

The Construction of Poetry Teaching in Ghanaian Senior High School English Language Core Textbooks

Ernest K. Klu¹, Pfarelo Matshidze² and David O. Odoi³

*¹Department of English, University of Venda, South Africa
E-mail: asongkwesi@gmail.com*

*²Department of Indigenous Knowledge Systems, University of Venda, South Africa
E-mail: pfarelo@univen.ac.za*

*³Language Centre, University of Ghana, Legon, Ghana
E-mail: odoiski@yahoo.com*

KEYWORDS Poetry Teaching. English Language Core Textbooks. Senior High School. Multimodal Pedagogy

ABSTRACT This paper attempts to find out how poetry teaching is constructed in Ghanaian senior high school English language core textbooks. Qualitative analysis was used to analyse twenty lessons on poetry teaching in three English Language core textbooks. It was found that the poetry lessons in the textbooks were underpinned by a multimodal pedagogy of poetry teaching. In terms of the literature teaching approach, it was realised that poetry teaching was constructed in the textbooks predominantly as a way of learning about literary terminology, of promoting interactive and exploratory learning, and of drawing on students' experiences. It was also observed that various identities for both teachers and students were constructed by the poetry lessons in the textbooks. The paper suggests that poetry teaching in Ghanaian senior high school English language core textbooks should be more multimodal and student-centered in order to minimise the apathy associated with it.