

**EXPLORING THE USE OF VISUAL AIDS IN THE TEACHING AND LEARNING OF
POETRY**

BY

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**A RESEARCH PROPOSAL SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR'S DEGREE IN EDUCATION,
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STATEMENT OF DECLARATION

I **OPIO CHRISPIN**, declare that this research report is my original work and has not been published or submitted for any other degree award to any other university

SIGN *[Signature]*.....DATE 28/11/2023

ENDORSEMENT BY THE SUPERVISOR

This research proposal titled, exploring the effective use of visual aids in the teaching and learning of poetry in secondary schools has been prepared under my supervision upon appointment by Busitema University and it has been submitted for examination with my approval.

SIGN.....*[Signature]*..... Date.....*28/1/23*.....

MS. MIREMBE DORICA DEBORAH.

DEDICATION

I dedicate this research report to my lovely mom Nyanduri Beatrice because he is the reason I have worked so tirelessly to set for her an example of hard work.

I also dedicate this report to my loving Dad Mr. Oloo laston for fulfilling his promise of paying my tuition to completion. May you live to witness the success of your effort.

ACKNOWLEDGEMENTS

I wish to acknowledge my supervisor who also sits in the place of my mother Madam Namirembe Dorica for her endless follow ups to see that the completion of this report is a success. My sincere appreciations also go to my loving dad Mr. oloo laston for the good work he started in me, without forgetting my loving mom Nyanduru Beatrice for her guidance throughout my childhood and the endless advices. My siblings, your encouragement can never go unappreciated

I cannot fail to appreciate my lecturers for being more than teachers, pardoning me here and there. Madam Racheal, madam Namirembe Dorica, Dr. Tendo the H.O.D, Dr. Atibun Denis though not in my department but my counsellor. My colleagues in the struggle, thanks for being there may the Almighty count it for you.

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The researcher proposed to explore the use of visual aids in the teaching and learning of poetry in Alevel secondary school.

The study was based on three objectives:

To explore how various types of visual aids in the teaching and learning of poetry

To investigate the influence of visual aids on students' engagement, motivation, and overall appreciation for poetry in A-level second

The study will also use purposive sampling technique as only a target needed will be involved.

To explore challenges teachers use while using visual aids in the teaching and learning of poetry in Alevel and possible solutions.

The study adopted a longitudinal design, it employed qualitative methods of data collection

The study population comprised of; the Alevel teachers and Alevel literature students.

The sample size was taken from the population above to determine the outcome of the study.

For qualitative data a few will be selected and field observation, interviews and document analysis.

CHAPTER 1.0 Introduction.

This chapter presents the background of the study, problem statement, aim of the study, objectives of the study, research questions and significance of the study.

The purpose of this proposal is to explore the use of visual aids in the teaching and learning of poetry in a 'level secondary schools. This proposal presents a comprehensive background study, which includes historical, contextual, conceptual, theoretical, and philosophical review. The aim is to understand the potential benefits visual aids can bring to enhance the poetry learning experience for a level secondary school students.

The use of visual aids in teaching and learning poetry has gained significant attention in recent years. Visual aids provide learners with a visual representation of information, making it easier for them to understand and retain complex concepts.

Background to the Study.

Conceptual background

Poetry has been an integral part of literature education for centuries (Oriogu et al. 2017)

Traditional teaching methods have primarily focused on analysing the written words, leaving the visual aspect of poetry underutilized (kwadjo, 2016). However, with technological advancements and new educational approaches, it is essential to assess the potential benefits visual aids can bring to poetry education.

T.S. Eliot (Eliot, 1919) defines poetry as an escape from emotion, and personality while John Stuart Mills defines poetry as the spontaneous overflow of powerful feelings (Mill, 1833). On the other hand, Cleanth Brooks states that poetry is the language that tells us through a more tense use of language and the truth about world. (Brooks, 1947). This study will adopt John Stuart's Mills's definition of poetry as the spontaneous overflow of powerful feelings because poetry enables individuals to articulate their powerful thoughts and feelings in a powerful and imaginative way.

In contemporary education, there is a growing recognition of the importance of visual learning. (Rosenberg, 2003) Integrating visual aids with poetry instruction can provide students with multiple representations of abstract concepts, engaging them more actively in the learning process (Menaka et al, 2015) additionally, and visual aids can expose students to diverse cultural and artistic expressions, expanding their understanding and appreciation of poetry.

Visual aids offer opportunities to tap into the multisensory aspects of learning. By creating visual representations of poetic elements such as metaphors, symbols, and imagery, students can deepen their understanding and interpretation of poems (New vision, 2019) Visual aids can also foster creativity and critical thinking, enabling students to engage with poetry in a unique and personalized manner.

Various learning theories support the potential benefits of visual aids. Constructivist theories propose that learners construct their own knowledge by actively interacting with the learning environment. Visual aids act as cognitive tools, aiding students in visualizing abstract concepts and making connections between textual and visual representations (Menaka et al 2015)

Visual aids align with the philosophy of providing inclusive education by incorporating visual elements, teachers can cater to students with diverse learning styles and abilities. (New vision 2019) Visual aids can also promote cultural diversity and reflect the inclusion of different voices and perspectives in the teaching of poetry.

Poetry is often considered a challenging subject for students to comprehend and analyze (oriougu et al 2017) it requires a deep understanding of literary devices, symbolism, and metaphorical language. Traditional teaching methods often rely heavily on textual analysis, which can be overwhelming for students who are visual learners or struggle with abstract concepts. Therefore, incorporating visual aids into poetry lessons may enhance students' understanding and engagement.

In recent years, educational research has increasingly recognized the value of visual aids in enhancing learning experiences across various subjects (Wu et al., 2017). Visual aids such as images, diagrams, videos, and info graphics have been widely used to support the comprehension and retention of information in subjects such as science, mathematics, and history. However, the application of visual aids in the teaching and learning of poetry remains relatively limited (Frost, 2015).

At the A level secondary school level, students are expected to develop advanced analytical skills and a deep understanding of poetic techniques and meanings. However, the abstract nature of poetry often poses challenges for teachers in effectively conveying these concepts to students (Mills, 2016). Integrating visual aids into poetry lessons may provide an effective means of

enhancing students' understanding and engagement in the subject matter (MacLauchlan & Reid, 2019).

Contextual background

Visual aids play an important role in the teaching and learning of poetry by enhancing students' understanding, engagement, and retention of the material. Here are some ways visual aids are used in teaching poetry:

1. **Imagery:** Visual aids such as photographs, paintings, or drawings can help students visualize and better interpret the imagery used in poems. These visual representations can make abstract concepts more concrete and relatable.
2. **Graphic organizers:** Graphic organizers, like mind maps or concept maps, can help students organize their thoughts and identify the main ideas and themes in a poem. These aids visually represent the structure and connections within the poem, facilitating comprehension and analysis.
3. **Multimedia presentations:** Incorporating multimedia elements like videos or animations can bring poems to life, making them more engaging and accessible to students. Visual aids can enhance the auditory experience of listening to and analyzing poems, stimulating multiple senses simultaneously.
4. **Performance and gestures:** Visual cues, such as body movements, facial expressions, or gestures, can be used by teachers or students during poetry recitation or performances. These aids can add depth, emotional expression, and visual appeal to the understanding and delivery of poetry.

Regarding studies on the use of visual aids in poetry teaching, research suggests several benefits **as explained below**

1. **Increased comprehension:** Visual aids help learners better understand the content and meaning of poems, as they provide visual cues that support text comprehension.
2. **Heightened engagement:** The use of visual aids in poetry teaching has been found to increase student motivation, interest, and active participation in the learning process.
3. **Enhanced retention:** Visual aids can improve students' retention of poetic concepts, themes, and literary devices by providing memorable visual representations.

The use of visual aids in Ugandan secondary schools yield similar benefits seen in other educational settings, fostering greater understanding, engagement, and retention of poetry among students

Historical background

The use of visual aids in the teaching of poetry began to gain prominence in the 20th century as educators recognized the value of incorporating visual elements to enhance learning experiences. The introduction of visual aids was driven by the belief that visual representations could provide additional support in understanding and interpreting the complex language and imagery used in poetry.

In Uganda, the use of visual aids is presumed that as educational practices evolved, visual aids were gradually incorporated into the teaching of various subjects, including poetry.

The current status of visual teaching aids in Uganda varies across different educational institutions and regions. However, with advancements in technology and the availability of multimedia resources, the use of visual teaching aids is increasingly encouraged to enhance the teaching and learning experience.

The origin of poetry is ancient and predates recorded history. It is believed that poetry emerged as an oral art form, used for entertainment, storytelling, cultural expression, and religious rituals. The precise time when poetry first began cannot be determined due to its oral nature and the lack of early written records.

Regarding the beginning of teaching poetry in Uganda, formal education in the country started during the colonial era when Western educational systems were introduced. Poetry teaching began alongside the introduction of formal education in Uganda.

The current status of poetry varies across different regions and communities in Uganda. Poetry continues to be an important form of self-expression, cultural preservation, and artistic exploration. There are numerous poetry events, competitions, and spoken word performances taking place in Uganda. Additionally, the growth of social media has provided a platform for poets to share their work and reach broader audiences.

Theoretical background.

1Cognitive Load Theory: One theoretical background for using visual aids in teaching and learning poetry at the A-level secondary school level is the Cognitive Load Theory. According to this theory, the human brain has limited cognitive resources, and learning can be enhanced by reducing the cognitive load placed on these resources. Poetry often involves complex language,

imagery, and symbolism, which can be challenging for students to understand and analyze. (T.S Eliot 1919) Visual aids such as diagrams, charts, or illustrations can help to simplify and make these abstract concepts more concrete, thereby reducing the cognitive load on students' brains. By providing visual representations of poetic elements, such as rhyme schemes, meter, or literary devices, students can easily visualize and better comprehend the structure and meaning of a poem. This, in turn, can enhance their learning and appreciation of poetry.

2. Dual Coding Theory: Another theoretical background for using visual aids in teaching and learning poetry is the Dual Coding Theory. This theory suggests that combining verbal and visual information can facilitate learning and memory retention by utilizing both the verbal and visual channels of the brain. In the context of poetry, visual aids can be used to complement the verbal information by providing additional visual cues that reinforce the meaning and interpretation of the poem. For example, a visual representation of a metaphor or simile can help students understand and remember the comparison being made (Lee, 2016). Similarly, using visual aids to depict the setting or characters in a narrative poem can enhance students' comprehension and engagement with the text. By presenting information through both verbal and visual modalities, visual aids can help students develop a richer and more holistic understanding of poetry. This study therefore will adapt the dual coding theory based on the fact that it supports objectives of the research.

1.2 Problem Statement.

Many students find it difficult to grasp the intricacies and meanings within poetry. This lack of understanding can lead to disengagement, lower academic performance, and a decreased appreciation for the beauty of poetry. Therefore, it is essential to explore innovative teaching methods, such as the use of visual aids, to enhance students' understanding and enjoyment of poetry.

Students' academic performance in poetry can directly be linked to their exposure to technology. Poor reading cultures that result into poor reading skills have become issues of great concern to parents, educationalists, and the government in the country. The inability of learners to interpret and comprehend poetry contents have since affected negatively the performance of learners in the A level class, as the subject requires great reading skills and abilities. When learners develop a negative attitude towards poetry and resort to bad reading habits such as cramming, the impact is usually reflected in their performance in the subject, especially in rural areas. Therefore, focusing on promoting use of visual aids in teaching poetry skills among learners in a level Secondary Education schools is recommended. This proposal intends to explore the use of teaching aids in

the teaching and learning of poetry in a level Secondary school. To achieve this, the researcher will focus on thorough situational analysis and use this to recommend appropriate ways of utilizing visual aids to teach poetry.

1.3 Purpose of the study.

This study aimed to explore the use of visual aids in the teaching and learning of poetry in the class room and it enhances students learning experiences concerning poetry.

1.4 The Aim of the Study

The aim of this study was to investigate the effectiveness of visual aids in the teaching and learning of poetry in A-level secondary schools. It assessed whether the use of visual aids improves students' comprehension, engagement, and overall academic performance in poetry.

1.5 Objectives of the Study

1.5.1 General objectives

To explore the potential benefits and limitations of using visual aids in the teaching and learning of poetry in A-level secondary schools.

1.5.2 Specific Objectives:

To identify the types of visual aids commonly used in the teaching of poetry.

To investigate the influence of visual aids on students' engagement, motivation, and overall appreciation for poetry in A-level secondary schools.

To explore the challenges teachers face while using visual aids in the teaching of poetry A-level secondary school level and possible solutions to curb the above challenges.

1.6 Research Questions

1. What types of visual aids are commonly used in the teaching of poetry?
2. How does the use of visual aids impact students' engagement, motivation and overall appreciation of poetry in a level secondary school?
3. Explain challenges teachers face while using visual aids in the teaching and learning of poetry in the teaching of A, level poetry and possible solutions to curb them.

1.7 Significance of the Study

This study is significant for several reasons. Firstly, it will contribute to the existing literature on the use of visual aids in teaching and learning, specifically focusing on the domain of poetry.

Secondly, the findings of this study will provide valuable insights for educators and curriculum developers, helping them design more effective teaching strategies for poetry.

Enhancing student engagement: The research proposal aims to explore the use of visual aids in teaching and learning poetry, which can potentially enhance student engagement. Visual aids such as images, videos, and graphics can capture students' attention and make the learning process more interesting and interactive.

Improving comprehension and interpretation: Visual aids can help students better understand and interpret complex poetic devices, themes, and symbols. By visualizing abstract concepts, students can develop a deeper understanding of the poem's meaning and enhance their analytical skills.

Fostering creativity and critical thinking: The research proposal seeks to examine how visual aids can stimulate students' creativity and critical thinking skills. Visual representations of poems can encourage students to think outside the box, analyze different perspectives, and develop their own interpretations.

Catering to diverse learning styles: Visual aids can cater to different learning styles, such as visual, auditory, and kinesthetic. By incorporating visual elements, teachers can provide a more inclusive learning environment that accommodates the diverse needs and preferences of students, leading to improved learning outcomes.

Enhancing long-term retention: Research suggests that visual aids can enhance long-term retention of information. By associating visual elements with poetic concepts, students are more likely to remember and recall the information in the future, leading to better performance in assessments and examinations.

Lastly, this research has the potential to improve students' understanding and appreciation of poetry, fostering a lifelong love for literature

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CHAPTER TWO

2.0 Literature Review

This chapter will provide a comprehensive review of the existing literature on the use of visual aids in the teaching and learning of poetry. It will explore studies that have examined the impact of

visual aids on students' comprehension, engagement, and academic performance in poetry. Additionally, it will discuss the different types of visual aids commonly used in poetry lessons and the challenges and benefits associated with their implementation

Types of visual aids used in the teaching and learning poetry.

1. Images and Illustrations:

Incorporating images and illustrations into poetry instruction can provide visual representations that enhance students' understanding of complex poetic devices and themes (Graham & Perrin, 2007). Visual aids allow students to establish connections between visuals and poetic elements, leading to a more nuanced comprehension of the poet's intended meaning. Furthermore, images are particularly effective in engaging

1. Images and Illustrations:
Incorporating images and illustrations into poetry instruction can provide visual representations that enhance students' understanding of complex poetic devices and themes (Graham & Perrin, 2007). Visual learners, encouraging creative interpretations (Mitchell & Jacobs, 2018).

2. Infographics and Mind Maps:

Infographics and mind maps offer a structured visual overview of poetic elements, such as rhyme scheme, meter, and figurative language (Schmidt et al., 2019). These visual aids simplify complex concepts, improving accessibility for learners. Infographics and mind maps facilitate better retention of information by visually depicting relationships between different poetic components and their interplay within a poem (Dong et al., 2020).

3. Multimedia Presentations:

Multimedia presentations, including audio, video clips, and animations, have proven effective in enhancing poetry learning experiences (Craft & Hunsaker, 2020). Such visual aids intensify the sensory experience, helping students develop a vivid understanding of a poem. They also foster engagement by allowing students to explore various interpretations, tone, mood, and imagery through audio-visual means (Soltero-González, 2021).

4. Performance and Dramatization:

The integration of performance and dramatization techniques in poetry instruction brings words to life, enabling students to connect with the emotions and rhythm present in poetic compositions (Young, 2013). Visual aids, such as actors, props, costumes, or gestures, effectively convey the

nuances of a poem, especially for those who struggle with text-based analysis (Reid, 2007). This approach promotes active learning and a deeper appreciation of poetry's artistry.

5. Interactive Virtual Environments:

Interactive virtual environments provide students with opportunities to immerse themselves in specific time periods, cultures, or geographic settings related to a poem (Trettin & Hairston, 2018). Such visual aids enable learners to engage with a poem's context, enhancing their understanding of imagery and cultural significance. These virtual environments create interactive experiences that enhance students' connection with the poem, promoting deeper engagement and comprehension (Heinzen & Mirra, 2019)

Impact of visual aids on students' engagement, motivation and overall appreciation of poetry in a level secondary school.

1. Engagement with Visual Aids:

The integration of visual aids in the teaching of poetry has been found to significantly improve student engagement (Smith, 2017). Visual aids, such as multimedia presentations, illustrations, and videos, provide a visually stimulating environment that captivates students' attention. Students are more likely to remain engaged and participate actively when educational materials are presented visually, thereby fostering deeper understanding and appreciation for poetic texts (Johnson & Anderson, 2019).

2. Motivation through Visual Stimulation:

Visual aids have proven to be an effective tool in motivating students to explore and interpret poetry. The use of colorful imagery, artistic representations, and videos helps create an emotional connection to the texts, igniting curiosity and sparking meaningful discussions (Connor & Armstrong, 2015). Visual stimulation in the form of images or videos often serves as a catalyst for students to delve deeper into the underlying themes, metaphors, and symbolism present in poetry (Brown & Brady, 2018).

3. Enhance Comprehension and Interpretation:

Visual aids are valuable in facilitating students' comprehension and interpretation of complex poetic concepts. For instance, incorporating visual representations of poetic techniques, such as similes, metaphors, and personification, helps students visualize abstract ideas and make connections (Lee, 2016). This visual support aids in developing students' critical thinking skills

and allows them to express their interpretations more confidently (Duncan & Gray, 2020).
Exploring the challenges teachers face while using visual aids in the teaching of poetry A-level secondary school level and possible solutions to curb the above challenges.

1.Limited availability of appropriate visual aids: Finding visual aids that effectively represent the themes, symbols, and imagery of poetry is challenging, as poetry often deals with abstract concepts and emotions that are difficult to depict visually.

2. Difficulty in capturing the essence of the poem: Conveying the depth and complexity of a poem through visual aids is a daunting task, as poetry often relies on wordplay, metaphors, and other literary devices that might not translate easily into visual representations.

3.Balancing the use of visual aids with the development of critical thinking skills: Overreliance on visual aids can hinder students' ability to analyze and interpret poetry independently. Teachers must strike a balance between providing visual support and encouraging students to engage with the text on a deeper level.

4. Students' struggle to make connections between visuals and textual analysis: some Students find it difficult to bridge the gap between visual aids and the analysis of poetic techniques, meaning, and context. They may need guidance in connecting what they see with the textual elements of poetry.

5. Limited time for preparation: Creating or sourcing appropriate visual aids can be time-consuming for teachers, especially when they have to cover a wide range of poems within a limited timeframe. This can lead to suboptimal visual aids being used or even avoided altogether.

6. Technological limitations: The use of technology to enhance visual aids, such as videos, animations, or interactive platforms, may be hampered by technical issues or limited access to equipment or resources.

Possible solutions to curb the above challenges:

1. Collaboration with art departments: Working with art teachers to develop visual aids can ensure that appropriate and aesthetically pleasing representations are created to support the teaching of poetry.

2. Encouraging student involvement: Teachers can assign students the task of creating their own visual aids based on their interpretation of the poem. This promotes critical thinking and engagement with the text.

3. Providing clear guidelines for analysis: Teachers should explicitly guide students on how visual aids should be utilized for analysis purposes. This helps students make connections between the visuals and the poetic techniques employed in the text.

4. Incorporating multimedia resources: Utilizing multimedia resources like videos or audio recordings can enhance students' understanding and engagement with poetry, providing a more dynamic visual experience.

5. Preparing in advance: Allocating sufficient time for the preparation of visual aids can ensure better quality and more appropriate resources are available for effective teaching of poetry.

In conclusion, challenges in using visual aids to teach poetry at A-level secondary school can be addressed through collaboration, student involvement, clear guidelines, multimedia resources, and proper time management and preparation.

CHAPTER THREE

Methodology

3.0 Introduction

This chapter will outline the research methods and procedures that will be employed to conduct the study. It will discuss the research design, data collection methods, and data analysis techniques.

3.1 Research methods.

This study utilized Qualitative methods, such as interviews and observations, which provided in-depth insights into students' experiences and perceptions of using visual aids in poetry lessons.

3.2 Research Study Area

The area of study in focus was Tororo District, with Great Aubrey Memorial College Tororo located in Osukuru Sub County as the major field of study. The school is located in the urban outskirts of the growing Tororo District in the far eastern part of Uganda. This provides a lucrative ground for the field study.

The selection of the school was based on their willingness to participate in the study and their availability of resources for implementing visual aids in poetry lessons.

3.3 Study Population

The study population consisted of A-level secondary school students and teachers. A purposive sampling technique was used to select the participants, ensuring a diverse representation of students with varying levels of *academic* performance and learning preferences. The sample size was determined based on the principles of saturation, where data collection continued until no new information or themes emerged.

3.4 Sampling Criteria.

None probability sampling method was used to get the eligible participants for the research study, involving a purposive sampling. The major reason for purposive sampling according to (Kumar, 2011), is based on the researcher's judgement of who can best provide feedback for the achievement of the research objectives. The research intends to use 20 respondents from form six class in Great Aubrey with a deliberate selection from varying academic levels.

1. Participants: A-Level secondary students aged 16-25 years from the targeted school.
2. Inclusion criteria: Students who are currently enrolled in an A-Level English literature course and have been exposed to poetry instruction.
3. Exclusion criteria: Students with visual impairment or any other condition that might hinder their ability to effectively engage with visual aids.

3.5 Limitations of the Study:

1. Generalizability: This study was limited to A-Level secondary students in only Great Aubrey and may not be representative of the wider population.
2. The study on the exploration of visual aids in the teaching and learning of poetry may be affected by possible content limitation as respondents may be reluctant to respond to the research interview questions and questions, or as a result of lack of trust in the research.

The research may also be affected by the lack of time to conduct field study, as it is required for academic fulfilment.

3.6 Research Tools and Instruments:

3.6.1 Field Observation

This is a data collection instrument that uses all senses to perceive and understand the experiences of interest to the researcher (Omen and Oso, 2008). The study adopted various observation methods to identify information relevant for the intended study within the case study environment. Field observations usually enables the researcher to retrieve information that may be deliberately concealed from him/her and unconsciously exposed within the environment. Therefore Classroom observations to document the implementation of visual aids and students' engagement during poetry lessons was used.

3.6.2 Interviews

Interviews in research involve discussions and interactions between the researcher and the respondents in order to attain data or information. This instrument is aimed at attaining in-depth and inbound data and information. All kinds of questions that require short and precise answers, explanatory answers and descriptive answers will be used during the interviews. All 20 respondents and language teachers was involved in the interviews.

3.6.3 Document Analysis

This involves the reviewing of previous publications such as brochures, reports, newspapers, articles, books and minutes related to the topic and problem of study. The researcher reviewed necessary documents (including those got from the school during the study) in order to arrive at concrete conclusions for the research.

1. Pre-test and post-test: A written assessment to measure students' comprehension of poetry before and after the intervention.
2. Surveys: Questionnaires to gather students' perceptions and attitudes towards the use of visual aids in poetry learning.

3.7 Validity and Reliability of the Methods Proposed:

To ensure validity, the research instruments was developed based on existing literature and validated by experts in the field. Reliability was established through the use of standardized protocols and training of data collectors.

3.8 Proposed Data Analysis Procedures:

Inferential statistics: Statistical tests, such as paired t-tests, was conducted to determine the significant differences in students' comprehension scores before and after the intervention.

Qualitative analysis: Open-ended survey responses and classroom observations was analyzed thematically to identify recurring patterns and themes. This put in focus in-depth and thorough analysis of the ideas and views of all respondents and data retrieved from the field studies and observations so as to arrive at a useful end. Data got from the various respondents through interviews and observations was used to weigh student's perception about the use of visual aids in the poetry class.

3.8 Ethical Considerations:

The study also considered beneficence. This ethical principle of beneficence refers to the Hippocratic 'be of benefit, do not harm.' The researcher will ensure that both parties benefit from the study, with no party getting harmed in any way, emotionally, physically, mentally and psychologically.

The researcher ensured informed consent of each participant. According to Armiger (1997), informed consent means that a person knowingly, voluntarily and intelligently and in a clear and manifest way, gives his consent. Participants will be provided with detailed information about the study, and informed consent will be obtained prior to their involvement.

The research ensured that the privacy of the participants was highly upheld. According to Levin (1976), Privacy is the freedom an individual has to determine the time, extent and general circumstances under which private information will be shared with or withheld from others.

All necessary permissions required for the research process was formally requested and all necessary documents required was attached to the research proposal.

The research also ensured respect for anonymity and confidentiality. The researcher ensured that information given by participants was kept confidential and the identity of each participant was anonymously kept from public view for fear of endangering their lives. All data collected was kept confidential and anonymized to ensure the privacy of participants.

Special consideration was also given to the vulnerable group of participants who are prone to danger, and are already physically, emotionally and physiologically disturbed during the conducting of the research.

Voluntary participation: Participants had the right to withdraw from the study at any stage without any consequences.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

This chapter shows the analysis of the collected data from the secondary school that responded to the interview questions asked. Letters A, B, C and D represent the four respondents (students) selected from the school while 1, 2, 3 and 4 represent the four teachers chosen for interview in the school. Two heads of department was also selected. The results have been presented basing on the intended objectives of the study that the researcher wished to discuss.

4.2 To identify the types of visual aids used in teaching poetry in Great Aubrey Memorial College Tororo.

In Great Aubrey memorial college. Learners were introduced to visual aids in poetry in senior one. Teacher 1 in Great Aubrey Memorial College Tororo said he introduced his learners of literature to visual aids in poetry using several types like charts, video projections etc to teach poetry and also improve the reading culture. Among these he said are; giving exercises about poetry and holding reading competitions in poetry using charts designed with images. Teacher 2 said since he majors in teaching prose and poetry in a level in his senior six class, he doesn't do much other than giving a lot of reading exercises in poetry and reading passages in class using a projector. Teacher 3 said that she tried teaching poetry using YouTube videos but it was not successful because of the inadequate data bundle costs,, so using it in each lesson became difficult. However, teacher 4 said that she was still trying to find the best method of drawing student's attention to like poetry. The head of department of Great Aubrey Memorial College applauded her teachers for trying their best to improve on poetry performance using various visual aids amidst the different challenges that come their way.

4.3. To investigate the influence of visual aids on students' engagement, motivation, and overall appreciation for poetry in A-level secondary schools.

The results of the study show that the school had benefited from having an improved engagement during poetry lessons when visual aids like projectors are used. In Great Aubrey Memorial College, teacher 1 said that the projectors used to show animations and rhythm of poetry had improved performance greatly. This he evidenced by showing the results of the previous years

where no visual aid was used in comparison to the current. Teacher 2 said the visual aids had helped learners improve their poetry skills and had made paper one easier for them.

Teacher 3 said that there were some improvements and they are hoping for better results.

Teacher 4 agreed that she was going to start working hard to see that students improve their love for poetry by adapting multimedia presentations in class.

4.4. To explore the challenges teachers face while using visual aids in the teaching of poetry A-level secondary school level and possible solutions to curb the above challenges.

4.4.1 Limited availability of appropriate visual aids.

All students in Great Aubrey memorial school complained of the few visual aids available. Teacher 1 and 2 in the school said they have a school computer laboratory and a library but they were not stocked with current visual materials like newspapers, magazines, mind maps, projectors, novels and journals that can entice learners to engage in poetry.

4.4.2 Difficulty in capturing the essence of the poem.

The study clearly showed that the students in the schools have less interest in analyzing poems. This was explained by the Head of Department from the school. The Head of department of Great Aubrey Memorial College said the school has only one projector to cover all the poetry classes in the whole school.

4.4.3 Balancing the use of visual aids with development of critical thinking skills.

The researcher found out that the attitude balancing the visual aids is still very low among the students.

Of the four students selected from Great Aubrey Memorial School, student A and D loved reading poems all kinds of written information while B and C only wanted to read examinable materials because of exams.

4.4.4 Students struggle to make connections between visual and textual analysis.

The research showed that in Great Aubrey Memorial College School, the teaching timetables do not favor poetry analysis as connecting projector alone takes up to 30 mins.

In Great Aubrey, the teachers said they had to fix part of their time of teaching the syllabus to handling visual materials which are costly because their timetable was too fixed to include time for videos casting.

4.5 To propose lasting adjustments and improvements in the use of visual aids in order to improve learning and teaching of poetry to improve performance in literature.

With the many challenges to the improvement of the use of visual aids, some recommendations were made to help improve the situation. The head of Department English and literature of Great Aubrey Memorial College suggested that the school administration purchases more multimedia systems such as audio speakers, mind maps and more two projectors at least one for A Level and two for ordinary level to the school to lighten the interest of learners in poetry and ease the work of improving students love for poetry. The teachers of the school suggested that the library be restocked with more poetry visuals and poetry performance time be included on the teaching timetable.

Students A, B, C and D in Great Aubrey Memorial College suggested that the school should put in place a poetry club to create cooperation and coordination among learners and the staff. They also added that the library put in place should be stocked with enough books and poetry materials for the learners. The head of department suggested that literature in English be made compulsory at the lower secondary level since it required a lot of reading and it would improve the student's interest in poetry even when they reach a level.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

5.1. Introduction

This chapter will discuss the findings showing the conclusion made based on the findings of the study and giving recommendations that could help to improve the use of visual aids in the teaching and learning of poetry.

5.2. DISCUSSION OF FINDINGS.

5.2.1. To identify the types of visual aids commonly used in the teaching of poetry.

As per the findings of the study, the school was still struggling with developing the reading culture in students. The strategies used are still not very appropriate .For example using only story books and passages was not enough to effectively develop and improve the reading culture. More strategies need to be used and introduced to enhance reading thereby improving the reading skills and culture.

5.2.2. To investigate the influence of visual aids on student's engagement, motivation and over all appreciation for poetry in A level secondary school.

The results of the study showed how that many students find visual aids more engaging and enticing. The studies showed that Great Aubrey Memorial School had benefited from the few visual materials like charts, projector had improved their motivation for getting better results in literature as they able to see emotions expressed in the poems.

5.2.3 To explore the challenges teachers face while using visual aids in the teaching and learning of poetry in Alevel and solutions to the above the challenges...

The results of the study clearly show that there were various challenges hindering the improvement of the use of visual aids during the academic undertaking of poetry.

Limited availability of appropriate visual materials.

The study showed that the school lacked enough visual materials for the students. This made it hard to develop the poetry engagement among all students and ended up benefitting a few. Even the few materials that were available were outdated and no arrangements had been made to purchase new ones. This is dangerous because it doesn't solve the problem but instead accelerates it.

Difficulty in capturing the essence of a poem.

According to the research findings from the school, the students were all in serious shortage of interest in analyzing poems without proper illustration and necessary aids. This affected the improvement of the student engagement and performance since the few available materials around are not able to cater for the high population in the schools.

Balancing the use of visual aids with the development of critical thinking skills.

The research findings show that the balancing of visual aids and critical thinking skills was still very poor. Though students from Great Aubrey Memorial College tended to have a slightly better attitude towards poetry, the overall results show that the school was below in terms of visual aids usage making some students to term poetry as a hard concept.

Students struggle to make connections between visuals and textual analysis.

The researcher also found out that the schools did not have poetry performance and dramatization on their timetables yet it was a very important part of learning. Teachers had to fix time on their

own to help learners with poetry adventures. There were no clubs like poetry clubs or drama club that could help learners gain interest in the aspect and this made it harder to engage student interest.

5.4.3 To propose lasting adjustments and improvements on the use of visual aids in order to improve performance of poetry in a level Secondary.

Since the study aimed at finding the solutions to the various challenges hindering performance of poetry in A level Secondary school, some recommendations were made by the respondents. Installation of well stocked libraries was the first to be aired out. These well stocked libraries according to the respondents would help learners easily access visual materials using and since it affects their performance in literature (prose and poetry), it will help to gradually improve the results in the subject.

Being a private schools, involving school owners to purchase these items was recommended.

All the students also stated that creating clubs and providing incentives to the best readers would motivate the students to read, hence improving their love for poetry.

More so, they suggested that forming poetry a club and dedicating someday for poetry performance to engage and motivate best performers in a long would develop and improve interest in the students.

5.3 RECOMMENDATIONS

Basing on the findings of the study, there was an undeniable need to improve the poetry engagement and performance in the schools so as to improve the overall performance of literature for those taking it in a level as a compulsory subject (prose and poetry since it played a key role gauging the grades of a student. The researcher therefore recommended that;

The school administration of Great Aubrey Memorial College, through the school Director, restock more visual aids in the school with an aim of improving the poetry engagement and performance among learners and also ease the work of the teachers that are in school by improving technological engagement.

The school administrators should also allocate funds to literature head of the school for purchasing of visual aids or deliver relevant and varied visual materials. This should be followed up by the director of studies of the school and the Deputy Head teacher academics to make sure they are delivered to the school on time and in the quantities enough for the students.

The school should create poetry clubs and provide incentives to the best poem creators and analysts as this would motivate the students to read, hence, improving their poetry performance.

5.4 CONCLUSION

Since poetry contributes a lot towards the performance of literature as a subject, it needs to be given a lot of attention not only by schools but also by the government if they are to achieve good or better results in the subject. First should be the government intervention then schools providence of necessary visual materials before the teacher can become part of the teaching and guidance part.

Secondly, the education officers like the DEO and DIS should organize special days in their districts dedicated to poetry performance. In addition, best poem creators need to be recognized and motivated in different ways. Furthermore, clubs, when formed can bring students of poetry interest together and this can, to a larger extend become a big club for almost all the students in the schools.

5.5 RECOMMENDED AREAS FOR FURTHER RESEARCH

According to the findings of this research, the researcher recommends further research on;

- Effect of the multimedia on the improvement student performance on poetry in school.
- Relationship between the reading materials and the student's engagement in poetry in schools.

XXX

APPENDICES

APPENDIX I: RESEARCH TOOLS AND INSTRUMENTS

1. Interview guide:
2. Questionnaire.

APPENDIX II: LETTER OF INTRODUCTION TO THE FIELD.

I OPIO CHRISPIN, a bachelor student at Busitema University is conducting research about the use of visual aids in the teaching and learning of poetry in A 'level secondary schools

This is for academic purpose and the findings will help to improve on the teaching of poetry in secondary school. Participation in this study is voluntary and refusal to participate will not cause any harm. Therefore, you are kindly requested to participate in the study by answering question that will be asked.

Thank you.

Participant.....

I the undersigned respondent, the purpose of the study has been explained to me, that the study is voluntary and I therefore willingly agree to participate in it and no consequence will result if I refuse to participate. **Sign.....**

APPENDIX III: RESEARCH TIMELINE.

ACTIVITIES	JUNE	JULY	AUGUST	SEPTEMBER
Identification of Topic				

Approval of Topic				
Proposal Writing				
Proposal approval				
Data collection management and analysis				
Writing research report				
Submission of Report				

APPENDIX IV: RESEARCH BUDGET.

S/NO	ITEMS	QUANTITY	UNIT COST	AMOUNT(UGX)
01	Transport			70,000=
02	Photocopying	1 ream	10,000=	10,000=
03	Airtime			10,000=
04	Internet data			20,000=
05	Pens	5	500=	2500=
06	Typing ,printing and binding	2	25,000=	50,000=

07	Data collection			50,000=
08	Miscellaneous			50,000=
09	TOTAL			172500=

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