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## A COMPARATIVE STUDY OF TEACHING ENGLISH POETRY AT THE SECONDARY LEVEL AMONG CBSE AND RAJASTHAN BOARD

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### ABSTRACT

Literature uses language in context. Therefore, it is hard to divorce literature from language. Using various forms of literature like short stories, novels, poems etc to teach language is an invaluable and enjoyable experience. Studying language till the middle of the twentieth century was dominated by the study of literature giving prominence to the study of poetry. However, poetry was not considered apt and appropriate for second language learning especially when we talk about Grammar, communication skills etc. But poetry, as an applied form of language, serves not only as a model of literature but a model for teaching skills of language as reading and writing. Hence in every language, poetry appeared first and the other forms after. Poetry can be an effective way of language teaching. The student can easily relate structures and themes with the help of poetry.

Poetry is the language of imagination derived out of the soul's desires and mental pangs. Coleridge defines poetry as "the best words in the best order". It is the musical and the metrical form of language. Therefore, children have a natural affinity for poetry. Poetry is a valuable addition to high school classes because it encourages literary expression. Advanced vocabulary, the play on words, rhyme and emotional elements make poetry an essential part of creative writing and literature. Teaching poetry in the class room will give more motivation to the language learning process.

The present study is novel in its kind and is a research endeavor in the direction of Poetry teaching. Very few studies have been reported in the field of Education in general and in the teaching of English Poetry in particular. Moreover a comparative efficiency of the CBSE Schools (Teaching poetry pedagogy) and Rajasthan State Board (Teaching poetry pedagogy) in the effective measure inculcated by teachers for teaching of Poetry especially of Poetic appreciation and Poetic creativity has not been traced. *Hence the investigator has attempted a comparative study on the "A Comparative Study Of Teaching English Poetry At The Secondary Level Among CBSE And Rajasthan Board.* Certain techniques have been evolved keeping the above norms in mind, and pupils have been "exposed" to the selected poems directly.

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### KEYWORDS

*Reader-response – readers' own interpretation and reaction towards texts, Learner-centred – focused on learner needs, interest and inclination*

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## INTRODUCTION

The teaching of poetry demands comprehension, appreciation, imagination and creation from the part of the learners. These objectives can be achieved through the use of Models of teaching making learning of poems more lively and dynamic. The CBSE Model of teaching is a way that stirs the imaginative and creative dimensions leading to construction of knowledge. The RBSE Model of teaching is an approach which seems to stimulate appreciation and creative thinking of the learners as it provides them the scope to participate in various metaphorical activities which is the key to poetry learning. In the present day classrooms, the teachers merely summarize or translate the story of the poem into the regional language without arousing the imaginative potential of the student or realizing the higher order thinking, which leads to real appreciation and creativity of students (*Ramakrishnan, 2007*). In this context, considering the potential of these teaching and learning models, the researcher is curious about the following questions:

- 1) Is the Pedagogical approach of teaching poetry in CBSE secondary schools effective in developing Appreciation and Poetic creativity while teaching English poetry?
- 2) Is the Pedagogical approach of teaching poetry in Rajasthan Board secondary schools effective in developing Appreciation and Poetic creativity while teaching English poetry?
- 3) Comparing these two Pedagogical approaches of teaching poetry in CBSE and Rajasthan Board secondary schools, which one is more effective in developing Appreciation and Poetic creativity while teaching English poetry?

Keeping in mind the above stated research questions, the study is entitled: “*A Comparative Study Of Teaching English Poetry At The Secondary Level Among Cbse And Rajasthan Board*”

## OBJECTIVES OF THE STUDY

1. To find out the effectiveness of Pedagogical approach of teaching English poetry in CBSE secondary schools in teaching English poems for developing Poetic Appreciation and Poetic Creativity among standard IX students.



2. To find out the effectiveness of Pedagogical approach of teaching English poetry in RBSE secondary schools in teaching English poems for developing Poetic Appreciation and Poetic Creativity among standard IX students.
3. To compare the effectiveness of Pedagogical approach of teaching poetry in CBSE and RBSE secondary schools in teaching English poems for developing Poetic Appreciation and Poetic Creativity among standard IX students.

## **METHODOLOGY**

The method adopted for the study is the Quasi Experimental Method, as it is the most appropriate method for attaining the objectives of the study. The design selected is pre-test, post-test non equivalent group design, where the Experimental and Control Groups are naturally assembled as intact classes.

## **VARIABLES OF THE STUDY**

### **1. Independent Variables**

- Pedagogical approach of teaching poetry in CBSE affiliated schools.
- Pedagogical approach of teaching poetry in RBSE affiliated schools.
- Teaching methods and techniques adopted by RBSE and CBSE school teachers for teaching poetry.
- Conventional Lecture/translation method of teaching

### **2. Dependent Variables**

- Achievement of standard IX students in Poetic Appreciation test in English poetry of CBSE and RBSE affiliated schools.
- Achievement of standard IX students in Poetic Creativity test in English of CBSE and RBSE affiliated schools.

## **TOOLS USED FOR THE STUDY**

- i. Evaluation of Poetry Teaching Transcripts for selected English poems of standard IX based on RBSE affiliated schools prepared by the investigator.



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- ii. Evaluation of Poetry Teaching Transcripts for selected English poems of standard IX based on CBSE affiliated schools prepared by the investigator.
  - iii. New Lesson Transcripts for selected English poems of standard IX based on Conventional Lecturer- Translation method for RBSE affiliated schools prepared by the investigator.

### **SAMPLE SELECTED FOR THE STUDY**

The investigator selected two intact class room groups comprising of 200 students each ( $100 \times 2 = 200$ ) of Standard IX for experimental study. These groups were randomly assigned as the experimental group I (CBSE Students), experimental group II (RBSE Students).

### **MAJOR FINDINGS OF THE STUDY**

The major findings arrived at from the study are summarized below:

#### **1. Findings based on descriptive analysis**

- The values of the descriptive statistics show that the students in Control, CBSE and RBSE groups have the same level of performance in the pre test. This finding is supported by the results of the mean pre-test scores of poetic appreciation test in Control (8.1), CBSE (8.025) and RBSE (8.18) Groups and that of poetic creativity test in Control (12.6), CBSE (12.58) and RBSE (12.9) Groups.
- Also from the values of the descriptive statistics in the post tests of the students in control, CBSE and RBSE groups, it is found that the students have better scores than the students in the post-test scores. This finding is supported by the results of the mean post-test scores of students in Control (10.95), CBSE (15.22) and RBSE (20.3) Groups with respect to poetic appreciation and that of the students in Control (33.4), CBSE (69.36) and RBSE (101.1) Groups with respect to poetic creativity

#### **2. Findings based on comparison of the CBSE model and conventional lecture translation method in teaching English poems for developing poetic appreciation among standard IX students**



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- The CBSE model is found significantly effective than the conventional lecture translation method in developing poetic appreciation. This finding is derived based on the following results:
  - The comparison of the mean pre and post test scores of students in CBSE group and control group obtained the t-value 6.61, which is greater than the table value at 0.01 level of significance
  - On analyzing the posttest mean scores of students in the CBSE group and control group in respect of poetic appreciation test, the obtained t-value (3.32) was found to be significant.

### **3. Findings based on comparison of the CBSE model and conventional lecture translation method in teaching English poems for developing poetic creativity among standard IX students**

- The CBSE model is found significantly effective than the conventional lecture translation method in developing poetic creativity. This finding is derived based on the following results:
- The comparison of the mean pre and post test scores of students in CBSE group and control group obtained the t-value 5.02, which is greater than the table value at 0.01 level of significance
- On analyzing the post-test mean scores of students in the CBSE group and control group in respect of poetic creativity test, the obtained t-value (3.02) was found to be significant.
- Moreover, On analyzing the post-test mean scores of students in the CBSE group and control group in respect of the components fluency, flexibility, originality and elaboration, the obtained t values 2.51, 2.26, 2.09 and 3.27 respectively are found to be greater than the table value at 0.05 level of significance. Besides, the obtained t value for the sub areas: poetic diction (30 marks), imagery in writing (75 marks), vocabulary style (45 marks), appreciation (30) and vision (45) are 4.89, 2.27, 0.798, 4.04 and 2.83 respectively also are found to be significant at .05 level except in the case of vocabulary style.



- When the F test was applied to the pre- test scores  $F_x$  falls short of significance at 0.05 level, it is clear that the  $x$  means do not differ significantly. The table value of F ratio for df 1/78 is 6.84 at 0.01 level. So the obtained  $F_y$  is significant at 0.01 level ( $F_y = 51.51$ ;  $p < 0.05$ ). Since the  $F_y$  falls beyond the 0.05 level of significance, it can be interpreted that there was significant difference between the  $y$  means (mean of post test scores) of the two groups. The significant difference between the adjusted  $y$  means indicates that the pupils of the CBSE and control groups differ significantly in their poetic appreciation in the post- test. So the adjusted mean of the post- test scores of CBSE group (15.43) and control groups (11.05) clearly show that the CBSE group is superior in developing poetic appreciation

#### **4. Findings based on comparison of the RBSE model and conventional lecture translation method in teaching English poems for developing poetic appreciation among standard IX students**

- The RBSE model is found significantly effective than the conventional lecture translation method in developing poetic appreciation. This finding is derived based on the following results:
- The mean scores of the post test scores of the Synectic group (20.3) is greater than that of the control group (10.95). The critical ratio obtained by comparing the post test means is 3.31, which is significant at 0.01 level.
- The critical ratio obtained by comparing the mean gain scores of the CBSE group and that of the control group is 4.64 which is also significant at 0.01 level. When F test applied to the pre- test scores  $F_x$  falls short of significance at 0.05 level, it is clear that the  $x$  means do not differ significantly. The table value of F ratio for df 1/78 is 6.84 at 0.01 level. So the obtained  $F_y$  is significant at 0.01 level ( $F_y = 65.41$ ;  $p < 0.05$ ). Since the  $F_y$  falls beyond the 0.05 level of significance, it can be tentatively interpreted that there was significant difference between the  $y$  means (mean of post test scores) of the two groups.

#### **5. Findings based on comparison of the RBSE model and conventional lecture translation method in teaching English poems for developing poetic creativity among standard IX students**



- The RBSE model is found significantly effective than the conventional lecture translation method in developing poetic creativity. This finding is derived based on the following results:
- The mean scores of the post test scores of the Synectic group (101.1) is greater than that of the control group (33.4). The critical ratio obtained by comparing the post test means is 3.268, which is significant at 0.01 level.
- The critical ratio obtained by comparing the mean gain scores of the RBSE group and that of the control group is 4.42 which is also significant at 0.01 level.
- The obtained t value for the components, fluency, flexibility, Elaboration and originality of Poetic Creativity are significantly better for RBSE group than control group. Similar results are obtained in the case of sub areas also.
- When F test applied to the pre- test scores  $F_x$  falls short of significance at 0.05 level, it is clear that the x means do not differ significantly. The table value of F ratio for df 1/78 is 6.84 at 0.01 level. So the obtained  $F_y$  is significant at 0.01 level ( $F_y = 65.41$ ;  $p < 0.05$ ). Since the  $F_y$  falls beyond the 0.05 level of significance, it can be tentatively interpreted that there was significant difference between the y means (mean of post test scores) of the two groups.
- The significant difference between the adjusted y means indicates that the pupils of the RBSE and control groups differ significantly in their poetic Creativity in the posttest. So the adjusted mean of the post- test scores of RBSE group (98.59) and control groups (28.35) clearly show that the RBSE group is superior to control group in poetic Creativity test scores.

#### **6. Findings based on comparison of the CBSE and RBSE models in teaching English poems for developing poetic appreciation among standard IX students**

- The RBSE model is found significantly effective than the CBSE model in developing Poetic Appreciation. This finding is derived based on the following results: The mean post test scores of students in the CBSE group (15.22) is less than that of the RBSE group (20.3). The critical ratio obtained is 4.11, which is significant at 0.01 level .



- The mean gain scores of students in the Synectic Group (12.12) is greater than that of the CBSE Group (7.2). The obtained critical ratio is 6.03 which is significant even at 0.01 level.
- When F-test was applied, the obtained t value is 11.36 and the table value for significant difference for df 1/77 is 2.66 at 0.01 level ( $t = 11.36$ ;  $p < 0.01$ ). The significant difference between the adjusted y means indicates that the pupils of the CBSE Model differ significantly in their poetic appreciation in the post- test. Since the adjusted mean of the post- test scores of RBSE group (19.27) is greater than that of the CBSE Group (14.20), it is clear that the RBSE model is superior in developing Poetic Appreciation. It may therefore be tentatively interpreted that the RBSE model is effective in developing Poetic appreciation among secondary level students than CBSE Model.

#### **7. Findings based on comparison of the CBSE and RBSE models in teaching English poems for developing poetic creativity among standard IX students**

- The RBSE model is found significantly effective than the CBSE model in developing poetic creativity. This finding is derived based on the following results:
- The mean scores of the CBSE group(69.36) is less than that of the (101.1). The critical ratio obtained is 2.03, which is significant at 0.05 level.
- The mean gain scores of students in the RBSE group (88.8) is greater than that of the CBSE Group (38.82). The obtained critical ratio is 5.35 which is significant even at 0.01 level.
- On applying F-test, the obtained t value is 11.36 and the table value for significant difference for df 1/77 is 2.66 at 0.01 level( $t = 11.36$ ;  $p < 0.01$ ). The significant difference between the adjusted y means indicates that the pupils of the CBSE Model differ significantly in their Poetic Creativity in the post- test. So the adjusted mean of the post- test scores of Synectic model (99.27) and CBSE Group (61.20) clearly show that the Synectic model is superior in developing Poetic Creativity It may therefore be tentatively interpreted that the Synectic model is effective in developing Poetic Creativity among secondary level students than CBSE model





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### **8. Finding based on the comparison of the post- test scores of students in the CBSE and RBSE groups pertaining to the components of poetic creativity**

The RBSE model is found significantly effective than the CBSE model in developing the components of poetic creativity. This finding is derived based on the following results:

- There exists significant difference in the posttest scores of students in CBSE and RBSE groups with respect to the components, fluency, flexibility, originality and ‘elaboration’ of poetic creativity. The obtained t values were significantly greater than the table value at the 0.05 level of significance for all the components.

### **9. Finding based on the comparison of the post- test scores of students in the CBSE and RBSE groups pertaining to the sub areas of poetic creativity**

- The RBSE model is found significantly effective than the CBSE model in developing the sub areas of poetic creativity. This finding is derived based on the following results:
- In the area ‘poetic diction’, the t value (0.055) was found to be not significant at .05 level, even though there is a little difference in the mean values obtained for CBSE (9.43) and RBSE (7.22) favouring the CBSE group. The variability of the scores (SD=4.43 for CBSE and SD=9.47 for RBSE groups) show the better performance in the case of CBSE group.
- In the area ‘imaginative writing’, the t value (1.044) was found to be not significant at .05 level, even though there is glaring difference in the mean values obtained for CBSE (26.16) and RBSE (33.01) favouring the RBSE group.
- For the area ‘vocabulary style’, the t value (2.08) was found to be significant at .05 level, even though there is glaring difference in the mean values obtained for CBSE (12.86) and RBSE (23.63) favouring the RBSE group.
- As regards the area ‘innovative expression’, the t value (4.97) was found to be significant at .01 level, even though there is glaring difference in the mean values obtained for CBSE (7.15) and RBSE (23.27) favouring the RBSE group.
- In the case of the area ‘vision’, the t value (0.76) was found to be not significant at .01 level, and supporting this there is only subtle difference in the mean values obtained for CBSE (13.76) and RBSE (10.97) favouring the CBSE group.



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## CONCLUSIONS BASED ON THE STUDY

1. The present study stresses the importance of equipping the learner with Poetic Appreciation and Poetic Creativity through teaching English poems among Standard IX student's skills necessary to cope with the situation he or she is likely to encounter. It emphasizes the teaching of specialized, high-order skills (not the mere basic skills) related to specific areas of English poems. It points out that for the realization of this aim; there must be reforms in the syllabus, in the materials, in the methods of English poems teaching, and in the examination pattern among BSER students as compared to CBSE. In short, it declares that BSER students should be encouraged to express and develop original responses and not rely on critical opinions. The classroom teaching should involve activities and interaction. Group work is to be encouraged. The examination in its turn should aim at testing the learners' sensibility, and not become a stereotyped invitation to an exhibition of second-hand scholarship.
2. The present study has taken care to prove, with the help of its Survey, the hypothesis that, the Synectics model of teaching poetry develops not only appreciation but also Poetic Creativity and communication skills It also proves that the Synectics model, a the teaching of poetry is not only a solution, but an asset.
3. Another salient feature of the present study is to compare the of CBSE and BSER teaching English in order of developing Poetic Appreciation and Poetic Creativity through teaching English poems among Standard IX students. The Survey shows that CBSE pattern was found more systematic and statically was found significant with comparison to BSER pattern. The study proves that I case of CBSE poetry teaching, Burton's definition of teaching. "Teaching is the stimulation, guidance, direction and encouragement of learning" is accepted but it is rejected in case of BSER.
4. The main responsibility of the teacher is to awaken awareness, freedom and responsibility in his students The Synectics model is an effective tool to awaken these Teaching should proceed in a highly permissive way within which each individual develops, largely of his own, through the exercise of his feelings In the oblique method, freedom is given to each learner to respond to the poem in his own way



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provided it has the sanction of the text, This freedom has resulted in excellence and rich variety in the responses.

5. Both the learners and the teachers are for innovations in the field of poetry teaching. The word 'innovation' means the introduction of novelties, the alteration of what is established. Generally, in the field of education, to innovate is to create something new which markedly deviates from traditional practices Educational institutions, each being a miniature society, inevitably participate in the educational reforms and social transformations
6. We are moving in an era of accelerating changes in all walks of our life, and education is no exception to it. We are moving towards newer educational activities and newer methods of teaching-learning, based on the knowledge of the technocracy that has been developed in the past several years in western countries. We are entering a new phase in education that involves attempts to create totally new theories of instruction. This is the result of the strong urge for change and innovation in education that has been growing since the Independence: parents and the general public have, all these days, been questioning the utility of the traditional system of education inherited from the British; but nothing tangible has been done so far. But today our educationalists are convinced of the fact that without introducing changes and innovations, we cannot cope with the challenges and problems of the modern society.
7. The survey implies the pedagogically approach of teaching poetry in both CBSE and BSER students have certain fallacies whereas the Synectics model of teaching poetry was found best among CBSE students as compared to BSER students and can be recommended for all students.
8. The findings from the study lead to the conclusion that for developing poetic appreciation and poetic creativity, outcome from CBSE students is better than the BSER students. The mean scores of the Synectic model used for CBSE students is greater than that of the BSER students, and hence it is inferred that CBSE is better than the BSER for developing poetic appreciation and poetic creativity of students.
9. Besides, the components of poetic creativity and sub skills namely, Poetic Diction, Imagination, Innovative expression, and Vocabulary style of poetic creativity were



separated using sub tests and analysed to confirm the comparative effectiveness of teaching English poetry through among C.B.S.E and B.S.E.R students which helped in developing Poetic creativity of Students in secondary classes. The components of creativity was also tested in a similar manner and found that the C.B.S.E synevtic model was much more significantly effective than other methods including conventional lecture translation method among BSER students.

10. The study puts forth, by implication, that teachers have to take utmost care to impart poems without losing their musical quality, since music always finds a room in the hearts of the learners. One of the many implied suggestions of the study evinces that the learners should foster a liking and admiration for correct methods of teaching poems and pay heed to the technicalities in the poems. Another implication of this study is about giving ample room in the curriculum for enhancing poetic for creativity in everyday activities.
  11. The tools developed for the study can be used effectively for developing poetic appreciation and poetic creativity. The poetic appreciation test and poetic creativity tests can be used in future effectively to test the literary creativity by enhancing the items. The models proved its effectiveness on language creativity and innovative ideas with regard to students. Employing these models teachers can promote independent and flexible thinking among students Model incorporated in the language classroom can help students to improve their Fluency, Flexibility, Originality, and Elaboration with regard to poetic creativity and thereby helping learners appreciate poems and become creative composers. The study will help the policy makers and experts incorporate models.
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