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EXPLORING THE ROLE OF ENGLISH POETRY ANNOTATIONS AS A BOOSTER FOR CRITICAL THINKING SKILLS OF PUBLIC SECONDARY SCHOOL STUDENTS OF TAXILA DISTRICT RAWALPINDI

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Abstract

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In today's fast-paced world, critical thinking skills are more important than ever. These skills enable individuals to analyze information, make informed decisions, and solve complex problems. One effective way to enhance critical thinking skills is through the study of literature, particularly poetry. Poetry, with its rich language and multiple layers of meaning, challenges students to think critically and interpret texts more deeply. The purpose of this study is to explore the role of English poetry annotations on students' critical thinking skills. This research study takes place in 2023 with 60 secondary school students and five teachers teaching English to grades 9 and 10 as participants. Participants are enrolled in an English class of grades 9 and 10. The setting is a public high school in the tehsil Taxila District Rawalpindi Pakistan. This is more dominantly a qualitative study, with surveys, interviews, student-participant work, teacher-researcher observation notes, and responses to poetry analysis questions from teacher interviews also used. The findings revealed that the method of poetry annotations is significant for developing critical thinking skills in secondary school students due to its emphasis on close reading, active interpretation, and analysis of poetic elements, communication, and individualized exploration. By engaging in this method, students not only deepen their understanding of poetry but also cultivate essential critical thinking skills that are transferable to a wide range of academic and real-world contexts.

Keywords: Poetry, Annotation, Thinking, Skills, Communication.

Introduction

Numerous definitions and concepts concerning the characteristics of critical thinking have been proposed by researchers. According to (Mendelman, 2007) this skill involves inference, analysis, evaluation, and decision-making. (Kovalik, 2007) argues that Critical thinking involves examining and assessing an author's techniques to understand their intentions in writing. Cottrell (2017) defines it as a cognitive activity in which attention, judgment, and selection are involved. Critical thinking is considered an essential and valued skill in education on a global scale (Liang, 2019). Raj et al (2022) say Critical thinking involves the ability to think logically and rationally when making decisions or forming opinions. It also entails thinking critically and autonomously. Developing critical thinking abilities is an essential aspect of education that has been the endeavor of many instructors throughout the years, as it is believed that it can lead to higher academic performance (Alessio, 2019). Teaching critical thinking through poetry can be beneficial for students in various ways (Fowler, 2019). Poems by their appealing structure, rhythm, and sound present an enjoyable and quick way to learn new vocabulary, revise grammar, enhance pronunciation, and encourage creativity. (Atanasov, 2014) Through the integration of poetry into the educational environment, students can express themselves creatively, advance intellectually, and discover profound self-awareness. Poetry helps students develop linguistic competence, critical thinking skills, empathy, cultural understanding, and self-confidence (Maspul, 2024). Poetry nurtures imagination and self-expression through the utilization of poetic methods, imagery, and emotive language, challenging students to break free from traditional boundaries and broaden their mental horizons (Maspul, 2024). Annotation is making short notes and marking the text during reading. Highlighting, underlying, circling,

questioning, analyzing literary devices or stylistic techniques, and analyzing the reader's attitude towards or understanding the text may also be included. (Liu, 2006). Poetry annotations are a useful method for fostering critical thinking skills in secondary school students because the act of annotation engages the student deeply with the text, encouraging close reading and critical thinking. (Zibin, Solopova, 2024). It enables students to express their thoughts on paper, which aids teachers in identifying where the students have demonstrated critical thinking by observing the author's craft. (Feito & Donahue 2008: Liu, 2006: Shang, 2017) Poetry annotations force students to focus on the nuances of the poem's language, imagery, and structure, resulting in a better understanding of how it was written and the poem's multiple layers of meaning. When students annotate a poem, they are forced to pay attention to the nuances of language, imagery, and structure, leading to a deeper understanding of the poet's intent and the multiple layers of meaning within the poem.

Research problem

In Pakistan, education heavily emphasizes memorization and rote learning over developing critical thinking and problem-solving abilities. Students who excel at simply reciting what they've learned are often considered the most successful. Research and experts have repeatedly pointed out this problem, with a recent study by (Khan et.al, 2023) finding that our exams prioritize rote knowledge, hindering true learning. They may miss the opportunity to grasp the deeper meaning of what they are learning. This could lead them to have only a surface-level understanding of topics and hamper their ability to apply knowledge critically. The problem extends beyond the educational environment. The lack of deep understanding and critical thinking is pointed out as a major reason why Pakistan might be behind in fields that require a high level of creativity and original thought, such as writing for dramas

and films. There appears to be a scarcity of writers who can effectively capture and depict modern life and its complexities in their write-ups—a skill that stems from the ability to think critically and engage deeply with the material. So, there is an urgent need in the educational approach to cultivate critical thinking skills among students.

Research Question

1. How does a focus on English poetry annotation as a learning objective impact the critical thinking skills of secondary school students enrolled in MC Girls High School Taxila?
2. What are the perceptions of teachers and students regarding the use of English poetry annotations as a tool for improving critical thinking skills in Taxila District, Rawalpindi

Purpose of the Study

The intended investigation aims to explore how English poetry annotations can influence the development of critical thinking skills among secondary school students in Rawalpindi. This research seeks to understand the role and impact of annotating English poetry specifically, in fostering critical thinking abilities such as analysis, interpretation, evaluation, and synthesis. By examining the correlation between the use of annotations and the enhancement of critical thinking skills in the context of Rawalpindi's secondary school, this study intends to contribute to educational practices that promote active reading and thinking as well as provide insights into the potential benefits of incorporating poetry and annotation methods in the English language curriculum.

Significance of the Study

Previous research studies have been conducted on poetry and its impacts, as well as on annotation methods. This indicates that there is already a body of knowledge on these topics. However, the current research study is unique because it is specifically being carried out in a Pakistani context. In Pakistan, there is little importance given to building critical

thinking skills in students. Moreover, the English textbooks taught at the secondary school level typically contain only 3-4 poems, even though poetry is a genre that can effectively deliver information because of its small size and is written mostly using metaphors, similes, symbolism, etc. to easily attract the attention of the reader. The significance of this research study lies in its potential to address this gap. It aims to not only help students improve their critical thinking skills but also have an impact on the English curriculum at the school level.

Research Objectives

1. To explore the effect of English poetry annotations on the development of critical thinking skills in public secondary school students in Taxila District, Rawalpindi.
2. To examine the perceptions of teachers and students regarding the effectiveness of English poetry annotations in improving critical thinking skills in public secondary schools in Taxila District, Rawalpindi

Literature review

In recent years, several studies have been conducted with a focus on enhancing critical thinking abilities. This literature review aims to provide an overview of the current state of knowledge in this area. In the view of [Akhdinirwanto et al. \(2020\)](#) study revealed that problem-based learning with argumentation is effective in increasing critical thinking skills for junior high school students. [Arif et al. 2024](#) study Nurturing Student Growth and Empowerment through a Poetry-Rich Classroom revealed that a classroom that prioritizes poetry is recognized for its role in empowering students as writers, nurturing their personal development, and instilling a lasting love for writing. ([Heinzmann, Koylu, Ehrsam, 2024](#)), Educators are encouraged by this study to adopt the empowering impact of a poetry-driven classroom, creating an inclusive and dynamic learning environment where students can flourish both as writers and individuals. Poetry can serve as a valuable and

effective tool for enhancing students' critical thinking abilities. (Serafini, Roca, 2024), The study integrated a poetry-based program centered on culturally specific contents into the curriculum. It involved four female students who participated in various activities, where they progressively developed critical thinking by reflecting on and assessing the poems provided. (Azizi et al., 2022). Struggling with English as a foreign language students made significant advancements in critical thinking by engaging in activities focused on interpreting and analyzing poems during reading lessons (Aisyah et al, 2019). Instructing poetry can positively impact critical thinking, metacognitive reading strategies, and reading comprehension in young learners. This was illustrated through a poetry project involving 16 students compared to a controlled group in a primary education English as a foreign language setting. (Deliligka et al, 2022).

Research Methodology

This is a qualitatively dominant study. A survey was conducted to gather quantitative data while observations and interviews were conducted to triangulate the findings. The purposive sample of the population consisted of 60 students enrolled in the Government Municipal Corporation Girls School Taxila in grades 9 and 10 and five teachers teaching English to grades 9 and 10 of the said school. English textbook for grades 9 and 10 by Punjab curriculum and textbook board Lahore was used as resource material. The researcher was interested in finding out how the poetry annotation method is useful in developing critical thinking skills in secondary school students. Therefore, a case study was deemed appropriate. The researchers selected courses of English compulsory for grades 9 and 10. It was specifically chosen because it required students to participate in class discussions for poetry annotation. Primary data is collected through surveys, interviews, and classroom observations. The survey is distributed in classrooms, while interviews are conducted in

person, Classroom observations are carried out with the prior consent of the school administration. Permission to record audio or visual data was obtained.

Survey

The questionnaire items are self-developed and consisted of a 10-item survey that gathered data on the role of poetry annotations in developing critical thinking skills. A survey is designed and distributed among a sample group of secondary school students to gather data on their engagement with poetry annotations and their perceived impact on their critical thinking skills. The survey consists of both closed-ended and Likert-scale-type questions to measure their experiences and opinions.

Observations

To gather firsthand information, observation is conducted in secondary school classrooms where poetry annotations are integrated into the curriculum. Observations were conducted over a six-week duration to observe the critical thinking skills of students on the use of poetry annotations in classrooms. The researchers observed and listened to the interaction taking place in the classroom. A structured observation checklist was used to systematically record specific behaviors and interactions related to poetry annotation activities. This checklist includes indicators such as student engagement, use of annotation techniques, collaborative discussions, and critical thinking skills demonstrated during the lesson.

Six-Week Action Plan for Observing Critical Thinking Skills through Poetry Annotations

Week	Objective	Activities
Week 1: Introduction & Baseline Assessment	Introduce the concept of annotation and its role in critical thinking. Establish a baseline understanding of students' current	Day 1 and 2: Discuss the purpose of annotation, emphasizing its role in active reading and critical analysis. Day 3 and 4: Introduce various annotation

	annotation strategies.	strategies (e.g., underlining keywords, writing marginal notes, highlighting themes). Day 5 and 6: Conduct a baseline assessment by having students annotate a short, simple poem. Observe their approach and identify areas for improvement.
Week 2: Focused Annotation Strategies	Deepen understanding of specific annotation strategies and their applications.	Day 1 and 2: Focus on identifying keywords and their impact on meaning. Day 3 and 4: Explore the use of marginal notes to connect ideas, analyze figurative language, and identify themes. Day 5 and 6: Introduce summarizing strategies within annotations, ensuring students can capture the essence of the poem.
Week 3: Analyzing Poetic Devices	Develop students' ability to recognize and analyze poetic devices (e.g., metaphors, similes, imagery) through annotation.	Day 1 and 2: Introduce common poetic devices and their functions. Day 3 and 4: Students annotate a poem, identifying and analyzing specific poetic devices. Day 5 and 6: Discussion and peer feedback on annotations, focusing on the interpretation of poetic devices.

Week 4: Theme Identification & Interpretation	Improve students' ability to identify and analyze thematic development through annotation.	Day 1 and 2: Discuss the concept of theme and its relevance to poetry analysis. Day 3 and 4: Students annotate a poem, focusing on identifying and analyzing the central themes. Day 5 and 6: Group presentations on identified themes, demonstrating understanding through annotated evidence
Week 5: Creative Application & Reflection	Encourage students to apply annotation strategies in creative ways and reflect on their learning journey.	Day 1 and 2: Students create a poem and annotate it using the learned strategies. Day 3 and 4: Students share their poems and annotations, explaining their choices and interpretations. Day 5 and 6: Students reflect on their progress in developing critical thinking skills through annotation.
Week 6: Assessment & Application	Assess the effectiveness of the program and encourage continued application of annotation strategies.	Day 1 and 2: Conduct a final assessment through individual annotation of a complex poem. Day 3 and 4: Discuss the results of the assessment and identify areas for further development. Day 5 and 6: Encourage students to continue using annotations for personal reading and learning experiences.

Interviews

Qualitative data is collected through in-depth interviews with five teachers teaching English to grades 9 and 10th. These interviews will help gather insights into the perceptions, challenges, and benefits associated with using poetry annotations for developing critical thinking abilities. The data will be analyzed to identify common themes and patterns. The interviews were conducted individually after the observation sessions. The ten questions created for the interviews were all structured and based on the research questions that the study was aimed at investigating.

Data Analysis

The collected data will be organized, coded, and analyzed manually. Data from surveys will be analyzed using statistical methods, including descriptive statistics and correlations. Qualitative data from interviews and observations will be subjected to thematic analysis to identify recurring patterns and themes.

Findings and Discussion

. Students' engagement, use of annotation techniques, collaborative discussions, and critical thinking skills demonstrated during the lesson were the indicators and researchers found that most of the students in class were engaged during poetry annotation. The use of annotation techniques and critical thinking skills was very well explained by the teachers. It provides insights into the learning environment, student engagement, and critical thinking discussions facilitated by the annotations.

Findings and Discussion of Survey Questionnaire

Statement	Rarely	Sometimes	Often
How engaged do you feel when using poetry annotations to analyze and understand poems?	8.33%	25%	66%
Did using poetry annotations	5%	33.3%	

improve your understanding of the poems?			61.66%
Using poetry annotations, to what extent do you feel your critical thinking skills have improved?	11.6%	23.33%	65%
How often do you use poetry annotations to assist in your analysis?	8.33%	16.6%	75%
Has using poetry annotations helped you to develop a deeper appreciation for poetry?	5%	8.33%	86.6%
How frequently do you refer back to your annotations when studying poems?	13.33%	16.6%	70%
To what extent do you agree that poetry annotations have enhanced your ability to identify literary devices and techniques?	10%	13.33%	76.6%
Do you believe that using poetry annotations has positively impacted your overall understanding of written texts?	8.33%	16.6%	75%
How likely would you recommend using poetry annotations to your peers as a strategy to improve critical thinking skills?	3.33%	16.6%	80%

In response to question 1, How engaged do you feel when using poetry annotations to analyze and understand poems? Only five students answered that they were rarely engaged, while 15 students answered that they were engaged sometimes, and 40 students responded that they were often engaged when

poetry annotations were used to analyze the poems. (Nalipay, Huang, et. al. 2024), In response to the second question, did using poetry annotations improve your understanding of the poems? Only 03 students answered that this had not happened while 20 students responded that poetry annotations had improved their understanding of poems and 37 students agreed that through the poetry annotation method, their understanding of poetry increased. In response to the third question, using poetry annotations, to what extent do you feel your critical thinking skills have improved? 07 students answered that their critical thinking is rarely improved through this method while 14 students showed mixed responses that it is improved somehow, and 39 students answered that it is very much improved. (Van, Gotch, et. al. 2024), In response to question 4, Five students responded they used the poetry annotation method very rarely, while 10 students answered was, they sometimes used this method and 45 students responded were in favor of the poetry annotation method and that they often used this method in their analysis of poems. In response to question five, how confident are you in your ability to apply critical thinking skills when reading and analyzing poetry using annotations? Only 2 students answered that they are rarely confident to apply their critical thinking skills when reading and analyzing poetry while 10 students responded that they sometimes apply their critical thinking and 48 students answered that they can often apply their critical thinking skills when reading and analyzing poetry using annotations. (Aslam, Khan, et. al. 2023), In response to question six, has using poetry annotations helped you to develop a deeper appreciation for poetry? 03 students responded that they rarely develop a deeper appreciation of poetry while using the annotation method, 05 students responded that they sometimes develop a deeper appreciation of poetry and 52 students

responded that they often develop a deeper appreciation of poetry with an annotating method. (Kraft, Atieh, et. al. 2024), In response to question seven, how frequently do you refer to your annotations when studying poems, 08 students responded that they rarely refer to annotations when studying poems 10 students responded that they sometimes refer to annotations and 42 responded that they often refer to annotations when studying poems. In response to question 08, to what extent do you agree that poetry annotations have enhanced your ability to identify literary devices and techniques? 06 students answered this method of poetry annotations has rarely enhanced their ability to identify literary devices, while 08 students responded that through poetry annotation, they can sometimes identify literary devices while the response of 46 students was in favor of the poetry annotation method, that through this they can often identify literary devices used in poems or another genre. In response to question 09, do you believe that using poetry annotations has positively impacted your overall understanding of written texts? 48 students answered that they often recommend their peers to use poetry annotations to improve critical thinking

Findings and Discussion of the Interview

In response to the first question, all teachers said that they are very familiar with the use of poetry annotations as a strategy to develop critical thinking skills in students. Poetry annotations involve close reading and analysis of poetic texts, allowing students to engage deeply with the language, imagery, and themes present in the poetry. In response to the second question, most teachers argue that the main benefits of using poetry annotations to enhance students' critical thinking skills are numerous. Firstly, it encourages students to engage with complex and abstract ideas present in poetry, promoting deeper comprehension and analytical skills. Additionally, it fosters creativity and self-

expression as students interpret and respond to the poetic language. Poetry annotations also help in developing students' ability to make inferences and draw conclusions, strengthening their critical thinking abilities. In response to the third question, some of the challenges faced by teachers when integrating poetry annotations into teaching practice include the initial resistance from students who may find poetry intimidating or inaccessible. (Syed, Samina, Shamsa, 2023), Additionally, teaching students how to effectively annotate poetry requires time and patience, as it is a skill that needs to be developed and refined over time. Additionally, assessing students' annotations and ensuring they are engaging with the material in a meaningful way can be challenging. However, with proper guidance and support, these challenges can be overcome, and the benefits of using poetry annotations far outweigh the difficulties. In response to question 4, teachers argue that assessing the effectiveness of poetry annotations can be done through various means. They said that they can use formative or summative assessment strategies to evaluate students' critical thinking skills before and after implementing poetry annotations. (Laghari, Chachar, et.al. 2023), These assessments could include written reflections, class discussions, or even one-on-one conversations to gauge their understanding of the poetry and the depth of their critical analysis. In response to question five, teachers said that supporting students who struggle to engage with poetry annotations and develop their critical thinking skills might involve personalized approaches. (Soomro, Shayan, 2023), This could include providing additional resources, offering scaffolding techniques like breaking down a poem into smaller sections, and providing specific guidance on how to approach and analyze poetry. Also, encouragement and positive reinforcement are crucial in supporting these students. In response to question six teachers described

that students' critical thinking skills can improve using poetry annotations in several ways. One teacher said that students become more skilled at identifying literary devices, understanding symbolism, and drawing inferences. (Syed, Samina, Shamsa, 2023), Additionally, the response of other teachers was that their ability to analyze and interpret poetry can develop, leading to more insightful and thoughtful responses in both their annotations and class discussions. As a result, their overall analytical and critical thinking skills can significantly improve. In response to question seven, teachers argue that incorporating peer interaction and collaboration in the process of using poetry annotations for critical thinking development can be a powerful tool. (Tahira, Muhammad, Asma, 2023), Teachers can encourage students to share and discuss their annotations with each other, either in small groups or through peer review activities. By doing so, students can gain new perspectives, learn from their peers, and engage in meaningful discussions that enrich their understanding of the poetry as well as their critical thinking skills. In response to question eight, the teachers said that as for changes in students' attitudes towards poetry after implementing annotations as a tool for critical thinking development, it's quite possible to notice positive shifts. (Irum, Shamsi, 2023), Using annotations, students may develop a deeper appreciation for poetry as they become more adept at uncovering its layers of meaning and literary devices. Some students who might have previously felt intimidated by poetry could develop a newfound confidence in approaching and analyzing poetic texts, leading to a more positive attitude overall. In response to question nine, teachers argue that balancing the use of traditional teaching methods with the integration of poetry annotations for critical thinking development involves thoughtful planning and flexibility. (Alam, Khalid, et. al, 2023), It is essential to find a

harmonious blend where traditional teaching methods provide a foundational understanding of poetry, while poetry annotations add depth to students' critical thinking skills. (Sarwar, Khurram, 2023), One approach could involve introducing poetry through traditional teaching methods such as lectures or guided readings and then incorporating annotations to encourage students to delve deeper into the poetic texts. This balance allows students to develop a strong foundation while also cultivating their critical thinking skills through annotation activities. In response to question ten, there are some pieces of advice:

1. Start with clear objectives: Define what specific critical thinking skills you aim to enhance through poetry annotations and align these objectives with your overall teaching goals.

2. Provide guidance and modeling: Offer clear instructions on how to approach poetry annotations and consider providing annotated examples to demonstrate effective analysis and critical thinking.

3. Foster a supportive environment: Encourage open discussions and create a classroom culture where students feel comfortable sharing and discussing their annotations. Peer feedback and collaboration can strengthen critical thinking skills.

4. Encourage reflection: Incorporate reflective activities to help students assess their critical thinking growth through the process of using poetry annotations.

Conclusion

The conclusions were drawn based on the analysis of the data, addressing the impact of poetry annotations on enhancing critical thinking skills among secondary school students. By employing various research techniques such as literature review, surveys, interviews, and classroom observations, we will gain valuable insights into the effectiveness of poetry annotations as a pedagogical tool. This research endeavor strives to contribute to the existing body of knowledge on the

importance of incorporating poetry annotations in the curriculum to enhance critical thinking skills. Recommendations for educators and policymakers are provided, along with suggestions for future research in this area

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Appendix

10 in-depth interview questions for secondary school teachers to gather insights into their perceptions, challenges, and benefits associated with using poetry annotations to develop critical thinking skills in students:

Questions for Teachers:

1. How familiar are you with the use of poetry annotations as a strategy to develop critical thinking skills in students?
2. In your opinion, what are the main benefits of using poetry annotations to enhance students' critical thinking skills?
3. What are some challenges you have faced when integrating poetry annotations into your teaching practice?
4. How do you assess the effectiveness of poetry annotations in improving students' critical thinking skills?
5. How do you support students who struggle to engage with poetry annotations and develop their critical thinking skills?
6. In what ways have you seen students' critical thinking skills improve as a result of using poetry annotations?
7. How do you incorporate peer interaction and collaboration in the process of using poetry annotations for critical thinking development?
8. Have you noticed any changes in students' attitudes towards poetry after implementing annotations as a tool for critical thinking development?
9. How do you balance the use of traditional teaching methods with the integration of poetry annotations for critical thinking development?
10. What advice would you give to other teachers who are interested in implementing poetry annotations to enhance critical thinking skills in their students?

These questions will help gather valuable insights from teachers regarding the perceptions, challenges, and benefits associated with using poetry annotations for developing critical thinking skills.

10 closed-ended, Likert scale survey questions that are used to measure students' experiences and opinions regarding their engagement with poetry annotations and its impacts on their critical thinking skills:

1. How engaged do you feel when using poetry annotations to analyze and understand poems?
Rarely Sometimes Often
2. Did using poetry annotations improve your understanding of the poems?
Rarely Sometimes Often
3. Using poetry annotations, to what extent do you feel your critical thinking skills have improved?
Rarely Sometimes Often
4. How confident are you in your ability to apply critical thinking skills when reading and analyzing poetry using annotations?
Rarely Sometimes Often
5. Has using poetry annotations helped you to develop a deeper appreciation for poetry?
Rarely Sometimes Often
6. To what extent do you agree that poetry annotations have enhanced your ability to identify literary devices and techniques?
Rarely Sometimes Often
7. Do you believe that using poetry annotations has positively impacted your overall understanding of written texts?
Rarely Sometimes Often

8. How likely would you recommend using poetry annotations to your peers as a strategy to improve critical thinking skills?

Rarely

Sometimes

Often

Daffodils

BY William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils.
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw me at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:
For oft, when on my couch I lie
In vacant or in a pensive mood,
They flash upon that inward eye
Which is the bliss of solitude.
And then my heart with pleasure,
And dances with the daffodils.

Stopping by Woods on a Snowy Evening

BY Robert Frost

Whose woods these are I think I know.
His house is in the village though.
He will not see me stopping here
To watch his woods, fill up with snow.
My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.
He gives his harness bells a shake
To ask if there is some mistake.
The only other sound is the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Try Again

By William Edward Hickson

'T is a lesson you should heed,
Try, try again;

If at first, you don't succeed,
Try, try again;
Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.
Once or twice though you should fail,
Try, try again;
If you would at last prevail,
Try, try again;
If we strive, 'tis no disgrace
Though we do not win the race;
What should you do in this case?
Try, try again.
If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again.
All that other folks can do,
why, with patience, should not you?
Only keep this rule in view:
Try, try again.

W. H. Davies**The Rain**

I hear leaves drinking rain;
I hear rich leaves on top
giving the poor beneath
Drop after drop;
Tic a sweet noise to hear
these green leaves drinking nearby.
And when the Sun comes out,
After this Rain shall stop,
A wondrous Light will fill
Each dark, round drop;
I hope the Sun shines bright;
It will be a lovely sight.

PEACE by**Dr. Hartmann**

The wind is now
A roaring, smashing
Monster of destruction
Raking all man's work
From the valleys,
From the values,
And send them spinning,
Broken flying
But all of that is
Not its core

Its center is in truth
Eternal stillness
Bright blue skies

And all you hear
And gentle whispers
Far away

Observation Checklist

This checklist is designed to systematically observe and record student behaviors and interactions during poetry annotation activities.

Student Name: _____ Date: _____

Lesson Topic: _____ Poetry Title: _____

Engagement:

Active Listening: Observes and listens attentively during instruction and discussion.

Participation: Volunteers answer and participate in discussions.

Focus: Stays on task and maintains focus throughout the activity.

Body Language: Demonstrates positive body language, showing interest and engagement.

Annotation Techniques:

Marking: Uses highlighting, underlining, or circling to identify keywords, phrases, or images.

Notes: Write meaningful notes and annotations in the margins, explaining choices and connections.

Visuals: Draws diagrams, sketches, or mind maps to visualize understanding.

Personal Connections: Makes personal connections to the poem through annotations.

Collaborative Discussion:

Active Participation: Engages in discussions with peers, sharing ideas and asking questions.

Respectful Communication: Listens to others, respects different perspectives, and contributes constructively.

Building on Ideas: Responds to and builds on the ideas of others, contributing to a shared understanding.

Conflict Resolution: Resolves conflicts respectfully and collaboratively.

Critical Thinking Skills:

Analysis: Identifies key themes, literary devices, and the author's purpose.

Interpretation: Offers thoughtful interpretations of the poem and supports them with evidence.

Inference: Draws conclusions based on the text and contextual clues.

Evaluation: Critically evaluates the poem's effectiveness and shares personal opinions.

Overall Observations:

Strengths: _____

Areas for Improvement: _____

Notes: _____

*Additional Observations: *

* _____
* _____
* _____