcile differences or discrepancies and note similarities with existing information. Kim et al., (2004) in a study on graphic advance organizers and their effects on reading comprehension asserts that advance organizers are effective ways to link new to old information because they can provide an overview of a new topic and visually present links between concepts to be learnt. Chiang, (2005) in a research on educational and cognitive psychology also argue that learning will be easier when information is coded using both visual and verbal modes.

The proponent of this strategy, Ausubel (1963) points out that advance organizers are introduced in advance of the learning material itself, and are also presented at a higher level of abstraction, generality and inclusiveness. He continues to argue that this strategy satisfies the substantive as well as the programming criteria for enhancing the organizational strength of cognitive structures. Ausubel (1968) further support the use of advance organizers; he asserts that advance organizers provide anchorage and links old to new knowledge thus helps avoiding rote memorization by a learner.

Shihusa and Keraro, (2009) too contend that if the learner already has prior knowledge of the content to be learnt, meaningful learning would occur. Contributing to the importance of prior knowledge, Trevor, (2010) asserts that readers of comprehension not only require being able to read the words, understand the meaning of words and possess knowledge of how language and texts work but also requires them to possess knowledge of the world and successfully use it by activating relevant schema. This is the main principle of advance organizers; the researcher argues that if the reader possess sufficient background knowledge and can access it efficiently, then comprehension will occur. This is in compliance with Evans, (2003) in a study on the effects of graphic organizers on expository texts in English found out that AO helped accommodate different learner styles, lead to meaningful learning and enhanced reading comprehension. Brown, (2012) points out that when behavior emanates from needs, wants, and desires within oneself, the behavior itself has the potential to be self-rewarding. Shihusa and Keraro (2009) in a study on using advance organizers to enhance students' motivation in learning Biology too assert that advance organizers enhance students' motivation to learn biology.

Trevor, (2010) argue that advance organizers are of great value especially where the learner may not recognize that his or her prior knowledge is relevant and where the teacher wishes to focus attention on relationships among linked parts of an idea and on connections between parts and the whole. Wills and Ellis, (2010) found out that memory of vocabulary and content knowledge is equally enhanced by the use of graphic advance organizer and also contends that learners who lack relevant prior knowledge are most likely to benefit from the use of advance organizers thus the need to use expository advance organizer in the

classroom. Thus advance organizers can be of profound effect on students' success during a lesson especially when that lesson requires students to receive, store and recall new information.

Educational achievement involves understanding and seeing things the way they are meant to be from any teaching. Thus a strategy that will enhance understanding will consequently enhance achievement. Student motivation is the most critical factor for success within second language learning (Petty, 2004). The teachers' main challenge in teaching is to make students want to learn; if they do not want to learn their learning efficiency will be slow. Students will want to learn if they find learning activities fun, and if successful learning boosts their self esteem. Thus, a strategy that involves pupils in the construction of knowledge such as the use of advance organizers may lead to success in learning.

2.8 Types of Advance Organizers in English Language Teaching and Learning

There are two broad categories of advance organizers into which all the others fall. One category is the Expository Advance Organizers (EAO). These are used when the material to be learnt are totally new and unfamiliar. They describe the content that will be introduced. Some examples are cues, questions, stating clear and interesting objectives, metaphors and analogies. The second type is the Comparative Advance Organizers (CAO); they are used when the material to be learnt is not novel new. They are intended to point out the ways in which the material to be learnt resembles or differs from what learners already know (Trevor, 2010). Examples in English language are verbs as compared to phrasal verbs and nouns as compared to pronouns.

According to Crowell (2013), an advance organizer should be concrete to support the abstract. Therefore, teachers should give pupils time to think about the organizer before presenting the learning task. Hill and Flynn (2013) refer to this as 'wait time'; Wait time gives the learner time to think what to say and how to say it in English especially when using questions as advance organizers. The researchers add that use of advance organizers improves comprehension of both high level and low level concepts.

2.8.1 Graphic Advance Organizers

These are visual advance organizers for example charts, pictures, Venn diagrams video or realia. The KWL Chart and Venn diagrams are good examples that can be used to activate prior knowledge (Lin & Tsuihiy, 2007). The KWL chart can be used for pupils to fill in what they know, what they want to know and what they learn about the topic in question. The first two parts are filled in before the lesson while the other is filled after the lesson. Graphic advance organizers activate learners' prior knowledge; activates curiosity and retains attention. By keeping track of information this way, the learners reflect on what they have learnt and if their questions were answered (Crowell, 2013). Graphic organizers are advantageous in that they engage pupils actively since drawing can be initiated by the teacher and completed by the learners; they too can be adapted for note taking and summarizing and lastly that graphic organizers can be stored for later use thus saving on resources. This concurs with Willis and Ellis, (2010) who assert that GAO enhance memory of vocabulary and content knowledge as well as promotion autonomy of the learner since GAO enable him or her to break down procedures such as the writing process into manageable units thus motivating the learner to manage their own learning. The graphic organizers used in the study were graphic organizers the KWL, Venn diagrams and pictures.

The KWL Chart

The KWL chart is used to help the learner to track his or her knowledge. The chart is presented to learners before the lesson and it has three columns as follows:-

K	W	L
What I K now	What I W ant to know	What I have L earnt

Figure 1: Outline of a KWL Chart

Source: Crowell, 2013

The teacher facilitates filling in of K and W columns where learners fill in what they know about the concept and what they would like to know. Later after lesson presentation, the learner fills in what they have learnt on the concept of the lesson. The KWL chart is beneficial in that it helps to activate prior knowledge (K) activates curiosity (W) and helps learner to reflect on what they have learnt by checking if their questions were answered (L) (Crowell, 2013).

Pictures and Photographs

Just as the KWL Chart, pictures and photographs are presented before the lesson. The learners are given time to observe and manipulate them ensuring the use of more than one sense which is believed to result to meaningful learning. Then through question and answer the teacher guides pupils to discuss what they know about the pictures and photographs. The pictures and photos activate prior knowledge and also activate curiosity as to what the teacher intends to teach in the coming lesson. This curiosity retains the learners' interest in the lesson and as such meaningful learning is likely to occur (Hill & Fylnn, 2013).

Venn Diagrams

The Venn diagram shows the relationship between concepts in a lesson, that is, what is similar, what is different and the relationship among all the ideas in a lesson. When using the Venn diagram shown in Figure 2 for example, one can fill in the characteristics of each of the animals in the respective circles and the similarities where the circles intersect. Using

this advance organizer at the beginning of a lesson will link prior knowledge with the new knowledge to be learned (Crowell, 2013).

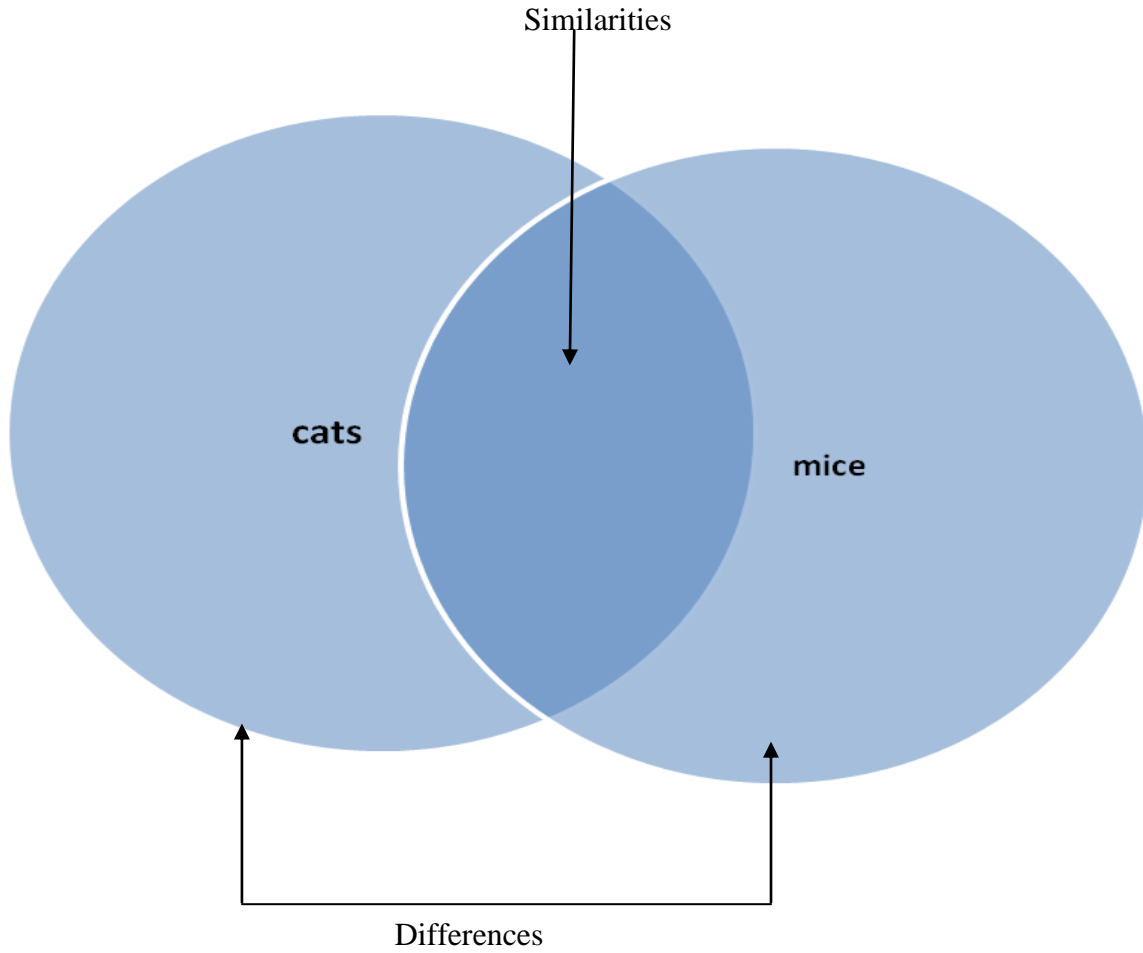


Figure 2: A Sample Venn diagram

Source: Crowell, 2013

2.8.2 Cues and Questions in Learning of Poetry in English

As advance organizers, cues and questions are used at the beginning of a lesson to help students access and activate background knowledge and connect that knowledge to new learning (Hill & Flynn, 2013). The study assert that cues and questions help teachers to discover what students already know and what they need to know. The cues and questions should be well planned so that the questions focus on what is important rather than on what is unusual and also so as to make use of high level questions as recommended in Bloom's taxonomy (Kiruhi, M. Githua, B. & Mboroki, G., 2009). High level question develop high

order thinking and produce deeper learning than low level ones. A little pause time referred to as 'wait time' should be allowed before accepting responses from students so as to allow students to think what to say and how to say it in English.

2.8.3 Skimming and Scanning in Learning of Poetry in English

According to Larnsen (2010) skimming and scanning enable learners to get the gist of the text for instance a poem thus improving comprehension and reading speed. The learner skims the title and sub-titles, pictures if any and the first and last paragraphs or stanzas. They then make a guess on what the poem is about as they guess the meaning of vocabulary basing on the context. The learner is supposed to survey the text, question it, then read actively, recite and lastly review what they have read. The use of advance organizers is learning strategy training which is a cognitive approach where learners are seen to be more actively responsible for their own learning. Larnsen further asserts that teaching a learning strategy contributes to academic success because learners are able to use it in different situations. This implies that the teachers' work is not only to teach but also teach how to learn. The strategy is thus beneficial to the learner even after they have completed their formal study of the target language.

2.9 Meaningful Learning

According to Novak, (2010) learning is the learner's responsibility and cannot be shared. The teacher's role is to provide materials, an enabling environment and facilitate the learning process. For success to be realized the teacher must ascertain what the learner knows and teach him accordingly. What the learner knows is the prior knowledge to which new knowledge will be linked and anchored (Ausubel, 1960). The prior knowledge is stored in the learner's cognitive structure in form of concepts, mental pictures or schemas. Concepts are building blocks of knowledge in form of perceived regularities or patterns in events or objects or records of events and objects designated by a label usually a word (Piaget, 1995).

Joseph (2011) argues that in meaningful learning, people learn concepts and relationships between these concepts and that the knowledge acquired is fundamentally organized differently from knowledge learnt through rote learning. Such knowledge will thus be easier

to retrieve in future when need be and can be used in different contexts. The learning process is to some extent idiosyncratic for every individual. This means concepts and propositions have slightly different meaning for each person; thus, the reason why good teacher education practices offer much opportunity for interpersonal interactions during lessons so that learners can share their different understandings of concepts (Novak, 2010).

As discussed earlier, the teacher is a facilitator in the learning process thus he or she is also a learner and negotiates meaning with the students during the interpersonal interactions. The students own the knowledge which helps in boosting their self esteem. Meaningful learning is therefore accompanied by affective experience that to some extent colours the meaning of concepts, therefore knowledge is a human construction not same as what would be compiled by a computer. Table 7 shows the differences between meaningful and rote learning.

Table 7

Differences between Meaningful and Rote Learning

Meaningful learning	Rote Learning
<ul style="list-style-type: none"> • integrates new to prior knowledge • provides intrinsic motivation • good retention and recall of knowledge • teacher is facilitator of knowledge • has activities that guides learner and clarifies ideas • knowledge is anchored in learners cognitive structure 	<ul style="list-style-type: none"> • there is little or no effort to integrate new to prior knowledge • there is no emotional commitment • poor recall of information • has little positive effect • teacher is the disseminator of knowledge • no learner activity during learning • knowledge is not anchored in learners knowledge structure

Source: Joseph, (2011)

According to Novak (2010), there are five elements of meaningful learning that have to be constructively integrated to effect high levels of meaningful learning. These elements are:

- teacher
- learner
- subject matter
- context
- evaluation

A teacher acts as the facilitator where he or she organizes the subject matter in the right context, guides the learner through the lesson and gives appropriate evaluation. The learner is active throughout the lesson and thus a constructor of knowledge unlike in rote learning where a learner is a passive recipient of knowledge. Figure 3 shows the requirements for meaningful learning as compared to the results of rote learning where little or no preparation is done.

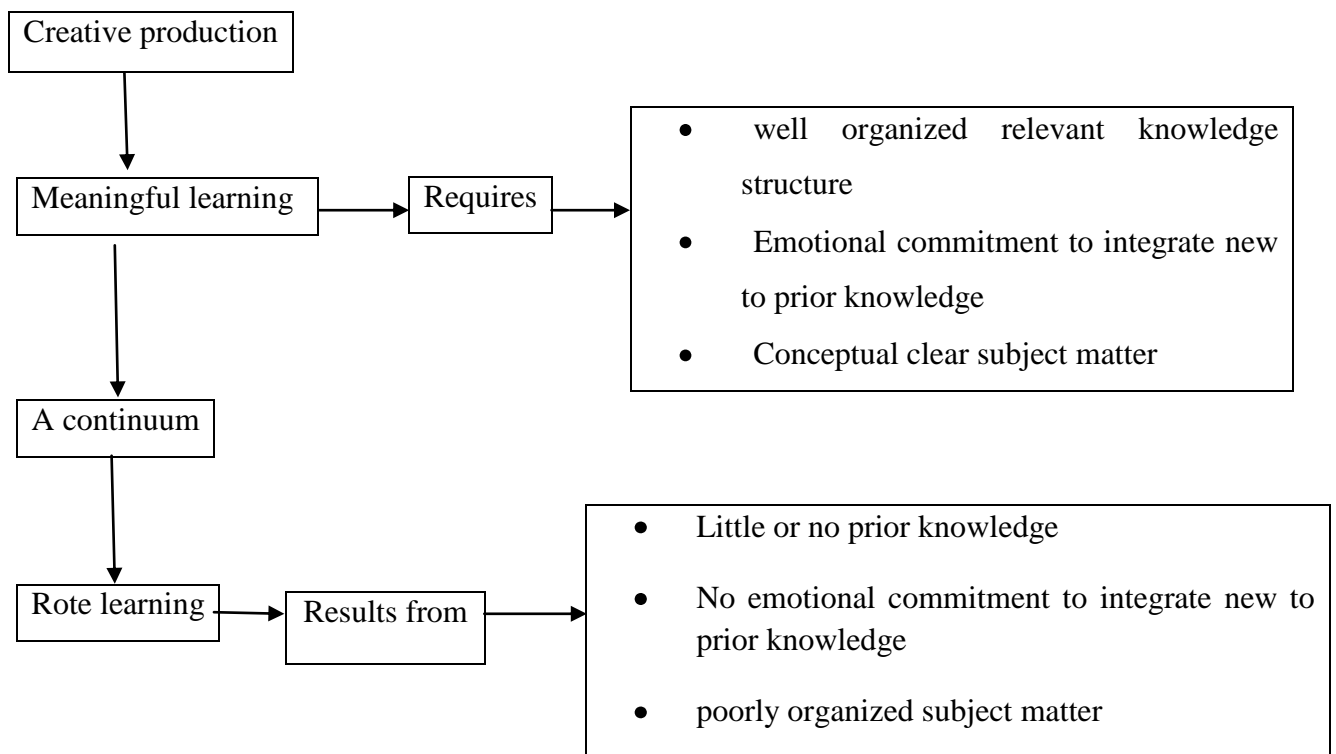


Figure 3: The Rote-Meaningful Continuum Showing the Requirements for Meaningful Learning

Source: Novak, (2010)

2.10 Theoretical Framework

This study was guided by Ausubel's theory of meaningful learning (Ausubel, 1960). In meaningful learning, learning of new knowledge relies on what is already known (prior knowledge). The construction of knowledge begins from the observation and recognition of events and objects through concepts we already have; thus people learn by building a network of concepts and adding onto them. The theory further emphasizes reception of knowledge rather than discovery, and meaningful learning to rote memorization (Joseph, 2011). Therefore for understanding to take place, new knowledge must interact with the learner's knowledge structures. Ausubel was influenced by Piaget who believed in cognitive structures or schemas also referred to as mental pictures which the learner searches for whenever he or she comes across something for the very first time (Piaget, 1995).

According to Xiufang, (2013) the Ausubel model of meaningful learning is a deductive teaching strategy that has the potential of being used in an individual lesson or as an organizational pattern for curriculum design. In deductive teaching models, broader or more inclusive ideas are presented first followed by less inclusive ideas. This deductive teaching is referred to as progressive differentiation in which understanding of concepts, principles and ideas is achieved through deductive reasoning where general ideas are presented first followed by specific ones. The knowledge received is hierarchal such that new knowledge will only be meaningful so long as it can be attached, anchored or related to what is already known. Moreover, since meaningful learning involves recognition of links between concepts, the knowledge has the privilege of being transferred to long time memory.

Due to the importance that Ausubel attached to prior knowledge in reception of new knowledge he came up with the concept of advance organizers which he termed as devices used in the introduction of a topic. These devices help learners to make connections between what they know and what is to be learnt. The AO could be verbal, for instance questions, narratives, objectives and explanations or visuals for example charts, pictures, photos and videos slides among others. According to Joyce & Weil (2004) advance organizers enable learners to orient themselves to the topic so that they can locate where a particular bit of input fits in and how it links with what they already know. Thus the most important

principle of advance organizers is the learners' prior knowledge to which new knowledge can be meaningfully linked.

Advance organizers are used when learners have no relevant information to which they can relate the new learning and when the relevant subsuming information is already present but not likely to be seen as important by the learners (Ausubel & Robinson, 1969). According to Ausubel the advance organizers are presented by a teacher at a high level of abstraction, generality and inclusiveness than the material to be learnt. Therefore the role of advance organizers is drawing and mobilizing of existing subsumers into the learners' cognitive structures to incorporate into working memory of new but unfamiliar concepts as well as the provision of optimal anchorage of such entrant concept.

In meaningful learning a teacher's lesson should be lively and interesting so that the abstract nature of the subject is greatly reduced. This means a teacher must be well prepared and thoroughly versed with the topic to be discussed (Okere, 1996). This preparation should enhance meaningful learning where learners are able to relate new knowledge to what they already know (Ausubel, 1967). A teacher in meaningful learning plays a central role through analyzing and noting concepts and terminologies that are contained in a lesson so as to arrange them in order of priority. This involves careful planning and scheming to allow students to move from known to unknown. Ausubel (1977) further asserts that learners must be ready for the ideas presented to them. The ideas must not be strange or foreign such that the learner cannot subsume them. Meaningful learning requires that the material to be learnt be relatable to some hypothetical cognitive structure or some kind of framework or model. The new material can only be meaningful if it is related to past experience. This past experience makes the difference between meaningful and rote learning since in rote learning, the learner lacks relevant ideas in his cognitive structures. It is therefore imperative that in case the learner has no relevant subsumer, the teacher must provide. This theory is relevant to the study because AO enhance meaningful learning as students are able to relate prior knowledge to what is to be learnt.

The study used AO prior to the lesson. The AO had information related to the lessons to be taught. The information was intended to help the pupils link what they already knew to what would be learnt. The graphic organizers used in the study were first and foremost meant to generate interest in pupils as they observed the pictures and the charts and also generated curiosity as to what was to be learnt. The KWL chart was designed to help the pupils track information; tracking information helped learners to reflect on what they had learnt and whether their questions in the second column had been answered by the end of the lesson. This helped in retaining pupils' interest and their curiosity throughout the lesson (Crowell, 2013).

2.11 Conceptual Frame work

The conceptual framework shows the interactions among the independent, dependent and the extraneous variables. The variables were hypothesized to relate to each other. The intervening variables affect teaching and learning of poetry which ultimately affect the learning outcomes (achievement). The interactions are shown in Figure 4

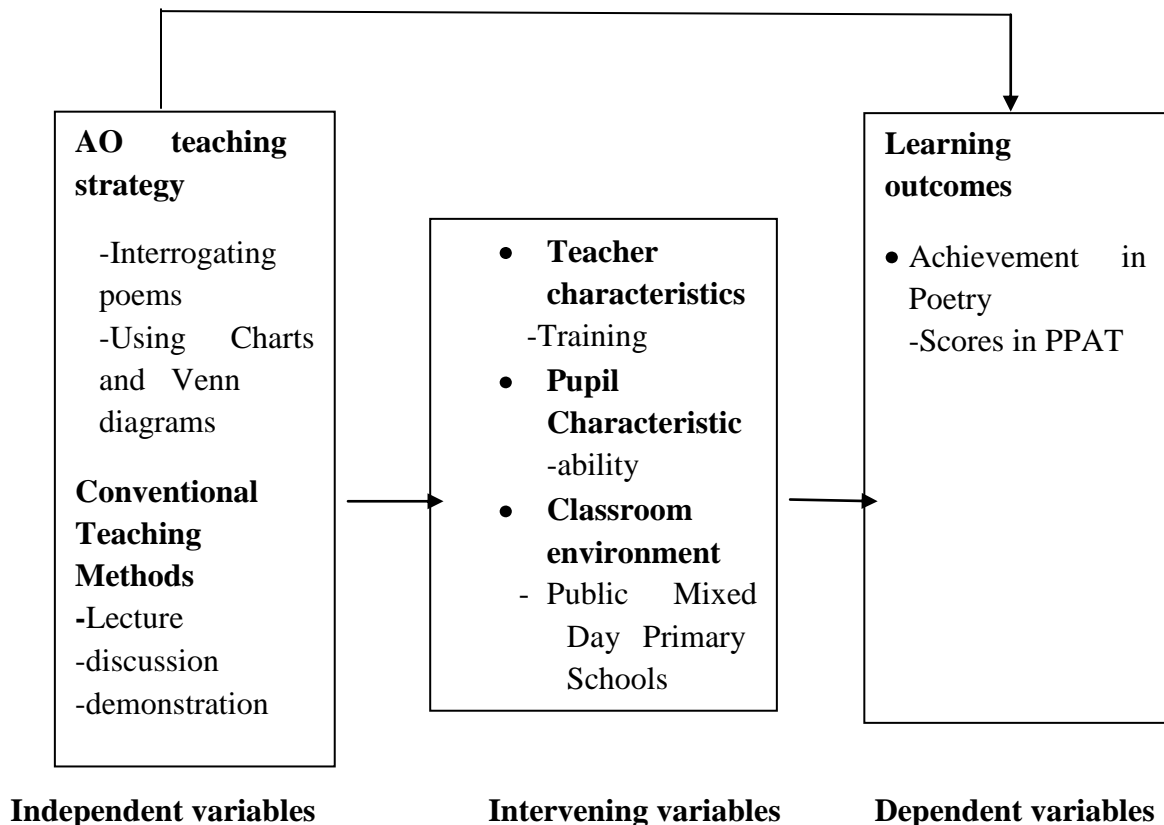


Figure 4: A Conceptual Framework showing the Interaction between Variables of the Study

The independent variables in this study were advance organizers teaching strategy and conventional teaching methods. The dependent variables were pupils' achievement in poetry while the extraneous variables were pupils' gender, teacher training as well as the type of school. The intervening variables were likely to influence learning outcomes. Teacher training was controlled by involving trained teachers (at least 3 years of experience in teaching English in primary school) as training determines the approach the teacher uses as well as the effectiveness of the approach. The effects of the classroom environment were controlled by involving class seven pupils in only mixed day public primary schools while gender was studied during the research. All the three sets of variables were interrelated in that they had an influence on the teaching and learning process, which eventually influenced the pupils' achievement in poetry in English.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were followed to investigate the effect of using advance organizers on achievement in poetry in English language in public primary schools. These includes research design, location and population of the study, sample size, the instruments used in data collection, their validity and reliability, data collection procedure and data analysis techniques.

3.2 Research Design

The study adopted a quasi experimental research method in which the researcher used the Solomon-Four Non Equivalent Control Group Research Design. This design was appropriate for this study because it took care of the confounding of variables. There were two experimental groups and two control groups. The first experimental group E₁ received a pre-test to measure their achievement before the treatment, and then the treatment followed by a post-test. The second experimental group E₂ had no pre-test but received the treatment followed by the post-test. The first control group C₁ received a pre-test but no treatment followed by a post-test. The second control group C₂ had no pre-test, no treatment but a post-test. Figure 5 shows the Solomon- Four Non- Equivalent Control Group design.

E ₁	O ₁	X	O ₂
C ₁	O ₃	-	O ₄
E ₂	-	X	O ₅
C ₂	-	-	O ₆

Key

- X - Experimental Treatment
- C₁ and C₂ - Control Groups
- O₂, O₄, O₅ and O₆ – post-test
- Non-Equivalent Control Group Design
- O₁ and O₃ - pre-test
- E₁ and E₂- Experimental groups
- No pre- test and no treatment

Figure 5: The Solomon–Four Non–Equivalent Control Group Research Design

Source: Gall, Borg & Gall, (2007)

In this design, to control for interaction between selection and interactions the schools were randomly assigned to control and treatment groups while that of interactions between selection and instruments was controlled by ensuring that the conditions under which the instruments were administered were kept as similar as possible in all the schools (Borg & Gall, 1989; Zechmesh & shanghnessy, 1994). The effect of maturation was taken care of by the short time the study took. Solomon four Non Equivalent Control Group Design has been used in studies to determine the effect of teaching approaches on teaching approaches in Kenya (Wambugu & Changeiywo, 2008; Wachanga & Mwangi, 2004; Keraro, Wachanga & Oraro, 2007). This design has been designed to deal with a potential testing threat which occurs when the act of taking a test affects how people score on a pre-test or post-test. According to Gall, Borg and Gall (2007) this design helps achieve four main purposes;

- i. To assess the effects of the experimental treatment relative to the control condition
- ii. To assess the interaction between pre-test relative to no pre-test
- iii. To assess the effects of the pretest relative to no pre-test.
- iv. To assess the homogeneity of the groups before administration of the treatment.

3.3 Location of the Study

The study was carried out in Nakuru North Sub County, Nakuru County. The sub-County has 40 mixed day public primary schools and 43 private day primary schools and private day and boarding primary schools. Among the private boarding is one girls' only boarding primary school. The pupils' performance in English in mixed day primary schools has been generally low and therefore there is need to improve it by using appropriate tools.

3.4 Target and Accessible Population

The study was carried out in Nakuru North Sub-county. The target population was all pupils in primary schools in Nakuru County. The accessible population was the class seven pupils in public primary schools in Nakuru North Sub-County. According to the Sub-County Education Office, the Sub-County has 40 public primary schools. The public primary schools were chosen because their performance in English at KCPE has been below average.

3.5 Sampling Procedure and Sample Size

During sampling a list of the public primary schools in Nakuru North Sub-County was used as the sampling frame. The unit of sampling was the school rather than the individual learners because primary school classes operate as intact groups (Gall; Borg & Gall, 2007). Based on the design that was used, four public primary schools were purposively selected from the 40 schools. Purposive sampling was appropriate so as to take care of experimental contamination. The researcher chose schools which were far from each other to avoid contamination from the experimental to control groups during the study. The recommended primary school class size by the Ministry of Education in Kenya is at most 55 pupils per class, but since the introduction of Free Primary Education (FPE) the classes are usually larger than this. According to Fraenkel and Wallen (2000), at least 30 subjects are recommended per group in experimental research. E₁ had 45 pupils; E₂ had 34 pupils while C₁ and C₂ had 50 and 34 pupils respectively. The sample size was 163 class 7 pupils. To assign schools into experimental and control groups, simple random sampling (SRS) was used. Schools sampled for treatment had many streams; all the streams were treated but the results of the PPAT of only one stream selected using SRS prior to the treatment was analyzed. SRS prior to the treatment was done to avoid bias.

3.6 Instrumentation

3.6.1 Teachers' Induction Manual

The manual was designed to help teachers of English to plan and implement a teaching and learning program using advance organizers. The manual covered the following:

- Purpose of Advance Organizers
- Effective use of Advance Organizer
- Clear Instructional Objectives
- Types of Advance Organizers
- Production of Advance Organizers
- Types of Advance Organizers to be used in the study
 - KWL Charts
 - pictures and photographs
 - Venn Diagrams

3.6.2 Implementation Guide

The guide illustrated ways in which the Advance Organizers were to be used in teaching and learning of poetry. It was a three weeks module detailing:

- The poems to be used
- The type of Advance Organizer to be used in each poetry lesson
- Objectives of the lesson
- The lesson development

3.6.3 The PPAT

To elicit data from the subjects of the study, a Pupils' Poetry Achievement Test (PPAT) was used. The PPAT was used in the pre-test and post-test to measure pupils' achievement in poetry. However during the post-test the PPAT items were reorganized to take care of pupils being test-wise. The PPAT items were constructed using Bloom's taxonomy to assess mastery of the content. The poem from which the PPAT items were constructed was based on the first theme in the class seven English Curriculum that deals with 'deserts'. The PPAT was constructed by the researcher and contained 15 objective type questions.

3.7 Training of Teachers

After obtaining permission from the Head Teachers of the sampled schools, the researcher inducted the teachers on the use of AO teaching strategy. The researcher gave the teachers in experimental groups a guide on the use of AO (Appendix A) and then discussed all the sections of the guide. This was followed by the researcher's demonstration on how to use Advance Organizers using one of the poems in the implementation guide '**Our Teacher Says**' (Pitchford, 2013). The teachers practiced the use of AO using other poems before the treatment period.

3.8 Validity of Instruments

The PPAT was validated by 3 Educational Research Experts from the Department of Curriculum, Instruction and Educational Management of Egerton University. Experienced teachers of English from selected primary schools also helped in ensuring face (relevance) and content validity of the instrument.

3.9 Reliability of the Instruments

To estimate the reliability of the instrument, it was administered to thirty pupils from the target population, but who did not participate in the study. The pilot study was carried out in primary schools in Subukia Sub-County that neighbours Nakuru North, and in schools that had similar characteristics to those used in the study. The reliability coefficient of the data collection instrument was estimated using the KR-21 formula.

$$\text{K-R 21 reliability coefficient} = \frac{K}{K-1} \left[1 - \frac{\sum M^2}{KS} \right]$$

Key

K - no. of items in the test

M - Mean of the set of scores

S – Standard deviation of test scores

The KR-21 formula was suitable because the questions in the research tool were being marked as either right or wrong. A reliability coefficient of 0.76 was realized. This was accepted and the tool found suitable for research since Gall, Borg & Gall (2007) asserts that a coefficient of 0.7 is acceptable in experimental research.

3.10 Data Collection Procedure

Prior to data collection the researcher obtained clearance from the Board of Post Graduate Studies of Egerton University to collect data. The researcher also obtained permit from National Commission of Science Technology and Innovation (NACOSTI) and also from the Nakuru North Sub-County Education Office to carry out research in the sampled schools. The researcher then obtained permission from head teachers of the sampled schools to induct the teachers on the use of AO in teaching poetry as per the teachers' guide and to carry out research in the sampled schools. The pre-test was then administered to the first experimental and the control groups. The two experimental groups received the treatment for three weeks while the control groups were taught using the conventional teaching methods. Then the post-test (PPAT) was administered to all the groups. The items in the post-test instrument were re-organized differently from the pre-tests to take care of pupils being test-wise.

3.11 Data Analysis

Data was analyzed using ANOVA and t-test. The t-test was used to detect the difference between the girls' and the boys' means. The t-test was appropriate for this due to its superior power to detect differences between two means (Gall; Borg & Gall, 2007). ANOVA was used to analyze difference in the means; to establish whether there was a significant difference between the means of the four groups on PPAT. Table 8 gives a summary of the statistics used in analyzing data. All tests of significance were computed at $\alpha=0.05$.

Table 8

Summary of Methods that were used to Analyze Data

Hypotheses of the study	Independent variable	Dependent Variable	Statistical Test
H₀₁: There is no statistically significant difference in achievement in poetry in English between pupils taught using advance organizers and those taught using conventional methods.	Teaching / learning strategy	Scores in PPAT	ANOVA
H₀₂: There is no statistically significant gender difference in achievement in poetry in English between pupils taught using advance organizers and those taught using conventional methods.	Gender	Scores in PPAT	t-test

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter covers presentations on data analysis and the findings on the effects of Advance Organizers on class seven pupils achievement in poetry in English. The study has also examined whether the use of advance organizers has an effect in achievement in poetry between boys and girls. Descriptive as well as inferential statistics were used in data analysis. The statistics used include t-test and ANOVA. Inferential statistics was used to test the hypothesis of the study. Each of the hypotheses is restated, results of analysis presented in a tabular form and a conclusion made indicating whether the hypothesis was rejected or accepted at 0. 05 level of significance. Information in this chapter is organized in the following subsections;

- (i) The results of the pre-test after comparing the groups at entry point in PPAT.
- (ii) Effects of advance organizers on pupils' achievement in poetry in English.
- (iii) Effects of advance organizers on pupils' achievement in poetry in English between boys and girls.

4.2 Presentation of Results

4.2.1 Pre-test Scores on PPAT

At the beginning of this study, the assumption was that the groups to be used were similar. The researcher therefore sought to assess the homogeneity of the groups before application of the treatment as recommended by Wiersma and Jurs (2005). A pre-test of the PPAT was administered to the first two groups; Experimental Group 1 and Control Group 1. The pre-test given was the Pupils Poetry Achievement Test (PPAT) which was marked out of 15. Table 9 shows the pre-test means and standard deviation on PPAT of Experimental Group 1 and Control Group 1.

Table 9

Comparison of Pre-test Means and SD on PPAT

	Group	N	Mean	Std. Deviation
Pretest Scores	Experimental Group 1	45	8.1556	1.98810
	Control Group 1	50	8.1600	1.82231

Table 9 shows the pre-test scores of E1 and C1 which were 8.1556 and 8.1600 respectively. These scores were subjected to a t-test to establish whether there was a statistically significant difference in the scores at the 0.05 level of significance. Table 10 shows the independent t-test of the pre-test mean scores on PPAT for E1 and C1.

Table 10

Independent Sample t-test of the Pre-test mean scores on PPAT

Variable	Group	N	Mean	SD	df	t	sig(2-tailed)
PPAT	E ₁	45	8.1778	1.9804	93	0.046	0.964
	C ₁	50	8.1600	1.82231			

As shown in Table 10, the t-test results indicate that the calculated value of $t(93) = 0.046$, $p > 0.05$) for the PPAT. When the mean scores of pupils in E1 and C1 were statistically compared before treatment, a t-value ($t_{cal} = 0.046$) with $p > = 0.05$ alpha level was obtained which was not significant. This implies that there was no statistically significant differences in pre-test achievement mean scores between E1 and C1 in the PPAT. Thus, the knowledge baseline of the groups subjected to the pre-test was equal. Consequently any significant difference recorded afterwards would not be ascribed to chance but to the specific treatment applied. Therefore the two groups exhibited comparable characteristics and were therefore suitable for the study. The pre-test also revealed that the mean scores of the two groups were

relatively low. This could be probably due to the possible ineffectiveness of the CTM generally adopted by most English language teachers. The CTM may not have been potent enough to help pupils solve their problems in learning of English. The t-test was used because of its power in comparing two means (Gall; Borg & Gall, 2007).

4.2.2 Effects of Advance Organizers on Achievement in Poetry in English

To determine the effect of advance organizers on pupils' achievement in poetry, post-test scores of the PPAT were analyzed. These tests compared post test scores of pupils taught using advance organizers and those taught using conventional teaching methods. The null hypothesis H_{01} stated that there is no statistically significant difference in achievement in poetry between pupils taught using AO and those taught using conventional teaching methods. Table 11 shows the post-test PPAT scores obtained by the students in the four groups.

Table 11

PPAT Post-Test Mean Scores Obtained by pupils in the Four Groups

	N	Mean	SD
Experimental Group 1	45	8.7733	2.13621
Control Group 1	50	6.5000	1.61940
Experimental Group 2	34	9.8529	1.47981
Control Group 2	31	7.7097	1.88315
Total	160	8.0750	2.19075

Table 11 shows that the experimental groups E1 and E2 had higher mean scores than the control groups C1 and C2. The mean scores for E1 and C1 were 8.77 and 6.50 whereas; the mean scores for E2 and C2 were 9.85 and 7.71 respectively. The pupils in E1 and E2 were exposed to advance organizers and their mean scores were higher than those of C1 and C2. This shows that AO had an effect of enhancing achievement in poetry as compared to conventional teaching methods. To determine whether the post-test scores were statistically

significantly different, the mean score were subjected to the ANOVA test. The results are presented in Table 12.

Table 12

Analysis of Variance (ANOVA) of the Post-Test Scores on PPAT

	Sum Squares	of Df	Mean Square	F	Sig.
Between Groups	255.148	3	85.049	26.120	.000
Within Groups	507.952	156	3.256		
Total	763.100	159			

Table 12 ANOVA results show that $F(3, 156) = 26.120$ $p < 0.05$. This indicates that the differences in the post-test scores of PPAT for the four groups were statistically significant. Since the difference in the PPAT mean scores was statistically significant. Hence H_0 that stated that there is no statistically significant difference in achievement in poetry between pupils taught using AO and those taught using conventional teaching method was rejected. Since there was a significant difference between the means of the groups, it was necessary to carry out post hoc comparisons test to establish where the significant differences occurred. The tests were carried out using Tukeys procedure at $p < 0.05$ because the group sizes were unequal. Furthermore, whenever there is a difference, the Tukeys test in particular shows where the difference is between the means of the different groups. Table 13 shows the results of the Tukeys post hoc test for PPAT mean scores.

Table 13

Tukeys post hoc Comparisons of the Four Groups

(I) Group	(J) Group	Mean Difference (I- J)	Std. Error	Sig.
E 1	C1	2.23333*	.37078	.000
	E2	-1.11961	.41003	.035
	C2	1.02366	.42118	.000
C 1	E1	-2.23333*	.37078	.000
	E2	-3.35294*	.40111	.000
	C2	-1.20968	.41250	.020
E 2	E1	1.11961*	.41003	.035
	C1	3.35294*	.40111	.000
	C2	2.14326*	.44811	.000
C 2	E1	-1.02366	.42118	.000
	C1	1.20968*	.41250	.020
	E2	-2.14326*	.44811	.000

The mean difference is significant at the 0.05 level.

The post-hoc results indicate that the differences in PPAT mean scores of E1 and C1 (2.23), E1 and C2 (1.02), E2 and C1 (3.35) and E2 and C2 (2.14) were statistically significant at $p < 0.05$ level. However there was no statistically significant difference between E1 and E2 and between C1 and C2. The results of the post hoc comparisons confirm that AO had a positive effect on pupils' achievement in poetry in English.

4.2.3 Effects of Advance Organizers on Pupils Achievement in Poetry between Boys and Girls

The research also sought to find out whether the AO teaching strategy would favor either the boys or the girls in achievement in poetry. To determine this, the post test scores of the PPAT were analyzed using both descriptive and inferential statistics. The results of the descriptive analysis results are shown in Table 14.

Table 14

PPAT Post test Scores Obtained by Pupils by Gender

Test	Gender	N	Mean	SD
PPAT Scores	Male	40	9.2500	1.94475
	Female	39	9.1795	1.98510

Table 14 shows that the boys exposed to AO had higher mean scores than the girls exposed to AO. An independent sample t-test was therefore carried out on the same scores to establish whether the difference was statistically significant. Table 15 shows the result of the t-test on the PPAT post test scores with regard to gender.

Table 15

Independent Sample t-test results of the Post Test Scores on PPAT for the Experimental Groups based on Gender

	Gender	N	Mean	SD	df	t	sig(2-tailed)
PPAT	Male	40	9.250	1.94475	77	0.159	0.478
	Female	39	9.1795	1.98510			

Table 15 shows the t-test result of the post-test scores on PPAT for the experimental groups by gender; the calculated value of $t(77) = 0.159$, $p > 0.05$; the p-value is greater than 0.05. This shows that there is no statistically significant difference between the groups in post-test

PPAT mean scores. Both boys and girls performed relatively the same Therefore the hypothesis H₀₂ that stated that there is no statistically significant difference in pupils' achievement in poetry between boys and girls taught using AO is accepted at 0.05 alpha level.

4.3 Discussion of the Results

4.3.1 Effects of Advance Organizers on Pupils Achievement in Poetry

In this study, pupils' achievement in poetry was assessed using Pupils Poetry Achievement Test (PPAT). The test items sought the understanding of the poems where pupils were to choose the correct answer to each question from the four choices given. Hypotheses one(H₀₁) of the study sought to determine whether there was any significant difference in achievement in poetry between pupils taught using advance organizers and those taught through CTM. The hypothesis was stated as:

H₀₁: There is no statistically significant difference in achievement in poetry between pupils taught using advance organizers and those taught using CTM.

The results of the pre-test showed that there was no significant difference in the means of the two groups ($t_{(93)} = 0.046, p > 0.05$). These results implied that the levels of the pupils PPAT achievement were similar before exposure to the treatment. However, the results of the post-test mean scores for the four groups were different. Experimental group, E1 and E2 had 8.77 and 9.85 respectively while the control groups had 6.50 and 7.70 respectively. ANOVA was carried out to find out whether these means were significantly different. The results in Table 12 shows that the difference in these means were significant $F_{(3, 156)} = 26.120 p > 0.05$. Tukeys post hoc comparison indicates significant differences in the means between groups E1 and C1, E1 and C2, E2 and C1 and E2 and C2. The null hypothesis of the study was therefore rejected. This implies that AO enhanced achievement in poetry .The findings of this study concurs with earlier studies by Atomatofa, (2013), Wills & Ellis, (2010) and Shihusa and Keraro (2009) who in different studies found out that AO enhanced achievement as compared to CTM. Their findings indicate that AO link new to prior knowledge thus meaningful learning occurs and storage and retrieval of the knowledge is facilitated. The findings too concur with Gall, (2013) who asserts that the conventional

teaching methods make learners lose interest in learning due to the fact that they are passive whereas those taught using AO are active participants and constructors of knowledge. Herron; Harley and Steven, (2011) also assert that AO help pupils learn to construct own knowledge and become active participants in their learning. This implies that the use of advance organizers enhance achievement in poetry as compared to conventional teaching methods.

Advance organizers calls for an example or image which directs the learner to relevant prior experience and points forward to new material. The use of AO has three basic purposes in learning: first, they direct the learner to what is important in the coming lesson. Secondly they highlight relationships among ideas and lastly they remind learners of important information they already have (Joyce & Weil, 2004). This implies that AO activate the learners' curiosity to learn. This curiosity helps the pupils to concentrate in order to grasp each and every detail thereby connecting the various ideas in the lesson to enhance understanding. This concurs with Zeyuan (2010) who asserts that AO if properly used arouse interest in learners. Furthermore this new knowledge is linked to prior knowledge that the pupils have, that has already been activated by the AO used at the beginning of the lesson (Ausubel, 1960). Ausubel (1963) further asserts that, AO are introduced in advance of the learning material itself and are presented at a high level of abstraction, generality and inclusiveness thus enhancing the organizational strength of cognitive structures. Their argument concurs with Herron, Harley and Steven (2011) who contend that the learners became cognitively active and hence construct own knowledge. The AO acts as anchorage for the new material learnt and as such the learners start with the right 'set' and the material is solidly organized helping meaningful learning to take place. This helped the learners to understand poetry better hence the improved achievement. This literature concurs with the findings of this study.

4.3.2 Effects of Advance Organizers on Pupils' Achievement in Poetry between Boys and Girls

The determination of the effect of AO on achievement in poetry in relation to gender was guided by hypothesis two (H_{O2}).

H_{O2} There is no statistically significant difference in pupils' achievement in poetry between boys and girls when taught using advance organizers.

To establish the effect of AO on achievement between boys and girls, the post test mean scores of the PPAT were analyzed. The data analysis indicates that the differences in PPAT mean scores between boys and girls were not statistically significant. The boys had a mean score of 9.25 whereas the girls mean score was 9.17. An independent sample t-test was carried out to ascertain whether the mean scores were statistically significant Table 15 shows the results of the t-test analysis ($t(77) = 0.159, p > 0.05$). This indicates that there was no statistically significant difference between the mean scores and therefore the null hypothesis two (H_{O2}) was accepted.

The findings of this study therefore indicate that using advance organizers did not result to any significant difference between the mean scores of boys and girls. In fact, the achievement of both girls and boys were affected positively hence AO catered for all cognitive styles. This concurs with previous researches on pupils' achievement that assert that AO facilitate learning (Coley, (2010); Ma, (2007) & Kolawole, (2011). This implies that teachers have to look for ways to teach that empower both girls and boys. This can be done through friendly lesson designs that help students to construct knowledge rather than merely receive it (Stone, 2004). As Oxford (2012) asserts, the human brain functioning is a complex process that is influenced by both nature and nurture and not simply by male or female differences. Shihusa and Keraro (2009) also found out that AO had no effect in regard to gender in achievement and motivation in Secondary School Biology in Kenya. This implies that AO helped in balancing achievement in poetry between boys and girls. The results also indicated that both boys and girls taught using AO achieved significantly better results than the groups taught using the conventional teaching methods.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate the effects of using advance organizers in teaching and learning of poetry in primary schools. This final chapter presents the major findings, conclusions and recommendations emanating from the results of the study. The summary is outlined and suggestions made on the possible areas for further study.

5.2 Summary of Findings

The following are the findings of the study:

- i. The results of the pre-test on PPAT show that there was no significant difference between Experimental Group 1 and Control Group 1. These results imply that the groups were of comparable ability hence suitable for the study.
- ii. The results of the post-test scores on PPAT for the four groups were statistically different. Group E1 and E2 had means of 8.77 and 9.85 respectively while Groups C1 and C2 had means of 6.50 and 7.70 respectively. The ANOVA results show that the differences in the post test score of the four groups were statistically significant. These results therefore indicate that AO had positive effects on pupils' achievement in poetry.
- iii. The results of the post test of the PPAT show that there was no significant gender difference in achievement in poetry.

5.3 Conclusions

Based on the findings of this study, the following conclusions were made:

- i. Advance organizers enhanced pupils' achievement in poetry in English as compared to conventional teaching methods.
- i. Advance organizers do not affect pupils' achievement in poetry in regard to gender but the achievement of both girls and boys is enhanced as compared to conventional teaching methods.

5.4 Implications of the findings

The findings of this study have indicated that the use of AO results in higher learner achievement in poetry. When AO are used, gender does not affect the achievement in poetry between boys and girls. The strategy improves the achievement of both. The use of AO is likely to assist improving achievement in poetry in primary schools. This would in turn improve the low achievement in English at KCPE examinations. The improved performance in English is likely to better performance in other subjects that are taught and examined in English language.

Therefore teachers should understand how to effectively use AO in teaching poetry in classrooms to maximize achievement of all the pupils. This is because, this study has shown that giving both girls and boys equal attention and opportunity during the use of AO enhances their achievement. Hence if a significant difference in the achievement of poetry between boys and girls taught using AO occurs, teachers should seek the cause of the difference.

5.5 Recommendations

Advance Organizers improves pupils' achievement in poetry. Therefore based on the findings of this study the following recommendations have been made:

- i. Teachers of English should be encouraged to use advance organizers when teaching poetry in primary schools.
- ii. In service workshops should be organized to train teachers in primary schools on the construction and use of AO.
- iii. Instructional materials for the teaching of poetry should be revised to incorporate the use of AO including the use of ICT.
- iv. Curriculum developers should include AO in the content of poetry to enhance achievement in English.
- v. The Curriculum Support Officers (CSO) should assist teachers in preparation and use of AO in the teaching of poetry in primary schools.
- vi. Now that ICT is being implemented in primary schools, AO should be made part of the poetry content.

- vii. Lastly teacher training colleges and universities should make use of AO teaching strategy part of the content covered during training of teachers.

5. 6 Suggestions for Further Research

The findings of this study have shown that AO teaching strategy improves achievement in poetry. However the researcher identified areas that require further investigation:

- (i) A study on the effect of AO on pupils' motivation in poetry in primary schools.
- (ii) A study on the effect of AO on teachers' and pupils' attitude towards poetry in English in primary schools.
- (iii) A study on the effect of AO on pupils' comprehension of passages in English language.

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APPENDIX A

TEACHERS' INDUCTION MANUAL ON THE USE OF ADVANCE ORGANIZERS IN THE TEACHING OF POETRY

The aim of this guide is to help the teachers of English to plan and implement a teaching and learning program based on the advance organizer strategy.

1: Purpose of Advance Organizer

The following are the reasons behind using advance organizers in teaching and learning:

- To help learners to make connections between what they know and what will be learnt.
- To facilitate learners learning of new ideas
- To direct learners to what is important in the coming lesson
- To highlight relationships among ideas that will be presented.
- To remind learners of ideas they already know.
- To strengthen learners' cognitive structures.
- Enables meaningful learning to occur. Enables learners to reflect on their learning.
- To enhance memory.
- To provide a reference point shared between the learners and the teacher

2: Effective Use of Advance Organizers (AO)

For good results to be achieved the teacher must observe the following:

- Proper planning so as to prepare and organize the subject matter or content. The resources to be used have to be selected prepared and organized well so that they may fit into the teaching and learning process and at the same time reflect clearly what the content is.
- The advance organizer should be presented before the lesson to draw existing schemas into conscious working status.
- The advance organizer should be concrete to support understanding of the abstract. They should be simple, clear and easy to use

3: Clear Instructional Objectives

Instructional objectives are statements that describe the most immediate outcome of classroom activities. They describe what the learner will be able to do after the teaching and learning process. Instructional objectives help the teacher determine the most important aspects of the subject matter thus enabling him or her to decide on the resources needed and time required to adequately cover the content. As for the learner, he or she is aware of what is to be learnt and how he or she is expected to demonstrate it. The teacher must therefore clearly state the objectives of the lesson to enhance effective use of this strategy.

4: Types of advance organizers Advance

- (i) Expository advance organizers - expository advance organizers present a description or exposition of relevant concepts and are used when the material to be learnt is totally new and unfamiliar.
- (ii) Comparative advance organizer – they are used when the material to be learnt is not entirely new; they are intended to point out the way in which the new material resembles or differs from what is already known.

5. Production of Advance Organizers

For an advance organizer to be effective the producer has to ask himself or herself the following 4 questions as proposed by Mayer (1977).

- (i) Does the AO allow me to generate all or some of the logical relationships in the material to be learnt?
- (ii) Does the AO provide the learner with a method of relating unfamiliar to the familiar material?
- (iii) Does the AO allow learner to use the material?
- (iv) Is it likely that the learner will normally fail to use his organizational capabilities in the case of the material to be learnt in the forth coming lesson?

If the AO meets these conditions, then it is fit for use in a lesson.

6. The Advance Organizers to be used in the Study

Graphic AO in the form of charts, Venn diagrams, pictures and photographs will be used in the study. Graphic organizers are visual aids that help the learner to connect what they know with what is to be learnt.

The KWL chart

The KWL chart has three columns as follows:-

K	W	L
What I K now	What I W ant to know	What I have L earnt

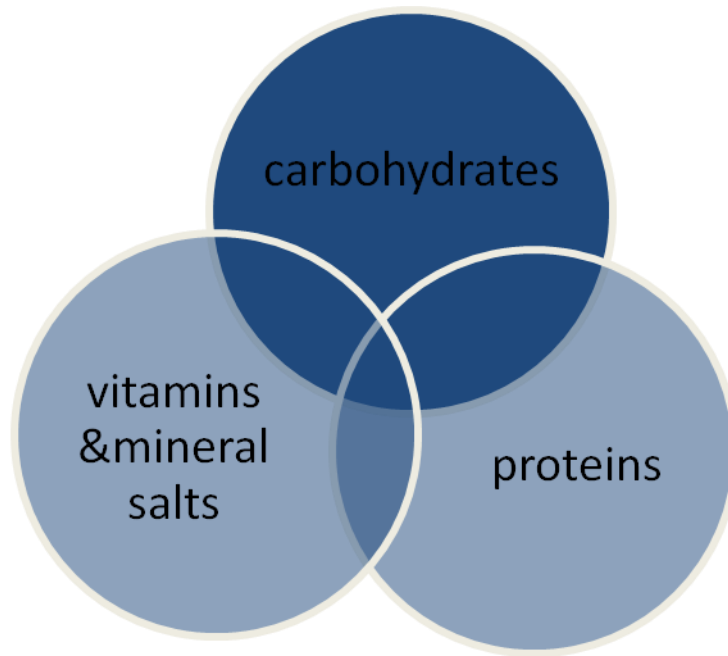
The chart is presented to learners before the lesson and teacher facilitates filling in of K and W columns where learners fill in what they know about the concept and what they would like to know. Later after lesson presentation, the learner fills in what they have learnt on the concept in the lesson. The KWL chart is beneficial in that it helps to activate prior knowledge (K) activates curiosity (W) and helps learner to reflect on what they have learnt by checking if their questions were answered.

Pictures and Photographs

Pictures and photographs are presented before the lesson. They capture the learner's interest quench their curiosity as learner tries to ask themselves what the pictures represent. As they read the poem they keep revisiting the photos and pictures to assess whether what they are reading agrees with what is in the pictures.

Venn Diagrams

The Venn diagram shows the relationship between concepts in a lesson, that is, what is similar, what is different and the relationship among all the ideas in a lesson.



When using the Venn diagram shown for example, one can fill in the function of each of the three food groups in the respective circles and what they all do to the body where the three circles intersect and also the relationship between each of the two groups. Using this advance organizer at the beginning of a lesson will link what the learners already know with the new knowledge to be learnt.

APPENDIX B

TEACHERS' GUIDE ON IMPLEMENTATION OF ADVANCE ORGANIZERS IN THE TEACHING AND LEARNING OF POETRY IN ENGLISH LANGUAGE

This guide will be used to illustrate ways in which advance organizers will be used in the teaching and learning of poetry in English in primary schools. It is a three week module to be used by the teachers of English in the experimental schools. The poems to be used are from Pupil's Book 7 English Course, Supplementary Readers recommended by KIE and some from other sources but relevant to the themes in class seven English syllabuses.

The researcher will induct the teachers prior to the experiment and will use the poem 'Our teacher says' to demonstrate what is expected of them during the study.

WEEK ONE

POEM 1: Our Teacher Says

LESSON 1: Reading the poem

OBJECTIVES: By the end of the lesson the learner should be able to

- (i) Read and recite the poem
- (ii) Discuss the vocabulary used in the poem
- (iii) Answer comprehension questions from the poem

LEARNING RESOURCES: Copies of the poem, KWL chart and pictures of different foods,

5 Minutes Introduction: The pupils are introduced to the KWL chart and how it is used. Pupils draw sketch of KWL chart in their books

5 Minutes Exposition: Teacher present pictures of the three food groups and pupils fill in the 1st and 2nd columns of their KWL chart.

20 Minutes Reading and Reciting of the Poem: Teachers give out copies of the poem "our teacher says" Ask pupils to read poem silently then after the teacher then recite as whole class. Lead a discussion on vocabulary and meaning of the poem. Pupils then fill in the third part of the KWL chart.

5 Minutes conclusion: Discuss what is funny about the teacher in the poem. Give pupils comprehension questions from the poem.

Our Teacher Says

Our teacher says pasta is good for you.

It's full of carbohydrates which give you energy.

We should eat lots of pasta.

Our teacher says.

Our teacher says that beans are full of proteins.

Proteins help you grow and repair your body.

We should eat lots of beans.

Our teacher says.

Our teacher says we should eat cereals.

They're full of fibre, which helps you digest your food.

We should eat weatabix for breakfast.

Our teacher says.

Our teacher says that fruits and vegetables are good for you.

They're full of vitamins and minerals, which keep your body healthy.

We should eat fruits and vegetables.

Our teacher says.

But what we want to know is.

How come sir, you just always seem to eat chocolate?

Our teacher says.

WEEK ONE

POEM 2: My Pet

LESSON 2: Reading the Poem

OBJECTIVES: By the end of the lesson the learner should be able to

- (i) Read the poem aloud as whole class
- (ii) Identify the rhyming words in the poem
- (iii) Answer comprehension questions from the poem

LEARNING RESOURCES: Copies of the poem, pictures of animals mentioned in the poem

5 Minutes Introduction: A short narrative on a livestock farmer and then display picture of pets and other animals and ask pupils to spell names of the animals.

10 Minutes Demonstration and Reading: Give out handouts with poem ‘MY PET’
Teacher reads poem aloud and pupils read after the teacher.

10Minutes Discussion on Rhyme: Explain meaning of rhyme is in poetry and guide pupils to identify the rhyming words in the poem. For example smart / start; mama /llama

5 Minutes .Oral Questions: Ask pupils oral comprehension questions from the poem to test understanding of the poem.

5Minutes: Conclusion: Discuss character of the child who needed a pet. (Very wise)

MY PET

I wanted a cat
but I had to be smart
When I asked for
permission from mama.
I knew that she’d never
agree from the start
so I begged her instead
for a llama.

Then I begged for a moose
and I begged for a bat
and I begged for
a fat crocodile.
when mama suggested
I might like a cat
I said “maybe”
and swallowed my smile.

WEEK 2

POEM 3: The Honeycomber

LESSON 1: Reciting the Poem

OBJECTIVES: By the end of the lesson pupils should be able to

Recite the poem

Answer questions from the poem

LEARNING RESOURCES: Copies of the poem, pictures of honey comber and of huts on fire

5 Minutes Introduction: A narrative on fire in the village and distribution of pictures of honey comber and huts on fire. Guide a discussion on attire of the honey comber.

15 Minutes presentation: Give copies of poem and silent reading of the poem then discuss vocabulary from the context.

10 MINUTES: Answering comprehension questions from the poem

5MINUTES CONCLUSION: Discuss uses of honey in the locality

THE HONEYCOMBER

The honeycomber, black as night,
Passed through the village at twilight
Sparks from his flaming torch,
Set five grass roofs alight.

The honeycomber caused a fright.
The honeycomber climbed the trees,
The honeycomber awoke the bees,
The entire hive was full of smoke,
They stung his eyes, he could not see.

The honey comber fell down from the tree.

The honeycomber thought he'd die

With twenty stings in his eye.

'Each sting', he said, 'is fifty shillings'

Twenty times fifty is the money

'I will ask for my honey.'

WEEK 2

POEM 4: The Merry Mice

LESSON 2: Reading the Poem

OBJECTIVES: By the end of the lesson the learner should be able to

- (i) Read the poem
- (ii) Answer comprehension questions from the poem

LEARNING RESOURCES: copies of the poem and Venn a on a manila paper.

10 Minutes Introduction: Display a blank Venn diagram and explain how it will be used.

Inform pupils that the lessons poem is on mice and cats. Discuss similarities and differences between the two types of animals while filling in formation in the Venn diagram

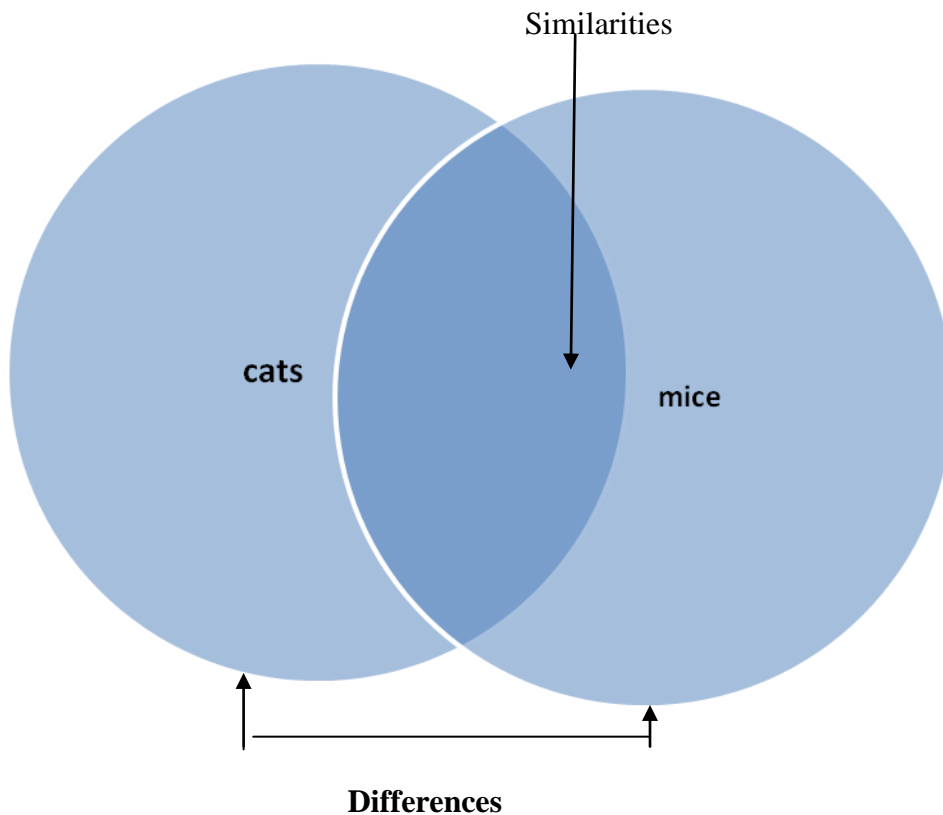


Figure 7: A Venn diagram

10 Minutes: Ask pupils to read poem silently and then aloud as whole class.

10 minutes: Give pupils comprehension questions to answer in their exercise books

5 Minutes Conclusion: Facilitate a reflection on meaning of some of the vocabulary in the poem.

The Merry Mice

The merry mice stay in holes
And hide there all day;
But when the house is still at night,
The rogues come out to play.

They climb upon the pantry shelf,
And taste all they please;

They drink the milk that's set for cream,
And nibble bread and cheese.

But if they chance to hear the cat,
Their feast will soon be done;
They scamper off to hide themselves,
As fast as they can.

WEEK 3

POEM 5: Mwizi Fame

LESSON 1: Dramatizing the Poem

OBJECTIVES: By the end of the lesson the learner should be able to

- (i) Dramatize the poem
- (ii) Identify rhyme in the poem and answer comprehension questions

LEARNING RESOURCES: Copies of the poem, picture of the thief and a police officer, a table and a chair

5 Minutes Introduction: A story about a thief who had escaped police traps for a long time. Show picture of a police and a hand-cuffed man ask pupils to guess what might have happened.

10 minutes presentation: Distribute copies of the poem for pupils to read so as to know what is happening in the picture. Ask pupils to identify the rhyme in the poem.

10 Minutes Dramatization: Pupils dramatize what's happening in the poem in pairs

5 Minutes Conclusion. Ask pupils oral comprehension questions.

Mwizi Fame

What is your name?

My name is Mwizi Fame.

How old are you?

I wish I knew.

Why did you steal?

Because I wanted a meal.

How did you become a thief?

I was taught by Jokief.

Is Jokief alive?
No, but his teachings thrive.
What if you go to jail?
Then I will wail.

WEEK 3

POEM 6: Reading in Bed

LESSON 2: Reciting the Poem

OBJECTIVES: By the end of the lesson the learner should be able to

- (i) Recite the poem
- (ii) Use the phrasal verbs in the poem to make correct sentences

LEARNING RESOURCES: Flashlights and pictures of children reading in beds

5 Minutes Introduction: Tell a story about a girl whose hobby was reading poems and that she later became a newscaster in one of the TV stations in her country. Ask pupils to tell what their hobbies are.

10 Minutes Presentation: Distribute pictures and discuss what is happening in the picture. Give out copies of the poem and guide the pupils to recite the poem correctly.

15 Minutes: discuss the vocabulary and the phrasal verbs in the poem. Pupils practice making sentences using the phrasal verbs.

5 Minutes Conclusion: Summarize lesson by asking pupils to tell the class some of their sweet dreams

Reading in Bed

Under my covers,
My flashlight turns my book to silver
Until my father says
“put out
that light.”
Under my covers are silver flashes of my book
Until my mother says
“time to wake up.”

APPENDIX C
PUPILS' POETRY ACHIEVEMENT TEST

Name

Gender

School

INSTRUCTIONS

1. Read the poem and make sure you understand it well.
2. Then answer the questions below it to the best of you ability.

How nice to travel,
In sand on camel,
Beautiful sceneries to see!
An exciting adventure it is.

Pale you must be
The air is icy
No Raymond for sky!
An exciting adventure it is

A long caravan trails,
As the beautiful dunes
Shift from here to there!
An exciting adventure it is.

No thirst, no hunger,
Camel milk and mutton,
No taboo for sure!
An exciting adventure it is.

Hot rays speed down,
Harsh winds blow about,
A veil is a must!
An exciting adventure it is.

An oasis a paradise
palms sway and dance,
Refill! Refill!
An exciting adventure it is

The night is a nightmare,
The sky a city
Star- light and very pretty!
An exciting adventure it is.

Fasten turban and belts,
Departure is but sure,
Exploration is our mission!
An exciting adventure it is.

Now Answer the Following Questions by Circling the Correct Answer Neatly

1. According to stanza one the writer is going to a -----.
(A) City (B) valley (C) desert (D) forest
2. The word caravan as used in stanza two refers to many
(A) cars (B) sheep (C) sheep (D) camels
3. From the poem what do you think a sand dune is? It is a.....
(A) hill (B) rock (C) heap of sand (D) well
4. Everyone in the caravan must have a veil to
(A) ride on (B) store water (C) cover the face (D) carry food
5. What makes the sky a city?
(A) The streets there (B) electricity (C) many people (D) light of the stars
6. The word 'Raymond' likely stands for
(A) Clouds (B) blanket (C) rain (D) wind
7. People in deserts feed on.....
(A) Ugali and milk (B) Ugali and mutton (C) cow milk and mutton (D) camel milk and mutton
8. From your understanding, what is a taboo? It is
(A) tradition (B) culture (C) bad thing to do (D) religion
9. In stanza seven which word tells us that a few crops grow there?
(A) Paradise (B) palm (C) re-fill (D) dance
10. From the last stanza, what is to explore? It is to
(A) tour (B) visit (C) search (D) consider
11. Why is the writer saying 'pale you must be'? It is because of the
(A) Cold (B) heat (C) hunger (D) illness
12. The writer had traveled to a desert before. True or False
13. The opposite of the word departure is
(A) Alight (B) arrival (C) journey (D) travel
14. The words here and there are
(A) Opposites (B) synonyms (C) phrasal verbs (D) Adjectives
15. Which of these is the best title for the poem?
(a) Milk and Mutton (B) Caravan Trails (C) Deserts (D) Adventure to a desert

APPENDIX D

LETTER OF RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

14th August, 2015

NACOSTI/P/15/0947/7097

Mary Njeri Muiruri
Egerton University
P.O Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of advance organizers teaching strategy on public primary school pupils achievement in poetry in Nakuru North Sub County Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **29th April, 2016**.

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.



National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX E
RESEARCH PERMIT


THIS IS TO CERTIFY THAT:
MS. MARY NJERI MUIRURI
of EGERTON UNIVERSITY, 0-20100
Nakuru, has been permitted to conduct
research in Nakuru County

on the topic: EFFECTS OF ADVANCE
ORGANIZERS TEACHING STRATEGY ON
PUBLIC PRIMARY SCHOOL PUPILS
ACHIEVEMENT IN POETRY IN NAKURU
NORTH SUB COUNTY KENYA

for the period ending:
29th April, 2016

.....
Applicant's
Signature


Permit No : NACOSTI/P/15/0947/7097
Date Of Issue : 14th August, 2015
Fee Received : Ksh 1,000




[Signature]
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**


REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 6176

CONDITIONS: see back page