

## A STUDY OF LEARNING OUTCOMES OF PEDAGOGICAL PRACTICES OF DIFFERENT GENRE OF POEMS IN TEACHING ENGLISH POETRY AT SECONDARY LEVEL

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### Abstract

*This paper presents learning outcomes of pedagogical practices of different genre of poems in teaching English poetry at secondary level. It analyses different genre of poems in English language which are incorporated in the teaching of English poem at Secondary Level. It follows qualitative research methodology. It states learning outcomes of different genre of poems. The learning outcomes are carried out on the basis of pedagogical practices of teaching poetry at the secondary level.*

**Keywords:** Learning Outcomes, Pedagogical Practices, Different Genre of Poems, English Poetry, Secondary Level



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### Introduction

S. T. Coleridge believes that 'poetry is the best words in their best order'. Poetry embodies the beauty of form, beauty of thought and beauty of feelings. It is a universal phenomenon as well as universal appeal. It is one of the most creative forms of expression. It exists along human's civilization from Primitive Age to this Information Age. Everybody loves as well as enjoys poetry. It lays the foundation for the appreciation of the beauty of language. Poetry uses forms and conventions to suggest differential interpretation to words, or to evoke emotive responses. It encompasses all forms of human experience, from the simplest to the most intimate and complex experiences of life. It speaks at once to the intellectual, the "ordinary" man, the adult and the child.

### Objectives

1. To explore pedagogical practices of different genre of poem.
2. To analyse learning outcomes of different genre of poems.
3. To find out different genres of poems in teaching English poetry at Secondary Level.

### Methodology

This paper is a qualitative research paper which involves analysis of different genres of poem in English literature. It is a stimulating and deeply interpretive research approach which can examine complex human phenomena from multiple perspectives to produce rich theoretical and experiential interpretations. The analysis of different genre of poem is done by using different example of poem. In the current context of different genre of poem are described as the interpretation and understanding of English literatures.

### **Pedagogical Practices of Different Genres of Poem**

Poetry is a form of literature that uses aesthetic as well as rhythmic qualities of language. It is language at its most meaningfully, carefully shaped and crafted into its most perfect form. It has tremendous appeal for students at secondary level during their formative period. It is the best way of exciting their love of the language. It educates their emotions and enhances their power of imagination. The rhythm of poetry helps the students to acquire natural speech rhythm. The teaching poetry is to give emotional pleasure to the students by appealing to their aesthetic sense and power of imagination which enables the pupils to have a general understanding and appreciation of the poem.

A poetic genre is generally a tradition or classification of poetry based on the subject matter, style, or other broader literary characteristics. Different genres of poem are discussed below

- 1. Sonnet**
- 2. Limerick**
- 3. Haiku**
- 4. Narrative**
- 5. Epic**
- 6. Couplet**
- 7. Free Verse**
- 8. Pastoral**
- 9. Terza Rima**
- 10. Ballad**
- 11. Imagery**
- 12. Elegy**

#### **1. Sonnet**

Sonnet is a short rhyming poem with 14 lines. One of the most famous types of poetry, the sonnet, has been popular with authors from Dante to Shakespeare. The original sonnet form was invented in the 13/14th century by Dante and an Italian philosopher named Francisco Petrarch. The form remained largely unknown until it was found and developed by writers such as Shakespeare. Sonnets use iambic meter in each line and use line-ending rhymes. There are several types of sonnets, including: English or Shakespearean sonnet. Shakespeare, famous for writing more than 150 sonnets, is credited with creating for a form of the sonnet that enjoyed widespread popularity throughout England for hundreds of years. A sonnet contains 14 lines, typically with two rhyming stanzas known as a rhyming couplet at the end.

(Sonnet 138. By Shakespear)

When my love swears that she is made of truth  
I do believe her, though I know she lies,  
That she might think me some untutor'd youth,  
Unlearned in the world's false subtleties.  
Thus vainly thinking that she thinks me young,  
Although she knows my days are past the best,  
Simply I credit her false speaking tongue:  
On both sides thus is simple truth suppress'd.  
But wherefore says she not she is unjust?  
And wherefore say not I that I am old?  
O, love's best habit is in seeming trust,  
And age in love loves not to have years told:  
Therefore I lie with her and she with me,  
And in our faults by lies we flatter'd be.

## **2. Limerick**

Limerick is a five-line witty poem with a distinctive rhythm. The first, second and fifth lines, the longer lines, rhyme. The third and fourth shorter lines rhyme. (A-A-B-B-A). A limerick is a poem that is often silly or whimsical, written in five lines with an AABBA rhyme scheme. Often, limericks tell a short, humorous story. These types of poems have been popular for hundreds of years, particularly in the English language. When limericks first became popular, they often expressed ideas that were crude and off-color but today, limericks express all sorts

of ideas. The form of the limerick was made popular by a British poet named Edward Lear in the 1800s, whose limericks often started off: There once was or There was

Some of his limericks include

There was an Old Man with a Nose and There was a Young Lady of Dorking, which goes like this:

There was a Young Lady of Dorking,  
Who bought a large bonnet for walking;  
But its colour and size,  
So bedazzled her eyes,  
That she very soon went back to Dorking

### **3. Haiku**

This ancient form of poem writing is renowned for its small size as well as the precise punctuation and syllables needed on its three lines. It is of ancient Asian origin. Haiku's are composed of 3 lines, each a phrase. The first line typically has 5 syllables, second line has 7 and the 3rd and last line repeats another 5. In addition there is a seasonal reference included. Many people have heard about haiku. In fact, most of us are instructed at one point or another-usually in elementary school or high school-to write one of our very own.

Haiku is a Japanese form of poetry which is composed of three non- rhyming lines. The first and third lines have five syllables each and the second line has seven syllables. They often express feelings and thoughts about nature; however, you could write a poem about any subject that you would like to in this form. Perhaps the most famous Haiku is Basho's Old Pond:

The old pond—  
a frog jumps in,  
sound of water.

### **4. Narrative Poem**

A narrative poem tells the story of an event in the form of a poem. There is a strong sense of narration, characters, and plot. A narrative poem includes the necessary elements of storytelling.

Annabel Lee by Edgar Allen Poe

A part of the poem is as follows

It was many many years ago

In a kingdom by the sea,  
That a maiden there lived whom you may know  
By the name of ANNABEL LEE;  
And this maiden she lived with no other thought  
Than to love and be loved by me.

### **5. Epic Poem**

The Epic Poem is a long narrative poem that catalogues and celebrates heroic or historic deeds and events, usually focusing on a single heroic individual. Technically a type of narrative poem, which tells a story, epic poems usually tell the story of a mythical warrior and the great things that he accomplished in all of his journeys such as The Odyssey and The Iliad. One of the longest types of poems is known as the epic poem, which has been around for thousands of years. It is a lengthy narrative poem in grand language celebrating the adventures and accomplishments of a legendary or conventional hero.

Epic poetry began as folk stories that were passed down from generation to generation, which were then later written into long form. One of the oldest epic poems is actually one of the oldest pieces of written literature in the world. It is called the Epic of Gilgamesh and dates back to 1800 BC. The start of this epic reads:

He who has seen everything, I will make known (?) to the lands.

I will teach (?) about him who experienced all things... alike

Anu granted him the totality of knowledge of all.

He saw the Secret, discovered the Hidden,

he brought information of (the time) before the Flood.

He went on a distant journey, pushing himself to exhaustion,

but then was brought to peace.

He carved on a stone stela all of his toils,

and built the wall of Uruk-Haven,

the wall of the sacred Eanna Temple, the holy sanctuary.

### **6. Couplet**

Couplet is two lines of verse which rhyme and form create a unit alone or as part of a poem. A couplet is a successive pair of lines in a poem. The pair of lines that comprise a couplet generally rhyme with each other and contain the same meter. The couplet form is a popular device in poetry. The main purpose is to make a poignant point that leaves a lasting

impression with the reader. Through the use of rhyme and rhythm in the couplets, that effect is generally achieved.

Love looks not with the eyes, but with the mind;

And therefore is winged Cupid painted blind." - A Midsummer Night's Dream by Shakespear

### **7. Free Verse**

Poems written in free verse, however, do tend to employ other types of creative language such as alliteration, words that begin with the same sound, or assonance, the repetition of vowel sounds. A Free Verse Poem does not follow any rules. Their creation is completely in the hands of the author. Rhyming, syllable count, punctuation, number of lines, number of stanzas, and line formation can be done however the author wants in order to convey the idea.

There is no right or wrong way to create a Free Verse poem

Some people find free verse to be a less restrictive type of poetry to write since it doesn't have to employ the form or the rhyming schemes of other types of poetry.

The free verse form of poetry became popular in the 1800s, and continues to be popular among poets even to this day. TS Eliot was one of the masters of the form, as best seen in his poems *The Waste Land* and *The Love Song of J. Alfred Prufrock*, which begins:

Let us go then, you and I,

When the evening is spread out against the sky

Like a patient etherized upon a table;

Let us go, through certain half-deserted streets,

The muttering retreats

Of restless nights in one-night cheap hotels

And sawdust restaurants with oyster-shells:

Streets that follow like a tedious argument

Of insidious intent

To lead you to an overwhelming question.

Oh, do not ask, O What is it? O

Let us go and make our visit.

### **8. Pastoral**

One of the poetic favorites is pastoral poetry because it elicits wonderful senses of peace and harmony. Like the haiku, nature is often at the center of these types of poems as well. In general, pastoral poetry will focus on describing a rural place, but the terms will be peaceful

and endearing. You will feel at ease after reading these types of poems. Many pastoral poems are written about shepherds. They are written as a series of rhyming couplets. Examples of this form include Keats' Ode on a Grecian Urn, which is also a type of ode. A stanza of this poem reads:

Thou still unravish'd bride of quietness,  
Thou foster-child of Silence and slow Time,  
Sylvan historian, who canst thus express  
A flowery tale more sweetly than our rhyme:  
What leaf-fringed legend haunts about thy shape  
Of deities or mortals, or of both,  
In Tempe or the dales of Arcady?  
What men or gods are these? What maidens loth?  
What mad pursuit? What struggle to escape?  
What pipes and timbrels? What wild ecstasy?

### **9. Terza Rima**

The lines in these types of poems are arranged in what are called "tercets." What this means is the lines come in groups of threes. That does not mean that the poem is only three lines long. There can be multiple groups of three lines. Like the haiku, there are certain syllable requirements, as most poems written in *terzarima* have lines of 10 or 11 syllables. The Italian poet Dante created this form, and his *Divine Comedy* is one of the best-known examples of this form. A stanza of this poem reads:

His glory, by whose might all things are mov'd,  
Pierces the universe, and in one part  
Sheds more resplendence, elsewhere less. In heav'n,  
That largeliest of his light partakes, was I,  
Witness of things, which to relate again  
Surpasseth power of him who comes from thence;  
For that, so near approaching its desire  
Our intellect is to such depth absorb'd,  
That memory cannot follow. Nathless all,  
That in my thoughts I of that sacred realm  
Could store, shall now be matter of my song.

## 10. Ballad

Ballad poems are frequently sung or at least they are intended to be sung-and they are often about love. Often, these ballads will tell stories and they tend to be of a mystical nature. As a song does, ballads tend to have a refrain that repeats at various intervals throughout. Guido Cavalcanti's Ballad and Sir Walter Raleigh's 'As You Came from the Holy Land' both demonstrate the musical quality of the ballad. An excerpt from Raleigh's poem can be seen here:

As you came from the holy land  
Of Walsingham,  
Met you not with my true love  
By the way as you came ?  
How shall I know your true love,  
That have met many one,  
As I went to the holy land,  
That have come, that have gone?

## 11. Imagery

Imagery is the term for figures of speech or words that create strong mental pictures and sensations. Without it, a poem's ideas seem less appealing to the reader. Imagery intensifies the impact of the poet's words as he shows us with his words rather than just telling us what he feels. Song lyrics are full of imagery.

I Wandered Lonely as a Cloud 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.  
For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,

And dances with the daffodils.

## 12. Elegy

An elegy is a mournful, melancholy or plaintive poem, especially a lament for the dead or a funeral song. Because poems can express a wide variety of emotions, there are sad forms of poetry as well as happy ones. One of these sad forms is known as an elegy. Elegies express a lament, often over the death of a loved one. This makes elegies especially popular for funerals. Some elegies are written not only to be read out loud; they can be put to music and sung.

Tennyson's *In Memoriam* is an elegy to a close friend, Arthur Henry Hallam, and was written over twenty years:

Strong Son of God, immortal Love,  
Whom we, that have not seen thy face,  
By faith, and faith alone, embrace,  
Believing where we cannot prove;  
Thine are these orbs of light and shade;  
Thou madest Life in man and brute;  
Thou madest Death; and lo, thy foot  
Is on the skull which thou hast made.

### Learning Outcomes of Different Genre of Poem

Poetry is so versatile, which makes it a great form to use in the classroom. There are so many types of poetry and so many different forms that eventually, each student is bound to find a poem or poet he or she enjoys. Poetry offers wonderful opportunities for reading, writing, speaking, and listening practice. It also gives students a chance to expand vocabulary knowledge, to play with language, and to work with different rhythms and rhyme patterns. It provides opportunities for students to develop appreciation for poetry.

Students differentiate structure and form of different types of poem. The punctuation and format of the poem deal with how it is arranged on the page and how the author intends to read it. For example, if a poem has frequent line breaks and short stanzas, it forces students to read it in a different rhythm than arranged in longer stanzas with fewer breaks.

Students develop the skills necessary to properly understand poems by reading. Reading poetry can certainly be helpful in introducing new vocabulary words and literary elements. This leads to an increase in reading comprehension and fluency that can be put into practice.

Students will be able to critically analyze text and explain the intended meaning and effect in their responses. Reading comprehension also results through discussions about meaning, connecting, and visualizing. It encourages students to visualize the poem as it is being read aloud. They can draw a picture or think quietly about what they hear.

Thematic poetry based on theme provides knowledge about different theme or content. Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly. Some common themes used in the classroom are nature, growing up, friendship, conflict etc. Students analyze different types of poems based on a selected theme. They use a mind map to organize the differences and similarities of the poem. They can determine the type and form of poetry used in the selected theme.

Students respond to poems on an emotional level and understanding the figurative language that is a part of poetry. They identify figurative language discussing how it enhances understanding people, places and action. Poetry provides students with the opportunity to learn figurative language and specific literary techniques as no other form does. Poetry allows students to share their lives through metaphor and simile, through language that breaks the rules of grammar and conventions.

Poetry builds vocabulary. Students are exposed to words they have not heard before and they hear them in context. It develops the area of writing that lends itself to the expression of feelings and ideas using style and rhythm. Beautiful, imaginative, reflective; poetry taps into inner emotion and musical pulse. It allows students to access and share feelings and emotions as no other genre does. Poetry is rhythm, sound, and beat. Students don't have to understand it to appreciate it, and they become curious about making their own recitation. Poetry is kinesthetic literature at its finest.

Poems defy rules. This means that poetry is accessible to English language learners. Even with limited vocabulary, students can find ways to express their voices. They can create their own poem.

Students analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. They understand various elements of form—vocabulary, rhyme, syntax, punctuation, rhythm — all work together to create meaning. At the same time, students can be learning about places, people, historical periods, and ideas very different from their own. Poetry can give students a healthy outlet for surging emotions. One of the central ideas behind the teaching of poetry lies in its ability to bring a

fresh sense of life to language. It communicates through sound as well as sight and works its magic by tone as well as by engaging the eye with the words.

Imagery describes what the poet sees, hears or otherwise senses, be it a literal image or one that exists in his mind. Visual imagery, which describes what the poet sees, is the most common type of image in poetry. It creates a picture that the reader or listener can see in his mind.

Students use to introduce or practice new vocabulary, language structures, and rhyming devices, and shorter poems .It gives them a chance to explore an idea while working with a more manageable amount of text than a short story or essay.

Students recognize poetry from a variety of cultures, languages and historic periods.They comprehend the poem from cultural backgrounds rich with poetry and folktales. From the epic poems of ancient civilizations to more modern political poems written during the 20th century, poetry opens an interesting historical and cultural window, and students may already be quite knowledgeable about the poets and poems that are an important part of their heritage. Working with poetry from different countries and languages also is an excellent opportunity to encourage students to share their cultural heritage with the class, and to take pride in an art form that is part of their identity and may have been passed down across many generations.

Students develop their imagination. Imagery is something concrete, like a sight, smell or taste. Students understand and appreciate poetry as a literary art form.They appreciate different sounds and tones throughout poetry used by poet to change the way it sounds. For example, the poet may use alliteration, which is when multiple consecutive words start with the same letter. For example, he may write, "Pretty pugs playfully prance on the promenade." The poet may choose his letters to give the poem a soft or sharp sound, as well. For example, choosing words that use "soft" consonants like f, m and w produces a different sound than words with "hard" consonants like d, k, t and z.

Students understand the meter of a poem which is the rhythm or pattern of speech. Poets use different meters to give their poetry different rhythms, which have technical names like iambic pentameter or spondaic heptameter. These names function like measurements for poetry -- a poem's rhythm and meter can be broken down and analyzed according to measurements like these.

Poetry is a form of expression. Students identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic

monologues, free verse, etc. They recognize the rhythms, metrics and other musical aspects of poetry. Students develop their vocabularies and to develop an appreciation of language and its connotations and denotations. Students develop their critical thinking skills. Students develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures throughout the world. Poetry helps students to develop their own creativity. It enhances their writing skills. It helps pupils to draw moral lesson from poems.

### **Findings of the Study**

The findings of study shows that pedagogical practices by using different genres of poem are mostly used in secondary level. Students are exposed to different genres of poem in the classroom. The pedagogical practice of different genres of poem lead the students from the comprehension level to appreciation level.

### **Educational Implications and conclusion**

The pedagogical practices of different genres of poem have versatile impact on students at secondary level. Poetry often contains words that rhyme for effect. Students can learn about phonics and letter sounds by listening for and locating rhyming words. A poem can be used to teach sentence structure, parts of speech, and many grammar skills. It helps them to build their own vocabulary. Different genres of poems have different components. In poetry, students learn how to put words together to form meaning and context. It helps them to develop their creative writing skill. They learn how to choose the right words to create imagery and effect which inspire them to write. Poetry is a form of expression. Writing encourages them to express their feelings and thoughts on a subject of their experiences as well as their feelings. Mathew Arnold rightly said that “Poetry is simply the most beautiful, impressive, and widely effective mode of saying things.”

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