



ENGLISH TEACHERS' PRACTICES IN TEACHING SPOKEN POETRY FOR DEVELOPING SELF-EXPRESSION: INPUTS FOR A SEMINAR-WORKSHOP

JOAN P. ARANCILLO

Teacher II

Batad National High School

joan.arancillo@deped.gov.ph

ABSTRACT

This qualitative – phenomenological study was conducted to find out the English teachers' practices in teaching spoken poetry for developing self-expression as inputs for a seminar workshop. Findings revealed that the practices used by teachers in teaching spoken poetry for developing self-expression were: role play, speech and verse choir, use of pictures, use of graphic organizers, and games. The common practices included role play, speech and verse choir, and use of pictures while the least practices were chamber theater, taped and canned music, and biopoems. As to how the teachers used these practices, the themes were: writing prompts using pictures and music, reading aloud, integrating games, as assessment, and as motivation. The difficulties encountered were: language barriers, lack of appreciation for poetry, and poor reading vocabulary and comprehension. With regard to managing the difficulties, the themes were: giving remedial activities, using games, role playing, video clips, reading-aloud, and creating a supportive non – judgmental environment. A seminar-workshop was formulated as a result of the study.

Keywords: *Spoken Poetry, Self-Expression, Seminar-Workshop*

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INTRODUCTION

Teaching spoken poetry offers English teachers a unique opportunity to nurture students' self-expression, creativity, and critical thinking. Effective instructional practices can empower students to articulate their thoughts, emotions, and experiences, fostering confidence, empathy, and cultural understanding. This exploration examines the English teachers employ to teach spoken poetry, highlighting innovative instructional methods, performance techniques, assessment and feedback, technology integration, and cultural responsiveness.

In today's fast paced technology-driven world, self-expression has become a vital life skill. English teachers play a pivotal role in nurturing this skill through spoken poetry. By incorporating spoken poetry into their teaching practices, educators empower students to find their voice, explore their identities and connect with others on a deeper level.

Spoken poetry encourages students to think creatively, experimenting with language, tone, and performance techniques. As they craft and recite their poems, students develop confidence in expressing their thoughts and emotions. This confidence translates to other area of life, enabling them to articulate their opinions, advocate for themselves and build meaningful relationships.

Teachers' teaching methods and students' motivation to apply what they have learned can both be influenced by their emotions. Therefore, learning to teach entails managing the emotional aspects of teaching and learning in addition to becoming an expert at communicating subject matter to students.

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The teaching of spoken poetry has emerged as an innovative approach in English language education, recognized for its potential to enhance students' self-expression and appreciation for literature.

The researcher feels that students' learning abilities in all subject areas have been significantly impacted by the lack of methods used in teaching spoken poetry for the purpose of developing self-expression. Their ability to improve their performance and progress academically has been hindered by their lack of foundational information for understanding the beauty of poetry. When dealing with students who lack confidence in their ability to express themselves, English teachers need to be prepared with the right resources and practices.

Teaching spoken poetry is not merely about imparting literary skills, it is about nurturing self-expression, creativity and empathy. English teachers who prioritize spoken poetry empower today's generation to become confident, articulate and compassionate leaders.

Those observations have led the researcher to determine English teachers' practices in teaching spoken poetry for developing self-expression as input for a seminar-workshop.



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MATERIALS AND METHODS

Research Method

The study employed descriptive research method using in-depth interview that identified the English teachers' practices in teaching spoken poetry for developing self-expression.

According to Moore (2022); as cited by Ebanculla (2024), instead of focusing on how or why something occurs, descriptive research methods are intended to describe explain what occurs to whom and where. Researchers and psychologists utilize descriptive study methods to acquire data and describe the intricacies of behaviors, patterns, and other phenomena.

Research Design

The study employed the qualitative research design, specifically the phenomenology method. A qualitative research method called phenomenology emphasizes the similarities of lived experiences in specific class. The main objective of this approach is to describe the actual nature of a particular phenomena.

Moreover, the study used this concept by identifying the English teachers' practices in teaching spoken poetry for developing self-expression. The researcher asked the participants to freely and meaningfully answer the questions in getting necessary data.

Participants of the Study

The participants were the total of fifteen (15) English teachers in secondary schools in the District of Batad, Iloilo, for the schoolyear 2023 – 2024. The selection of the participants

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in the study was based on a strategy referred to as purposive sampling. The researcher assigned the individuals pseudonyms in order to protect their privacy.

Sampling Design

The participants in the study were selected on the basis of a strategy referred to as purposive sampling.

Purposive sampling is a targeted, non-probability approach in qualitative research, where participants are strategically selected based on predetermined criteria aligned with the research objective. This deliberate selection to capture diverse, information-rich cases that offer nuanced understanding and in-depth insights into the research phenomenon.

Hassan (2022) defines purposive sampling as a deliberate selection process aimed at gathering information-rich data to address the research question.

According to Ellis (2016, as cited in Wounds UK, 2016), phenomenological research sample sizes vary across textbooks, but a range of 6-20 participants is generally considered sufficient. In line with this guidance, the present study recruited a sample of 15 participants.

Research Instrument

The research instrument used in the study was a researcher-made interview guide. This was the appropriate instrument to use since the study required qualitative data, which were mainly narrative.

According to DeCarlo (2018), qualitative interviews, also referred to as intensive or in-depth interviews, employ a semi-structured approach. This method involves: 1. A pre-defined topic focus 2. Open-ended questions, adaptable in phrasing and sequence for each respondent

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The primary objective of in-depth interviews is to elicit respondents' perspectives on the topic, in their own words, highlighting what they consider most important (DeCarlo, 2018). To ensure validity, an expert panel reviewed and validated the interview guide.

Validity of the Research Instrument

Britannica (2008; in Ebanculla, 2024) stated that the validity of the interview guide refers to whether or not it measures what it is supposed to measure.

The research instrument underwent validity to eliminate the possibilities of ambiguity among the questions and to maximize possible responses from the participants.

The researcher-made interview guide was submitted to the adviser for review and revision, then to a panel of experts for content-and-face validation. Revisions were carefully noted and suggestions and corrections were thoroughly incorporated.

Data Gathering Procedures

The data gathering procedure began after the study was approved by the panel of experts. Thereafter, the researcher secured permits to conduct the study from the Schools Division Superintendent as well as from the office of the Public Schools District Supervisor, then heads in the secondary schools, District of Batad, Iloilo.

The researcher set a convenient schedule with the participants, gathered them in one classroom for an orientation, asked their demographic information, and provided step-by-step instructions for the interview guide. The researcher assured the participants that their responses would be treated with utmost confidentiality.

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After the interview, the researcher transcribed, categorized, interpreted, and analyzed all the comprehensive and in-depth information which were collected.

Data Analyses

The data gathered for the study were transcribed, categorized, interpreted, and analyzed using the thematic analysis.

Thematic analysis, as defined by Braun and Clarke (2006, cited in Blanza, 2022), is a qualitative method for identifying, analyzing, and reporting patterns (themes) within data, providing a richly detailed organization and description of the dataset. Given its widespread acceptance and influence (Maguire & Delahunt, 2017), this study employed the six-step thematic analysis approach developed by Braun and Clarke (2006).

To conduct thematic analysis, the researcher adopted the widely accepted and influential six-step approach (Maguire & Delahunt, 2017). This systematic process involved: 1. Familiarization with the data, 2. Initial coding, 3. Theme identification, 4. Theme analysis, 5. Theme naming, and 6. Report preparation. This methodology, grounded in Braun and Clarke's (2006) framework, ensured a rigorous and transparent analysis.

RESULTS AND DISCUSSIONS

The study aimed at determining the English teachers' practices in teaching spoken poetry for developing self-expression as bases for a seminar-workshop.

This qualitative research involved fifteen Secondary English teachers from the Schools District of Batad, Province of Iloilo, during the schoolyear 2023 – 2024.

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The instrument used was a researcher-made in-depth interview guide to ascertain the English teachers' practices in teaching spoken poetry for developing self-expression bases for a seminar-workshop. This instrument underwent validation from qualified experts in the field.

To examine the participants' answers, the researcher used thematic analysis. Data were organized and relevant themes were selected and coded.

Based on the data presented, the following are the findings:

The participants' responses on the practices they used in teaching spoken poetry were: (1) Role Play, (2) Speech and Verse Choir, (3) Use of Pictures, (4) Use of graphic Organizers, and (5) Games.

When asked about the common practices and least practices they used in teaching spoken poetry for developing self-expression, the participants shared the following: The common practices were: (1) Role Play, (2) Speech and Verse Choir and (3) Use of Pictures while the least practices were: (1) Chamber Theater, (2) Taped and Canned Music, and (3) Biopoems.

As to how the teachers used these practices they had chosen, their responses were the following: (1) by writing prompts using pictures and music, (2) by reading aloud, (3) by integrating games, (4) as assessment and motivation.

Teachers also revealed that the practices in teaching spoken poetry for developing self-expression are hindered by difficulties such as (1) Language Barriers, (2) Lack of Appreciation of Poetry, and (3) Poor Reading Vocabulary and Comprehension.

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With regard to managing the difficulties, the participants revealed that (1) Giving Remedial Activities; (2) Using Games, Role Playing, and Video Clips; (3) Reading- Aloud focused on Tone, Intonation, Pronunciation and Diction; and (4) Creating a Supportive Non-Judgemental Environment. A seminar-workshop was organized as a result of the study.

Based on the findings, the following insights were drawn:

Spoken poetry can empower students by providing a powerful outlet for self-expression. Through this medium, students can articulate their thoughts, feelings, and experiences, which enhances their emotional and social development.

Exposure to spoken poetry can enrich students' appreciation of literature and its various forms. By engaging with poetry actively, students develop a deeper understanding and enjoyment of poetic works.

Analyzing and performing poetry nurtures critical thinking and interpretive skills. Students learn to dissect language, explore meanings, and express complex ideas succinctly.

Providing teachers with high-quality seminar-workshops and adequate resources is crucial for the successful implementation of spoken poetry in the classroom.

Implementing spoken poetry activities creates an inclusive and supportive classroom atmosphere. Students feel safe to express themselves and take creative risks without fear of judgment.

The utilization of this practices is most vital to teachers in teaching spoken poetry for developing self-expression. Subsequently, as teachers navigate their newfound autonomy in

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teaching spoken poetry for developing self-expression, more improved practices and self-expression development could be had in teaching spoken poetry,

English practices in teaching spoken poetry for developing self-expression is an effective method to use when there is ample time in planning and execution. Therefore, there should be a carefully planned time for teachers so as to avoid the difficulties encountered by the participants in teaching spoken poetry for developing self-expression. Furthermore, learners must feel safe in the learning environment during the conduct of the class for them to fully participate and engage in the activities.

Learners who struggle with reading comprehension and vocabulary may find it difficult to comprehend and analyze poetry. This may hinder their ability to interact with the content and recognize its subtleties. Learners who have restricted vocabulary and reading comprehension skills may find it challenging to comprehend and analyze poetry.

CONCLUSION

In light of the findings and insights arrived at in the study, the following recommendations are forwarded:

Teachers must be inventive, flexible, and innovative in implementing the practices they use in teaching spoken poetry for developing self-expression to the learners since they are the primary determinants of the success of these practices.

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The English Department together with the school program coordinator may conduct a culminating activity to showcase the learners' ability in delivering spoken poetry as a form and way of self-expression.

The Department of Education should sponsor seminar- workshops which focus on the development of instruction, specifically on the practices of teachers in teaching spoken poetry for developing self-expression.

The curriculum implementing and interpreting the use of sustained practices should follow up the seminar-workshop through quarterly monitoring.

The seminar-workshop drawn out from this study should be taken into consideration in order to come up with the best practices in teaching spoken poetry for developing self-expression.

Support from school administrators must be realized through the provision of all the instructional materials and facilities needed for effective and engaging instruction. Continuous assessment and monitoring of results must be implemented.

Similar studies may be conducted in other subject areas and grade levels to validate the result of this study on English teachers practices in teaching spoken poetry for developing self-expression.

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