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Using alternative inter-disciplinary pedagogies in teaching poetry to Grade 10 English first additional language learners at a township school

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Abstract

The purpose of this project was to explore and establish whether the introduction of alternative inter-disciplinary pedagogies such as multiliteracy, multimodality and translanguaging would help improve learners' understanding of poetry specifically and improve their reading in general.

The methodology adopted was action research, specifically, reflective classroom enquiry an educator my focus was on questioning my own practice for not only personal development, better professional practice and more, self-development through rigorous evaluation and critical self-examination to improve pedagogy. In other words, improving of professional practice is side by side with increase of knowledge in one's practice. Crucial is involvement of another colleague in designing pedagogical instruments which cause for openness to alternative view points in the implementation.

In collaboration with my colleague, findings seem to suggest that mixing translanguaging and multimodality in poetry teaching and learning can result favourably in an increase across four crucial pedagogical learning areas: more participation, increased engagement with the text and one another, positive interest in poetry, better clarity in expression of thoughts, feelings and emotions compared to the traditional way of teaching. Rigorous planning combined with relevant pedagogical tools are key in enhancement of poetry teaching and learning for better understanding and can thus change the negative attitude in poetry teaching, another element in this report is professional development from knowledge gained.

Ultimately, the result is that more engagement in reflective practice improved my own pedagogical practice. This reflective classroom inquiry in poetry teaching enhances understanding in my own practice for better lesson delivery.