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## The comparison of reception of selected poems by students from varied schools

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### Abstract

The article presents results of a research of the reception of poetry by the respondents (12-18 years of age) from three types of schools – an elementary school, secondary comprehensive school and secondary vocational school. The differences in the reception of selected poems were investigated as well as the effectiveness of the research tool for all age groups of the respondents. The semantic differential method was used monitoring the reception of poetry from the perspective of three factors: comprehensibility, evaluation and impressiveness. The factor analysis confirmed the saturation of the specific factor semantic differential scales and the effectiveness of this tool in all considered schools. Reliability was verified by Cronbach's alpha coefficient. We found that the most striking differences between secondary comprehensive school students and the students of the other types of school are reflected in the comprehensibility factor. It is a factor projecting reading maturity, language competence of the respondents and their overall cultural perspective. The evaluation factors show significantly lower performance of the students from secondary vocational schools. In teaching the motivational element needs to be strengthened and the students should be drawn more into the communication with texts. The occasional discrepancy between the declared low comprehensibility of the poem and the positive evaluation (especially among the younger respondents) suggests that some poems are understood more emotionally than rationally.

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*Keywords:* Pedagogical research; semantic differential; literature; poetry reception

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### 1. Introduction

Poetry in literary education is view by teachers and students as a demanding and the least favorite subject. (Benton 1999, 2000; Pike, 2000; Wiseman, 2011; Hanratty, 2012). Students are troubled by its ambiguity, they are not sure about its interpretation and they are afraid of giving wrong answers. A deeper insight into the process of the reception of poetry and identification of specific reading preferences may be provided by more appropriate teaching methods. The most common methods designed to investigate the formal aspects of the poem and suppressing subjective experience are rather discouraging for the students. This article deals with a comparison of the reception of three selected poems by the students from three types of schools - elementary school (EM), secondary comprehensive school (ScS), secondary vocational schools (SvS)

### 2. Research Design

The implemented research by the semantic differential (SD) was focused on the monitoring of reception of three selected poems by the students from different types of schools:

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- Elementary School - 256 respondents of 12-15 years of age. This sample represents an average population of students of this age in Czech Republic.
- Secondary comprehensive school- 221 respondents of 15-19 years of age. These respondents are among the best in secondary education and preparing to study at a university.
- Secondary vocational school - 136 respondents of 15-19 years of age. These respondents are the weakest from the point of view of their study marks. The following instructional programs were considered: a cook - waiter, shop assistant, confectioner and hair-dresser.

Table 1 describes the form of the research tool for monitoring the reception of poetry in terms of three factors - *comprehensibility, evaluation and impressiveness*.

Table 1: Semantic differential for monitoring the readers' reception of lyric poetry

comprehensible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	incomprehensible
complicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	simple
I understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I do not understand
hazy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	clear
disclosed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	hidden
transparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	opaque
like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dislike
I would not read it again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I would read it again
bad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	good
ugly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	beautiful
attracts me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	does not attract me
pleasant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	unpleasant
weak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	strong
deep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	shallow
sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	dull
small	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	large
effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ineffective
powerful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	powerless

### 3. Results and Discussion

The research analysed how the perception of poetry was transformed with age and type of school. Lyrical poetry with the theme of nature was selected; the students were given a poem to assess without its title and the name of the author to avoid the influence by extra-literary context.

#### 3.1. Text of the poems and students' comments

##### *PI: A. Sova: Spring night*

A pensive, spring, perfume whipped breath ...  
 Sleeps the country as in dreams  
 In the light fibers of the flowers in the starlight.  
 Like a fairy tale it is!

Birches nod and moans the bush  
 blue shadow  
 on the pebbles in the ford falls  
 in white flowers in pools of water.

Though sleeping in the dark is the country

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